
MULTILING ANNUAL REPORT 2015

CENTER FOR
MULTILINGUALISM
IN SOCIETY
ACROSS
THE LIFESPAN



UiO : University of Oslo



ff Norwegian
Centre of
Excellence

The Research Council of Norway



Meet Shadrack. He shares a home with Trine-Lise, and his five-year-old daughter, Felicia. Their family also includes Jessica and Michael, Shadrack's younger siblings. Shadrack was born in Ghana with Ghanaian parents, and came to Norway when he was 14. His siblings were born in Norway—their mother is Norwegian and their father Ghanaian. Ghana is a highly multilingual country, where over 80 different languages are spoken. The official lingua franca is English, while Akan is the most widely spoken of the indigenous languages. Trine-Lise is from the North of Norway and speaks a particular regional dialect of Norwegian. Now the whole family lives in Oslo, and at home they speak various Norwegian dialects and English. Shadrack's family is one of many multilingual transcultural families in Norway, and the photographs in this report portray him and his family in their daily life. In August 2015, Multiling's MultiFam project (funded by the Research Council of Norway) was launched to study families like Shadrack's.

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Arne Bugge Amundsen
Dean of the Faculty of Humanities

THE DEAN'S INTRODUCTION

THE FIVE WORLD LEADING RESEARCH COMMUNITIES AT THE UNIVERSITY OF OSLO

- Lifespan changes in brain and cognition (LCBC)
- Center for Multilingualism in Society Across the Lifespan (MultiLing)
- Centre for Immune Regulation (CIR)
- Centre for Materials Science and Nanotechnology (SMN)
- Centre for the Study of Equality, Social Organization, and Performance (ESOP)

– Getting hold of the best people is pivotal to any forward-looking university, says Dean Arne Bugge Amundsen.

Ever since it opened in 2013, I have followed MultiLing – the Center for Multilingualism in Society Across the Lifespan – closely, and as Dean of the Faculty of Humanities since 2015, I am especially proud to congratulate the Center on its status as a world leading research community at the University of Oslo.

Getting hold of the best people is pivotal to any forward-looking institution of research and higher education. The University of Oslo has an ambitious strategic plan, *Strategy 2020*, which aims to increase the international visibility of the institution as a leading research-intensive university by 2020. The University's Strategic Advisory Board has recently proposed how the University could attain its goal: it "should strive to achieve world-class excellence only in its specializations".

In 2015, the University of Oslo was given yet another incentive to go out and secure the world leading scholars of tomorrow through an allocation of NOK 31.2 million in the national budget to develop more world leading research communities. In June, the University Board reached a decision – strongly recommended by the Faculty of Humanities – on the five top research communities to be showcased as world leading. These five were to receive generous funding over five years to be used for recruitment of leading international scientists in order to strengthen the University's academic communities and its research.

The communities selected are exceptionally strong representatives of very prestigious fields of research, so it was a pleasure, if no surprise, to see MultiLing among them. MultiLing is one of our strongest research environments. The budget allocation is an expression of the fact that the humanities have an important place in the University's efforts to show the relevance and significance of research in our present time.

Recruiting leading international researchers and providing them with a team is an investment in the future, as it gives them the opportunity to achieve something at the University, as well as to recruit young research talent.

MultiLing has experienced that the active involvement and networks of the 12 members of its Scientific Advisory Board attract truly excellent international applicants for the fellowship posts at the Center. Hence, we know that the recruitment of today's internationally leading researchers in multilingualism will have a significant impact on MultiLing and the University of Oslo's ability to recruit the world leading scholars of tomorrow.

Arne Bugge Amundsen
Dean of the Faculty of Humanities

Elizabeth Lanza
Director of MultiLing

THE DIRECTOR'S INTRODUCTION

THE YEAR 2015 — ANOTHER EXCITING YEAR OF MULTILINGUALISM RESEARCH AND ACTIVITIES AT MULTILING! MULTILING CONTINUES TO BE A HIGHLY VISIBLE AND RECOGNIZED VENUE FOR RESEARCH AND RESEARCH ACTIVITIES ON MULTILINGUALISM. AND ENERGIZING PROSPECTS WERE ANNOUNCED IN 2015 FOR THE YEARS TO COME.

2015 was a year of significant achievements. By the end of the year, the first doctoral defense of many to come was held for one of MultiLing's doctoral fellows. Moreover, during this past year, seven of our doctoral fellows successfully completed their midway evaluations. Two larger research projects received highly sought after FRIPRO funding by the Research Council of Norway: the project *MultiFam – Family language policy in multilingual transcultural families* and the project *Multilingual dementia: Language and communication in multilingual speakers with dementia in Norway*. MultiLing's international network was strengthened through the national funding of our international partnership with four outstanding universities in South Africa (INTPART). And last but not least, MultiLing was awarded prestigious funding by the University of Oslo to achieve world-class excellence in the years to come.

In 2015, we also held 18 workshops at MultiLing and hosted 16 guest lectures. MultiLing researchers participated with 114 presentations in international and national conferences. And we held four stimulating research training courses. We can, furthermore, boast of 69 publications, including six books and three special issues of international

and national journals, in addition to 33 journal articles and 27 book chapters. Furthermore, we have been working on an exciting platform to be launched next year – a new multimodal, online peer-reviewed E-resource providing a comprehensive documentation of the linguistic minorities of Europe. Dissemination of our research results to the scientific community has been a top priority, while we continue to disseminate knowledge on multilingualism and, more generally, linguistic diversity to the public and relevant stakeholders.

Highlights from 2015

In the following, I would like to highlight some of the events from the year, ranging from some of our achievements noted above to our evolving MultiLing team, our expanding networks, and finally our annual meeting of the Scientific Advisory Board. Finally, some concluding remarks reflect on the challenges we have embraced and will continue to meet in our journey forward. More detail on our extensive range of activities is available in the various articles that form the core of the report, and in the lists of publications, workshops and conference presentations that are to be found in the Appendices.

An interdisciplinary approach holds great promises for providing new answers to old questions, and truly a greater understanding of multilingualism.



Bridging the gap and the lifespan perspective

MultiLing's goals involve bringing together disciplines that have hitherto often been fragmented within linguistics, namely psycholinguistic and sociolinguistic approaches to language and multilingualism, through the study of the whole multilingual individual at all phases of life and in the context of society. Our research agenda is organized along three research themes, with the goals of addressing a lifespan perspective and incorporating interdisciplinarity into our work, as illustrated by the three cross-thematic colloquia (see p. 10).

An interdisciplinary approach holds great promise for providing new answers to old questions, and truly a greater understanding of our object of study. Integrating our projects so that we can attain our goal of bridging the gap in the study of multilingualism is one of MultiLing's major challenges, and indeed a challenge as documented in international research. I am therefore especially proud of the two research projects that received funding in 2015, which are both interdisciplinary in scope and aim to bridge the gap. Together they will, moreover, provide a lifespan perspective to various dimensions of multilingualism.

Both *MultiFam – Family language policy in multilingual transcultural families* and *Multilingual dementia: Language and communication in multilingual speakers with dementia in Norway* aim at bridging the gap by examining multilingual competence, multilingual practices and the management of multilingualism, including language ideologies, among young and old. *MultiFam* officially opened in August, with new doctoral and postdoctoral fellows, and held its kickoff workshop on methods for bridging the gap in late October, to which we invited our national and international partners, in addition to other key researchers. The Multilingual dementia project integrates psycholinguistic and sociolinguistic methods and theoretical frameworks. Preliminary results were already attained through their pilot project and were presented by the project group in collaboration with Scientific Advisory Board member Kees de Bot at the *International Symposium on Bilingualism (ISB 10)* in May in the US. The project officially starts up in 2016 with the new funding, which includes doctoral and postdoctoral fellowships.

MULTILING'S INTERNATIONAL NETWORK WAS STRENGTHENED THROUGH THE NATIONAL FUNDING OF OUR INTERNATIONAL PARTNERSHIP WITH FOUR OUTSTANDING UNIVERSITIES IN SOUTH AFRICA (INTPART).

THE HUMANITIES SCORED WELL THROUGH MULTILING, ALONGSIDE RESEARCH ENVIRONMENTS IN THE FIELDS OF MEDICINE, ECONOMICS, MATERIALS SCIENCE AND NANOTECHNOLOGY, AND PSYCHOLOGY.

MultiLing chosen for funding to reach for the stars

Through funding from the Norwegian government for the recruitment of leading international scientists, the University of Oslo chose five research environments and awarded them financial support that can assist them on the road to attaining international status in their respective fields. The humanities scored well through MultiLing, alongside research environments in the fields of medicine, economics, materials science and nanotechnology, and psychology. The financial support will contribute to attracting world-leading researchers to the University of Oslo. MultiLing wishes to recruit three adjunct professors, each with one doctoral and one postdoctoral fellowship attached to them. The funds will also be used to establish a sociocognitive laboratory for the study of multilingualism.

The MultiLing team

Without talented and committed personnel, the ambitious goals of any center could never be achieved. And MultiLing is in the fortunate position to have talented, committed and enthusiastic personnel. In 2015, two postdoctoral fellows commenced their positions at MultiLing, while one doctoral fellow started on her PhD research. Furthermore, three one-year research fellows joined the MultiLing team, while two postdoctoral fellows left us before the end of their appointments as they were offered permanent positions at prestigious universities in Europe.

While the MultiLing team expands, we deeply regret to announce the loss of an important member of our core group in 2015.

It was with deep sorrow that we received the news that Inger Moen passed away in November after a serious illness. Inger was a major source of inspiration to the MultiLing team, also during the planning of the Center. Inger will be sorely missed not only by us, but also by many across the Faculty of Humanities, the University of Oslo, and the scientific community at home and abroad, to which she has left a lasting legacy.

Core team member Else Ryen officially retired at the end of 2014; however, she continues to be active in various capacities for MultiLing, as noted in this report. In order to strengthen the core team, MultiLing was given the opportunity to announce a permanent position in multilingualism, to be anchored at the Department of Linguistics and Scandinavian Studies, the home institution for MultiLing. At the end of 2015, the short-listed candidates were being evaluated by an international expert committee.

The leadership team also experienced a transition in 2015. Deputy Director Bente Ailin Svendsen decided to step down in October after seven years in various leadership roles, in order to dedicate more time to research. MultiLing is grateful to Bente for her enthusiastic and steadfast commitment and contribution to the Center, as demonstrated in this report. Bente will continue to lead the Language Exhibition project to be launched at Oslo City Museum in May of 2016, an important dissemination milestone in 2016. We are fortunate that Theme 3 leader Unn Røynealand agreed to take on the responsibility as Deputy Director of MultiLing and be part of MultiLing's leadership team. In addition,

Researcher Pia Lane in the core group agreed to take over the role of leader of Theme 3, after having successfully served as deputy leader of Theme 3 since the start.

As the MultiLing team expands, we initiated team-building exercises in 2015. In April, the entire team took off to Hardingasete in western Norway to a unique seminar and conference center. There we were housed in authentic rustic cabins on the Ljones peninsula by the beautiful Hardanger fjord. Activities on the agenda included not only scientific discussions but also outdoor activities. In October, we held a team-building MultiLing Forward Day during which we discussed and shared our visions for the Center.

MultiLing's expanding networks

MultiLing continues to develop and expand its international network as well as its national network.

In 2015, MultiLing followed up on its commitment to the LingNet Europe network, coordinated by the FRIAS Center at Albert-Ludwigs-Universität in Freiburg, where MultiLing's Scientific Advisory Board (SAB) member Peter Auer holds his chair. In June, MultiLing was represented by Elizabeth Lanza and Unn Røynealand at the network's annual meeting.

Just before the Sociolinguistics of Globalization conference in Hong Kong in June, MultiLing's SAB member Brendan Weekes (University of Hong Kong) organized a mini-seminar on *Multilingualism Matters* as a networking event for MultiLing researchers, colleagues from the University of Hong Kong, and visiting professor Janet Fletcher (Center of Excellence Dynamics of Language,

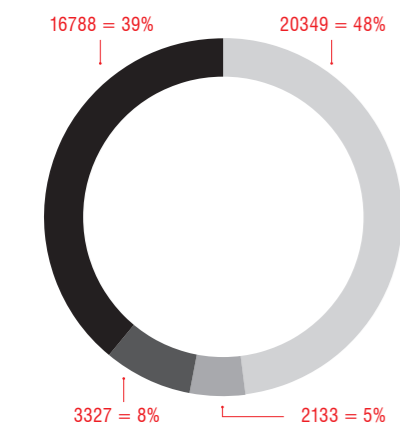
Australia). Participating from MultiLing were Pia Lane, Elizabeth Lanza, and Unn Røynealand. The fruit of our networking discussions will be realized already in 2016.

MultiLing has a collaborative agreement with the Centre for Multilingualism and Diversities Research at the University of the Western Cape (UWC) in South Africa, where Scientific Advisory Board member Chris Stroud has his chair. In September, the Rector and Vice-Chancellor of UWC, Tyrone Pretorius, and his Executive Assistant and Institutional Planner, Mr. Larry Pokpas, made an official visit to the University of Oslo. MultiLing was fortunate to have a meeting scheduled with the visiting dignitaries, accompanied by the Chair of the Department of Linguistics and Scandinavian Studies. The meeting occurred prior to our receiving the wonderful news of the INTPART funding granted to MultiLing for international partnerships with four of South Africa's top universities, including UWC. The new promising INTPART partnership also includes collaboration with Stellenbosch University, the University of the Witwatersrand, and the University of Cape Town (where SAB member Raj Mesthrie has his chair). The kickoff event for INTPART is scheduled in March of 2016 and the funding will cover three years.

Nationally, MultiLing has signed a collaborative agreement with FAFO – the Institute for Social and Labour Research. FAFO is involved in the MultiFam project; their expertise in large-scale studies will be indispensable for our project plans.

ACCOUNTS 2015 - REVENUES 2015 (IN NOK 1000)

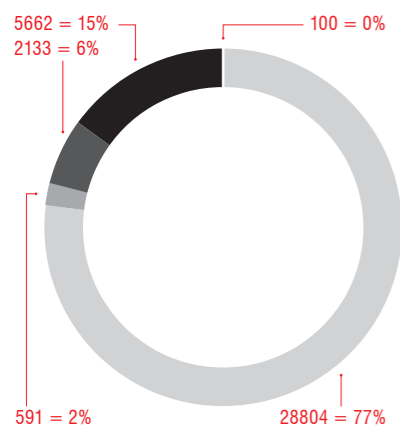
- Own financing, University of Oslo
- Own financing from public and international partners, not accounted for at MultiLing (In kind)
- Public funding
- Research Council of Norway



SUM TOTAL = 42597 (IN NOK 1000)

ACCOUNTS 2015 - EXPENDITURES 2015 (IN NOK 1000)

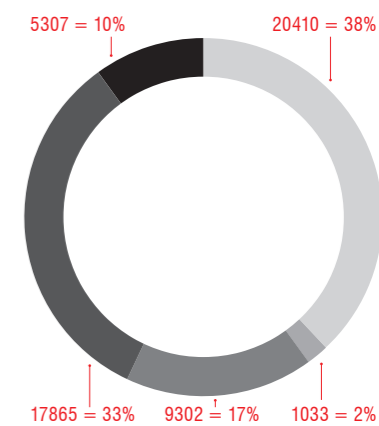
- Payroll and indirect expenses
- Procurement of RD services
- Expenses from partners, not accounted for at MultiLing (In Kind)
- Other operating expenses
- Equipment



SUM TOTAL = 37290 (IN NOK 1000)

BUDGET 2016 - REVENUES 2016 (IN NOK 1000)

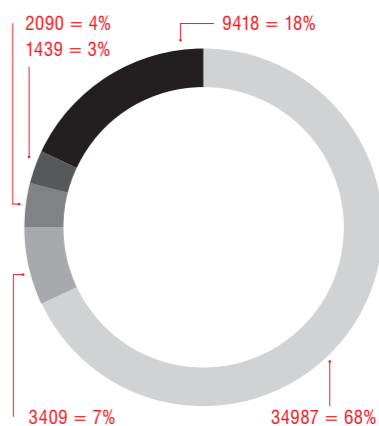
- Own financing, University of Oslo
- Own financing from public and international partners, not accounted for at MultiLing (In Kind)
- Public funding
- Research Council of Norway
- Transfer from 2015 (+/-)



SUM TOTAL = 53917 (IN NOK 1000)

BUDGET 2016 - EXPENDITURES 2016 (IN NOK 1000)

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



SUM TOTAL = 51343 (IN NOK 1000)

Annual meeting with the Scientific Advisory Board

The annual meeting of the Scientific Advisory Board (SAB) was scheduled right after the Einar Haugen lecture, one of MultiLing's annual lectures. A seminar was held the afternoon of the lecture at which MultiLing fellows presented their ongoing research to Michael Silverstein (University of Chicago), who delivered the Einar Haugen lecture, and the members of the SAB. The SAB meeting was held at the Norwegian Academy of Science and Letters, which provided us with an auspicious setting for this special event. MultiLing core group members gave presentations and updates on our research and dissemination activities. In the afternoon, representatives of the Research Council of Norway (RCN) met with us to discuss the agenda for the upcoming midway evaluation, which will commence in late 2016. The RCN also met with MultiLing's doctoral and postdoctoral fellows. The day ended with a gala dinner in the magnificent dining room of the Academy where MultiLing team members mingled with members of the SAB, the Dean and Vice Dean of the Faculty of Humanities at UiO, and other specially invited guests.

MultiLing's SAB continues to be an important part of the Center's organization. Their input, encouragement and support remain a valuable resource for us – a point also made by the RCN, who reported being very impressed by the commitment and active participation of our SAB.

Looking back and looking forward

MultiLing commenced its tenure as a Center of Excellence in June of 2013. In the two and a half years since the start, we have been successful through our many accomplishments, and we remain on a determined course to achieve our overarching goals of bridging the gap between sociolinguistic and psycholinguistic approaches, and providing a lifespan perspective to the study of multilingualism. Indeed the main challenge in our research endeavors will continue to be bridging the gap in both theory and methodology in our investigation of multilingual competence, multilingual practices and the management of multilingualism, while we encourage collaboration across various fields of inquiry. This challenge is indeed a major one in applied linguistics research more generally, as recognized in international research as well. The ensemble of MultiLing's research projects, furthermore, contributes to creating a rich mosaic of the lifespan, covering aspects of multilingualism across every age group. The new funding to "reach for the stars" will provide us with excellent means to further enhance our efforts to generate scientific knowledge at the international forefront of research.

The MultiLing team has expanded considerably since the establishment of the Center through the recruitment of doctoral and postdoctoral fellows, a high priority at the Center in order to attain a critical mass. As the number of fellows increases, there will be an increasing need

to expand the core group of senior scholars in order to provide supervision for junior researchers and to ensure other vital functions at the Center.

As we develop and consolidate our international networks, another challenge for MultiLing in the years to come involves making our mark on the EU research map with the goal of attaining funding with international collaborators through relevant calls in Horizon 2020, the European Framework Programme for Research and Innovation, including ERC grants, Marie Skłodowska-Curie Actions, and other related funding schemes for research and mobility. Researcher mobility will, furthermore, continue to be an important priority at MultiLing, especially for our junior scholars.

In sum, we have come a long way in the two and a half years since we started our journey in 2013. The coming year will be decisive for MultiLing as we prepare for our midway evaluation as a Center of Excellence and organize our application for another five years as a Center of Excellence.



Elizabeth Lanza
Director of MultiLing

Center Director Lanza in the midst of an engaged presentation of MultiLing to the Faculty management.

In December 2015, Monica Knoph defended her thesis on multilingual aphasia for the PhD Degree. Photo: Terje Heiestad/UiO.

MultiLing's core group and administration in front of the Norwegian Academy of Science and Letters.

The Norwegian Academy of Science and Letters provided us with an auspicious setting for the annual meeting of the Scientific Advisory Board.



MULTILING: FACTS & FIGURES

WE PROUDLY PRESENT KEY ACCOMPLISHMENTS FROM MULTILING'S FIRST THREE YEARS AS A CENTER OF EXCELLENCE, FROM 2013-2015.

Theme 1 (T1):
Multilingual competence across the lifespan

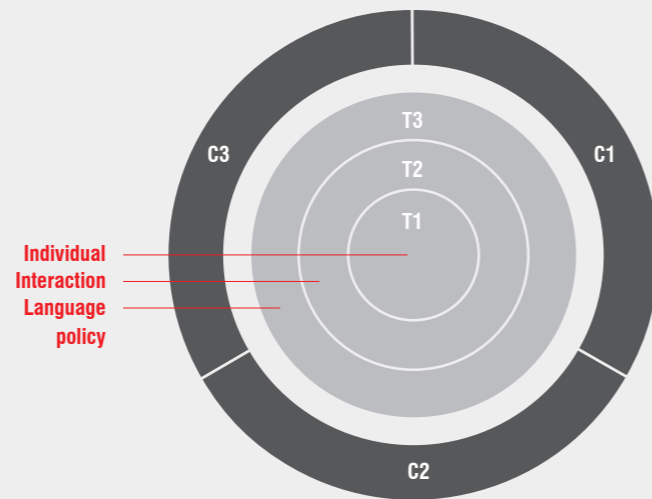
Colloquium 1 (C1):
Bridging psycholinguistic and sociolinguistic approaches to multilingualism

Theme 2 (T2):
Multilingual language choice and practices across the lifespan

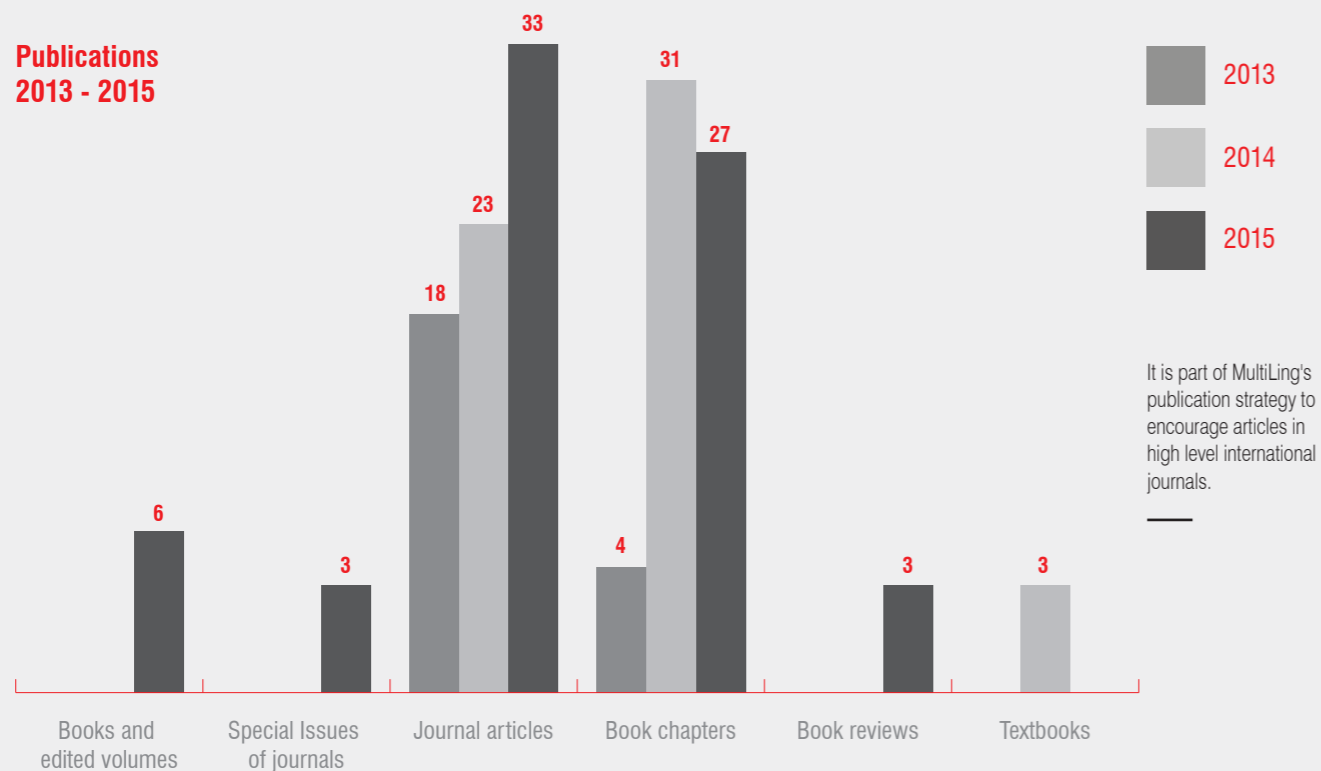
Colloquium 2 (C2):
Maximizing the impact of quantitative and qualitative approaches to the study of multilingualism: Research tools for analysis

Theme 3 (T3):
Management of multilingualism: language policy and ideologies

Colloquium 3 (C3):
Addressing social relevance in the study of multilingualism across the lifespan

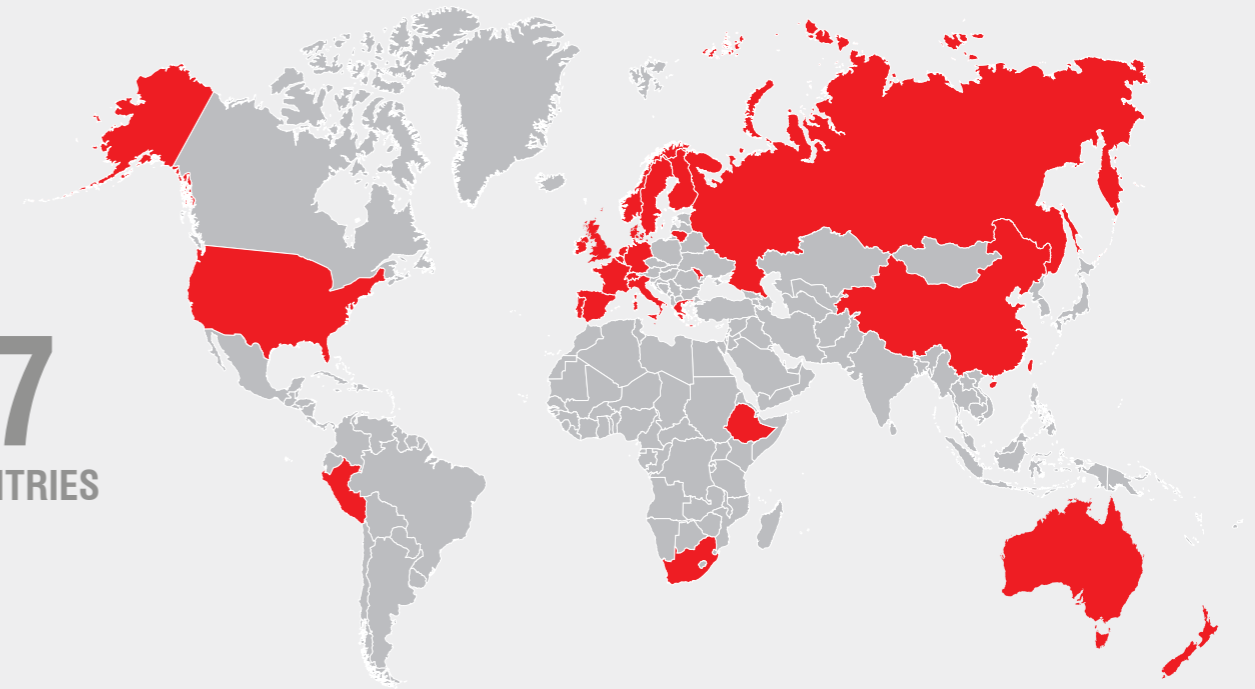


Publications 2013 - 2015

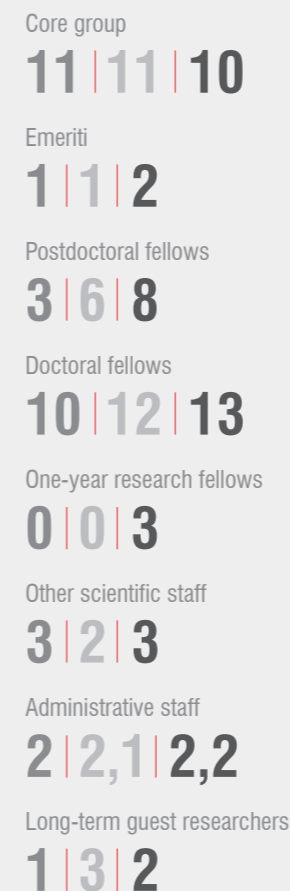


Presentations by MultiLing team members in 2015

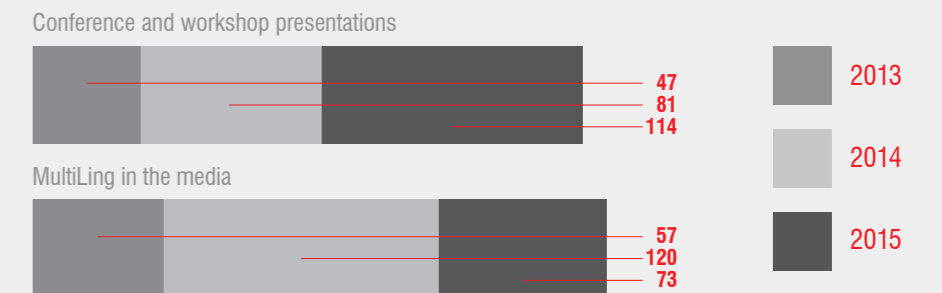
27
COUNTRIES



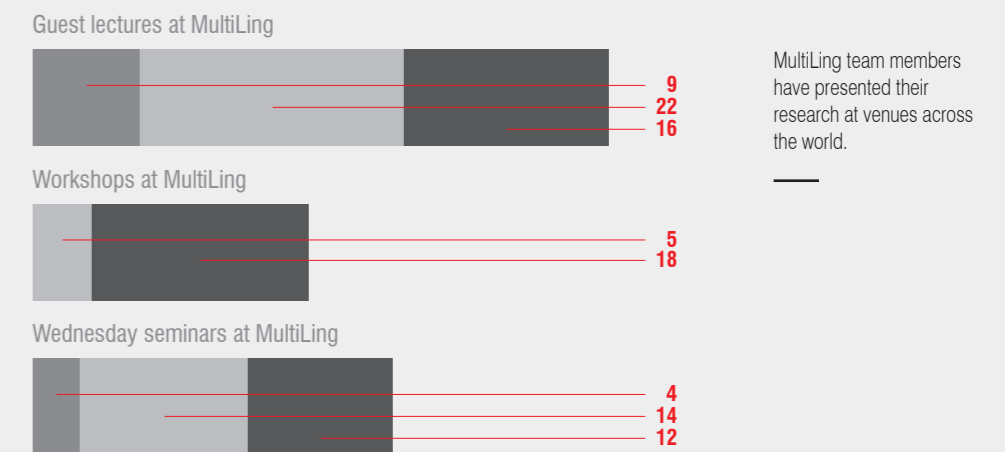
MultiLing team 2013 - 2015



Conference presentations and public outreach



Activities and events 2013 - 2015



ORGANIZATIONAL STRUCTURE OF MULTILING



**NEW CROSS-
THEMATIC
PROJECTS**

MULTILING WILL RECRUIT LEADING INTERNATIONAL SCIENTISTS AND HIGHLY TALENTED FELLOWS TO NEW PROJECTS AT MULTILING, AND ESTABLISH A SOCIOCOGNITIVE LABORATORY.

WORLD-LEADING RESEARCH ENVIRONMENT

Financed by:
The University of Oslo through an allocation in the national budget (NOK 27M)

Project period: 2016–2021

The 2015 national budget allocated a total of NOK 31.2 million per year for a five year period to be used for the recruitment of leading international scientists to promote exceptionally strong academic communities and their research at the university.

MultiLing was one of five research communities at the University of Oslo (UiO) to receive funding for the recruitment of leading international scientists. The other recipients were leading research communities within medicine, economics, materials science and nanotechnology, and psychology.

To ensure and accelerate the realization of MultiLing's stellar ambitions, the following are essential requirements:

- 1 The recruitment of internationally leading researchers as adjunct professors at MultiLing. Established leading scholars already have their institutional anchoring, but an adjunct professor position will ensure their commitment to UiO over an extended period of time.
- 2 The recruitment of highly talented doctoral and postdoctoral fellows to work closely with the adjunct professors and MultiLing researchers on common research projects at UiO.
- 3 The establishment of a sociocognitive research laboratory for the study of multilingualism.

Participants from MultiLing:
Jan Svennevig (project leader), Marianne Lind, Hanne Gram Simonsen, Bente Ailin Svendsen, Valantis Fyndanis, Monica Knoph, and Maarja Siiner

Project partners:
Cardiff University (Alison Wray), CUNY (Loraine Obler) and Linköping University (Charlotta Plejert)

Financed by:
The Research Council of Norway, FRIPRO scheme (NOK 9M)

RCN project no.: 250093

Project period: 2016–2019

MULTILINGUAL DEMENTIA:

LANGUAGE AND COMMUNICATION IN MULTILINGUAL SPEAKERS WITH DEMENTIA IN NORWAY

In December 2015, MultiLing got the wonderful news that another research project would be funded through the Research Council of Norway's FRIPRO scheme. The project Multilingual Dementia aims to generate knowledge on how language and communication are affected by dementia in multilingual speakers, addressing the following questions:

- 1 How is language storage and processing affected by age alone and by the combination of age and dementia?
- 2 Is there an advantage to being bilingual in language processing and cognitive abilities in healthy aging and Alzheimer's disease?
- 3 What conversational strategies are used to facilitate good communication in the face of challenges related to age and dementia?
- 4 How are questions of aging, illness, impairment, communication and dementia represented in text and talk in the private and public sphere, such as media texts, policy documents, and everyday conversations?

The project integrates psycholinguistic and sociolinguistic methods and theoretical frameworks. The plan is

to recruit 80 informants with and without dementia, both mono- and multilingual. They will be (1) tested for cognitive abilities, language storage and speech production; (2) interviewed about their experiences with language and communication in their stage of life; and (3) observed in spontaneous conversations with caregivers, family and researchers.

Prior to the FRIPRO funding, allocations in MultiLing's budget allowed us to employ a postdoctoral fellow and two one-year researchers to contribute to the project: Valantis Fyndanis, Monica Knoph and Maarja Siiner, respectively. Consequently, in 2015, the project team conducted a pilot project with a small sample of informants, and also initiated a corpus analytic study on the discursive representations of aging and dementia in the media. Preliminary results from the pilot study were presented by the project group in collaboration with Kees de Bot at the *International Symposium on Bilingualism (ISB 10)* in May 2015. The main project will start in July 2016, and will employ two research fellows.

MULTIFAM: FAMILY LANGUAGE POLICY IN MULTILINGUAL TRANSCULTURAL FAMILIES

Participants from MultiLing:
Elizabeth Lanza (project leader), Anne
Golden, Bente Ailin Svendsen, Judith
Purkarthofer, and Maria Obojska

Project partners:
Erfurt University (Annick De Houwer),
University College London (Li Wei),
Hedmark University College (Lars
Kulbrandstad), FAFO Institute for
Labour and Social Research (Jon
Rogstad) and the Language Council
of Norway

Financed by:
The Research Council of Norway,
FRIPRO scheme (NOK 8M)

RCN project no.: 240725/F10

Project period: 2015–2018

In 2015, MultiLing succeeded in securing prestigious FRIPRO funding from the Research Council of Norway for the new project, MultiFam. The funding allowed us to welcome postdoctoral fellow Judith Purkarthofer and doctoral fellow Maria Obojska to our research team. The project started on August 1, 2015; the kickoff workshop on “Methods for investigating multilingualism in the family: Bridging language acquisition and language policy” was held on October 22–23.

Family language policy involves implicit and explicit planning as well as practices in relation to language use and literacy within home domains and among family members. MultiFam builds on research on language socialization and language ideology. Language socialization includes socializing into language to enable appropriate use of linguistic structures, and through language to become effective social actors and community members. Language ideology investigates how ways of using languages reflect and (re)produce socio-cultural values, and the beliefs and assumptions people have about language and language users.

Various types of data are being collected, by methods such as a large-scale questionnaire survey,

focus group interviews, and recordings of conversations in the home among various family members. The body of new knowledge on family language policy evolving from this project will have the potential to contribute to policy and practice in the local community, and to a better understanding of what it means to be a citizen in a society with increasing linguistic and cultural diversity. The MultiFam project will collaborate with the language acquisition researchers at MultiLing.

The project originally stems from the Norwegian contribution to a larger project, in an application for European funds, which Elizabeth Lanza developed together with Annick De Houwer (Erfurt University, Germany) and Li Wei (University College London, UK), both MultiFam project partners and members of MultiLing’s Scientific Advisory Board.



MULTILING IN PARTNERSHIP WITH SOUTH AFRICA'S TOP UNIVERSITIES

Project partners:
University of the Western Cape,
University of Cape Town, Stellenbosch
University & University of the
Witwatersrand

Financed by:
The Research Council of Norway and
the Norwegian Centre for International
Cooperation in Education, INTPART
scheme (NOK 3.9M)

RCN project no.: 249801/H30

Project period: 2016–2018

The International Partnerships for Excellent Education and Research (INTPART) scheme was launched in 2015 by the Research Council of Norway (RCN) and the Norwegian Centre for International Cooperation in Education (SIU). MultiLing secured funding through the first call of the new scheme.

The main goal of the partnership project is for MultiLing to establish, further develop and strengthen collaboration with scholars at four key South African universities whose work is highly relevant for MultiLing's research agenda, in particular our primary goal of bridging the gap between psycholinguistic and sociolinguistic approaches to language and multilingualism. In line with the central aim of the INTPART scheme, the project seeks to link research and higher education cooperation in the project activities.

While there is increasing attention to mobility and linguistic diversity resulting in widespread multilingualism in a European context, there is a growing interest and need to draw attention to southern experiences of multilingualism, mobility and diversity. With its eleven official languages, South Africa offers a truly ideal setting for the study of multilingualism, and

the South African scholars involved in the project are all engaged in relevant research for MultiLing's research goals.

The project activities include jointly organized seminars, workshops and conferences; guest researcher visits; exchange of research and teaching staff, as well as research administrative staff; postgraduate student exchanges; and discussions towards enriching course and curriculum development.

The project officially starts in 2016, with the kickoff event taking place at STIAS at Stellenbosch University on March 7–8, 2016, where among 60 researchers from all the partnering institutions will be meeting up for the workshop *Interdisciplinary approaches to the study of multilingualism: Bridging the gap*.

The main goal of INTPART is to develop world class higher education and research institutions in Norway by promoting and funding long term institutional partnerships with strong academic groups and institutions in eight prioritized countries: Brazil, Canada, China, India, Japan, Russia, South Africa and the USA. The scheme aims to increase the quality and relevance of cooperation with selected countries, particularly through integration of the higher education and research components.

THEME REPORTS:

MAIN FINDINGS AND RESULTS IN 2015

RESULTS FROM CROSS-THEMATIC PROJECTS

1. Linguistic Capacity Building

Participants at MultiLing:

Janne Bondi Johannessen (project leader in Norway), Elizabeth Lanza, Unn Røynealand, Jan Svennevig

Partners:

University of Oslo: MultiLing participants (above), in addition to Kjell Magne Yri, Lutz Edzard, Ruth Vatvedt Fjeld, Kristin Hagen, Anders Nøklestad, Joel Priestley

Norwegian University for Science and technology, Trondheim:
Björn Gambäck

South Trøndelag University College:
Rolf Piene Halvorsen, Lindsay Ferrera

Addis Ababa University: Binyam Sisay (project leader), Hirut Woldemariam, Demeke Asres, Baye Yimam, Derib Ado Jekale, Zelealem Leyew, Kassu, Shimelis Mazengia, Ronny Meyer, Feda Negese, Moges Yigezu.

Hawassa University:
Menuata, Nigusie Meshesha

Financed by:
The Norwegian Agency for Development Cooperation (Norad) (NOK 17M)

Norad project no. 1300839

Project Period: 2013–2018

1. Linguistic Capacity Building – Tools for the inclusive development of Ethiopia

Ethiopia's population of 82 million speaks 89 languages, plus sign languages. Manifold social and cultural contacts among speakers of these languages are reflected in widespread bi- and multilingualism across the country. Linguistic diversity is realized at all levels of the country, the region, the administrative units, the communities, the schools, the institutions, and in the individual households. Amharic, and a handful of other languages, are used for inter-ethnic communication.

Central documents both nationally in Ethiopia and internationally state that mother tongue education is essential for good learning and education, and thus for the development of society. However, so far only 27 languages have been introduced in Ethiopia as a medium of instruction and/or as school subjects at the primary school level (a handful more are about to be launched in education soon). Many of the languages introduced as school subjects and medium of instruction in schools do not have proper orthographies, dictionaries, primers, and other important means. Many of the languages are poorly studied and require reforms and standardization in the description of orthography and grammar. Some languages also lack proper grammatical descriptions and dictionaries.

The project funds fieldwork for

staff and PhD candidates, MA grants for students from disadvantaged languages, funds for publishing, corpus development, travel to conferences, travel for Norwegian professors and technical staff to Ethiopia, and network meetings with local authorities and educators. The first collaborative project publication will appear in 2016.

2. Results from the research campaign: Taking the temperature of language!

In 2015, results from the 2014 national research campaign *Ta tempen på språket!* [Taking the temperature of language!] were published and presented. During the campaign, all primary and secondary school students in Norway were invited to be language researchers. The findings were presented at national and international conferences by Bente Ailin Svendsen, and Dea Kristine Bjorvatn wrote her MA thesis on the basis of the data.

In the course of the campaign, more than 4,500 students from all over the country collected slang words and phrases “that adults do not know”, and explored their own and others' language and dialect competence and practice in various interactions at school and in the family. The students themselves registered their findings in a digital database. The data revealed that there is a vast linguistic diversity among the students and in their

families. Fifty percent of the students reported that they have competence in two or more dialects or languages; only a few of them stated that they have competence in only one dialect or language; and they were eager to learn languages, especially the primary school students. When asked which language they would like to learn, Spanish was the most popular choice, followed by German, French, English, Italian, Chinese and Japanese. The students reported that they used English on a daily basis; they had a high acceptance for using English words and phrases in Norwegian, a trend that nonetheless declined with the speaker's age. The most popular words in the data are from English, namely *lol* ('laughing out loud'), *yolo* ('you only live once') and *swag* (used as a 'cool' style or behavior). These words are most popular among the “tweens” (10–13 years of age), while slang words from other languages such as Japanese dominate among the high school students, as noted in Bjorvatn's MA thesis. In comparison to former Norwegian studies of slang, the students in the Research Campaign 2014 demonstrated a higher use of acronyms and abbreviations, probably due to technological advances such as SMS and chatting, where brief formulations are required. The analyses demonstrated, moreover, that the students' heritage languages are not drawn

The STANDARDS project has expanded the traditional focus of linguistics on languages, focusing on social actors and how they relate to standardization processes.

upon or actively used in the classroom. Hence, the results reflect prevailing hierarchical language regimes. The data corroborate conclusions in recent Norwegian official reports that recommend foreign language instruction to start earlier than it does today, and that reiterate the importance of the students' multilingual resources being included for learning and teaching purposes.

3. Standardising Minority Languages – STANDARDS

The standardization of minority languages inevitably gives rise to debate, and the role of social actors in processes of standardization is crucial in the four contexts examined under the auspices of the STANDARDS project. The aim of STANDARDS is to investigate this crucial, yet largely unaddressed dimension of minority language standardization, namely how social actors engage with, support, negotiate, resist and even reject processes of standardization. Minority language standardization often is seen as an emancipatory and empowering process. Yet such processes require selecting particular forms over others, potentially establishing linguistic standards that the language speakers themselves experience that they cannot meet. Orthography plays a key role in standardization processes and is also an issue the speakers themselves are concerned

2. Taking the temperature of language!

The research 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 chosen research unit. In 2014, MultiLing was given responsibility for the campaign *Ta tempen på språket!* The results from the campaign were published in 2015 in the report *Ta tempen på språket! Rapport fra Forskningskampanjen 2014* [Taking the temperature of language! Report from the Research Campaign 2014].

Participants from MultiLing:
Bente Ailin Svendsen (project leader), Else Ryen, Kristin Vold Alexander.

Project period: 2016–2018

SPECIFIC FACTORS THAT COULD EXPLAIN CHANGES IN THE HERITAGE LANGUAGE ARE GRAMMATICAL TRANSFER FROM THE CONTACT LANGUAGE, INCOMPLETE ACQUISITION, ATTRITION, AMOUNT AND FREQUENCY OF LANGUAGE INPUT, INSTITUTIONAL SUPPORT, LANGUAGE IDEOLOGIES, AND OTHER FACTORS, THUS COMBINING THE RESEARCH FOCUS OF EACH ONE OF MULTILING'S THEMES.

3. Project: Standardising Minority Languages (STANDARDS)

Participants from MultiLing: Pia Lane (project leader), James Costa, Diana Camps and Elina Kangas

Project partners: University of Tromsø, University of Uppsala, Council of Europe and the Norwegian Ministry of Local Government and Modernisation

Languages investigated: Kven (Norway), Scots and Gaelic (Scotland), Limburgish (Netherlands) and Meänkieli (Sweden)

Financed by: The Research Council of Norway and the University of Oslo (NOK 13.4M)

RCN project no.: 213831/F10

Project period: 2013–2017

with, and orthography is often discussed and debated, also whether a common orthography is necessary. All four sub-projects of STANDARDS address these issues, and Camps in particular explores how orthographic innovations are not neutral but situated amidst differing and conflicting interests in the social context.

The project has expanded the traditional focus of linguistics on languages, focusing on social actors and how they relate to standardization processes. The investigation of social practices provides a means of analyzing the complexity and the tensions inherent in contemporary standardization processes. A volume edited by Lane and Costa addressing the crucial role of social actors will be published by Routledge in 2016.

The project leader has also developed a new methodological approach, which sheds light on the positions social actors may take. For their respective sub-projects, Lane and Kangas use a combination of participant observation, sociolinguistic interviews and a sociolinguistic experiment. Minority language speakers were filmed when reading texts in the minority language in order to explore how they relate to reading their mother tongue. When these speakers were interviewed, many of them positioned themselves as rejecters of a standardized

version of the minority language, whereas they express that reading a text in the minority language is a positive experience and that they would like to read more such texts. Thus, experimental methods such as making speakers relate to the material outcome of a standardization process may yield complementary results to sociolinguistic interviews.

4. Norwegian in America

The Norwegian-American linguist Einar Haugen did pioneering research into aspects of the Norwegian language in the United States, known through the now standard volume from 1953 – *The Norwegian Language in America: A Study in Bilingual Behavior*. In 2010, a revival of the study of the Norwegian language in America came about as a result of funding for fieldwork granted to Janne Bondi Johannessen from the Research Council of Norway. Since then the other Nordic countries have followed, and there is now a vibrant research network of linguists at both the University of Oslo and other Norwegian universities, as well as in Sweden, Denmark and Iceland. The network also includes researchers at universities in the USA, who work on Scandinavian languages, but also on many Germanic heritage varieties.

The research was first

concentrated on language description, but soon developed along several parallel lines, where factors typical of a heritage language situation were taken into consideration: social environment, conditions caused by political decisions, identity construction, a contact majority language, and even aging. Specific factors that could explain changes in the heritage language are grammatical transfer from the contact language, incomplete acquisition, attrition, amount and frequency of language input, institutional support, language ideologies, and other factors, thus combining the research focus of each one of MultiLing's themes.

A searchable corpus of American Norwegian Speech has been developed, facilitating and ensuring quality for present and future researchers. The research has resulted in several publications, including the edited volume *Germanic Heritage Languages in North America* published by Benjamins, two doctoral fellowships have recently been granted by the Faculty of Humanities, and MA theses are also being written. The annual workshop series WILA (*Workshop on Immigrant Languages in the Americas* – held in Europe and America every other year) helps ensure a continued interest in this fascinating topic.

4. Project: Norwegian in America

Original project title: Norwegian Dialect Syntax – NorDiaSyn: Grammatical variation – new isoglosses and new media

Participants from MultiLing: Janne Bondi Johannessen, Emel Türker-van der Heiden (participating on methodology), Yulia Rodina (participating on methodology)

Participants from the UiO Department of Linguistics and Scandinavian Studies: Ida Larsson. Two doctoral fellows from 2016

Financed by: UiO Faculty of Humanities (2 PhDs 2016–2019), MultiLing (fieldwork), and the Research Council of Norway

RCN project no.: 190975/V20

Project period funded by RCN: 2010–2014

THEME 1 MULTILINGUAL COMPETENCE

THEME LEADER: ANNE GOLDEN

1

Researchers on multilingual competence:

- Anne Golden
- Janne Bondi Johannessen
- Elizabeth Lanza
- Marianne Lind
- Else Ryen
- Hanne Gram Simonsen
- Emel Türker-van der Heiden
- Valantis Fyndanis
- Hana Gustafsson
- Yulia Rodina
- Guri Bordal Steien
- Monica Knoph
- Guro Nore Fløgstad
- Hanna Solberg Andresen
- Pernille Hansen
- Ingri Dommersnes Jølbo
- Yeşim Sevinç
- Jakob Wiedner

WE LEARN NEW LANGUAGES IN DIFFERENT WAYS AND 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.

The projects in Theme 1 range from studies on language acquisition and development in childhood, multilingual education, language assessment, language acquisition among adults and elderly multilinguals to language disorders and impairment, language attrition and dementia. We have chosen to highlight the results from three Theme 1-based projects in this year's report.

Norwegian-Russian preschool children

Narrative skill acquisition in preschool bilingual Norwegian-Russian children, a project led by Yulia Rodina, was carried out with 16 Norwegian-Russian preschool children between the ages of four and six. The project investigates the initial stages of narrative development in children's majority and minority languages as well as through bilingual-monolingual comparisons. The Multilingual Assessment Instrument for Narratives was used to assess narrative comprehension and production in order to explore whether narrative structure and narrative productivity are independent abilities (cf. the

Linguistic Interdependence Hypothesis), and to examine language dominance effects on the narrative composites. Overall, the differences between the narrative macro- and microstructure in the two languages of bilinguals support the Linguistic Interdependence Hypothesis. The correlation analysis shows that less independence between the two levels is present in Russian, the minority language. The bilingual-monolingual comparison shows that the bilinguals scored significantly lower than the Russian monolinguals across both levels. Thus, exposure effects revealing children's dominance in Norwegian are found not only for the microstructure (where they are most prominent), but also for the macrostructure. The study provides new evidence on bilinguals' narrative abilities in a previously unstudied language combination. The new evidence contributes to a better understanding of the initial stages of narrative development in typically developing simultaneous bilinguals, and to establishing the norms for the relevant abilities.

Importantly, the study highlights the importance of examining language data in both languages of a bilingual child. Results from the project were presented at ISB10 *International Symposium on Bilingualism* in May.

Multilingual Congolese

The project *Multilingual Congolese in Norway* is led by Guri Bordal Steien. The aim of the project is twofold: to describe the complexity of the linguistic biographies of multilingual Congolese speakers in Norway and to study the intonation patterns in two of their languages, French and Norwegian, both "post-L1" languages, i.e. languages acquired after one or more other languages. Thirteen Congolese speakers have participated in the project *Multilingual Congolese in Norway*. They were interviewed in their homes, and each interview consists of three different parts: (1) focus group interviews in which topics related to language acquisition, practice and proficiency were discussed; (2) a conversation in French; and (3) a conversation in Norwegian. The focus group interviews revealed that the speakers

have complex linguistic biographies. All of them have acquired and used four or more different languages at different stages of their lives: Lingala or Swahili, other Congolese languages, French, English, sometimes other African languages, and Norwegian. As regards intonation, it is arguably a domain that is difficult to acquire in a post-L1 language, and where cross-linguistic influences are particularly persistent; however, the analysis shows that the speakers use different tonal grammars in French and Norwegian, and no evident cross-linguistic influences are found so far. In the French conversations, the speakers produced accentual phrases that are isomorphic to syntactic constituents and marked by a high boundary tone at the right edge. The accentual phrases in Norwegian have tonal patterns that correspond to one of the Norwegian lexical pitch accents, and in most cases the expected one. In other words, the intonation patterns of the speakers' French are similar to the ones that would be expected in Standard French, while their productions in Norwegian are target-like, i.e. close

to what would be expected for East Norwegian.

The results of this project were presented at several conferences and seminars, nationally (e.g. *NORDAND 12* and *CASTL Colloquium*) and internationally (e.g. *French Prosody in Contact, ICPhS*). Some preliminary findings are published in an article in *NORDAND – Nordisk tidsskrift for andrespråksforskning* and in the *Proceedings of the International Congress of Phonetic Sciences*.

Transition in Education

Transition in Education is a project led by Anne Golden in collaboration with MultiLing affiliate Lise Iversen Kulbrandstad (Hedmark University College). *Transition from fourth to fifth grade* is one of several sub-projects planned.

The goal of the project *Transition in Education* (TRANS) is to generate new insight into the type of challenges minority students face in the Norwegian educational system, when they move from one stage to another. An understanding of the complex relationship between the teaching materials, the teachers and the students, in particular in



the move from one stage to another, can facilitate the work needed to close the achievement gap often documented between minority and majority students in school. The project is framed within a sociocultural and constructionist framework (observations, interviews, elicitation of narratives) as well as within a cognitive framework (textbook analysis, with a focus on linguistic challenges; text comprehension; vocabulary studies) as these frameworks are highly compatible theories that can be integrated into a unified and effective approach to language development in the classroom setting, both grounded in meaning. Data collection will vary as the project consists of different subprojects.

Results from the pilot study

The pilot study for the sub-project *Transition from fourth to fifth grade* is now completed. Different methods were tried out over a three-day period: classroom observations, focus group conversations with teachers, interviews with three focus multilingual students with their *learning partners*, the use of log books, and the analysis of a couple of chapters of their textbook in natural sciences. The pilot revealed that the textbooks seem to be used more as a backdrop to the teachers' explanations in the classrooms, as several information sources for the teaching were available. The textbooks seemed to aim at being entertaining and engaging; however, they contained a wide range of vocabulary, not always focused on the topic

AN UNDERSTANDING OF THE COMPLEX RELATIONSHIP BETWEEN THE TEACHING MATERIALS, THE TEACHERS AND THE STUDENTS, IN PARTICULAR IN THE MOVE FROM ONE STAGE TO ANOTHER, CAN FACILITATE THE WORK NEEDED TO CLOSE THE ACHIEVEMENT GAP OFTEN DOCUMENTED BETWEEN MINORITY AND MAJORITY STUDENTS IN SCHOOL.

to be learned, and a wide range of print genres (regular text, pictures, drawings, graphs, text accompanying pictures, and others). The books seemed to be more demanding in the fifth grade compared with the fourth grade. The students showed great interest in talking to the researchers and revealed a great interest in facts. There were, however, differences as to how much they relied on their *learning partners* in deciding on what to do, both in class and in the discussions with the researchers. They said they liked to learn and liked their books, although they found some words difficult to understand and many words difficult to explain. The teachers collaborated extensively with one another and used a variety of approaches in introducing a subject in class (through film, internet, Norwegian National Broadcasting/NRK production, textbook and examples from life). They explained some of the words in the texts and interacted with the students in the classroom, but did not have the time to include all of them. The outcomes from the pilot will be tested in the main study at the beginning of 2016.

Results from the pilot were presented at a seminar at Institut zur Qualitätsentwicklung im Bildungswesen (Institute for Educational Quality Improvement), Humboldt Universität, Berlin, Germany, in November, and a presentation entitled *Linguistic landscaping in a Norwegian multilingual classroom* was given at the conference *Linguistic Landscape 7* at the University of California – Berkeley, USA, in May.

THEME 2 MULTILINGUAL LANGUAGE PRACTICES

THEME LEADER: JAN SVENNEVIG

2

Researchers on multilingual language practices:

- Jan Svennevig
- Elizabeth Lanza
- Else Ryen
- Unn Røynealand
- Bente Ailin Svendsen
- Emel Türker-van der Heiden
- Hana Gustafsson
- Judith Purkarthofer
- Sarah Van Hoof
- Guro Nore Fløgstad
- Maarja Siiner
- Hanna Solberg Andresen
- Maimu Berezkina
- Ingri Dommersnes Jølbo
- Kamilla Kraft
- Maria Obojska
- Verónica Pájaro
- Jakob Wiedner

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.

The projects in Theme 2 range from studies on youth language and urban speech, second language interaction in the workplace, language use in multilingual families, in school and in the media. In the following, we have chosen to highlight three Theme 2-based projects.

Room for languages?

In collaboration with MultiLing partner, the Language Council of Norway, and the polling agency Ipsos, Bente Ailin Svendsen and Else Ryen developed a large-scale survey “Room for languages?” in which the use of languages at school and in the families among all students and teachers in the fifth, sixth, ninth and tenth grades in the Norwegian school system were explored. This is the first nationwide survey in which both teachers and students to a large extent answered the same questions, that is, 423 teachers and 4,774 students. The data demonstrate that one out of three students reports on a multilingual home environment, and that the students’ multilingual resources are only to a certain degree utilized in

the classroom, despite the fact that multilingualism is highlighted as a resource in Norwegian White Papers and education policy documents. The data reveal that two out of three teachers have not taught their students about multilingualism, and that the majority of them have no plans to do so. The results also show that there is plentiful use of languages other than Norwegian during recess. English dominates, but students also report on the use of words and languages such as Arabic, French, Kurdish, Somali, Spanish, German, and Vietnamese. Ryen and Svendsen argue, on the basis of the survey and in line with the Official Norwegian Report NOU 2015:8 *Fremtidens skole* [The School for the Future], for including foreign language instruction earlier than the eighth grade and for an extended foreign language instruction in which languages other than the traditional foreign languages are included as options. The results were officially presented at the Language Council’s *Language Day* in the Oslo Concert Hall in November by Bente Ailin Svendsen.

Language in blue-collar workplaces

Second language interaction in the workplace is a central research topic in Theme 2. Jan Svennevig and doctoral fellow Kamilla Kraft collected a large corpus of video recordings from two blue-collar workplaces (an industrial laundry and two construction sites) involving migrant workers speaking Norwegian as a second language. The recordings were made by the use of an action camera mounted on selected migrant workers’ hard hats, and they represent day-to-day interactions between migrant workers and their work leaders. In the project *Establishing understanding in L2 interaction in the multilingual workplace*, Jan Svennevig studied one of the conversational strategies by which migrant workers acquire new vocabulary in Norwegian, especially technical terms related to their professional domain. Two central practices are involved. First, practices for soliciting a technical term in Norwegian from the interlocutor: In displaying problems with referring to a specific item, the worker uses various verbal and gestural resources to indicate the nature of the intended referential object. By such practices – having much in common with word search sequences – the worker invites the interlocutor to suggest a Norwegian term. Second, there are practices related to grasping, rehearsing and memorizing a new word. Common practices involved are explicit metalinguistic comments and word repeat sequences. The project’s results were presented at the

Georgetown Roundtable of Linguistics (GURT) in Washington, DC, in March and at the *14th International Pragmatics Conference* in Antwerp, Belgium, in July.

Contemporary urban speech styles

The project *Semiotics of contemporary urban speech styles* is one of the projects within Theme 2 that crosses over into Theme 3, involving collaboration between Bente Ailin Svendsen, Ingunn I. Ims, and the Language Council of Norway. By means of methodological integration of critical discourse analysis and traditional corpus linguistics, the researchers investigated the semantic prosody or value ascription of recent contact-based speech styles (colloquially referred to as ‘Kebab Norwegian’) in the Norwegian media (1990–2015). Ims and Svendsen find that the positive value laden collocations are connected to certain specific events. In line with other studies on the valorization of such contact-based speech styles, Ims and Svendsen argue that ‘Kebab Norwegian’ seems to be positioned in direct contrast to a purported national ‘standard’ language and portrayed as a ‘deviant’ way of speaking. The oft quoted ‘Norwegian linguistic paradise’, in which “there is an enormous social tolerance for linguistic diversity” (Trudgill 2002: 31), seems to a certain extent to account for the positive representation of ‘Kebab Norwegian’ in the media. Results from the project were presented at *Language in the Media 6* at the University of Hamburg, Germany, in September.

THE DATA DEMONSTRATE THAT ONE OUT OF THREE STUDENTS REPORTS ON A MULTILINGUAL HOME ENVIRONMENT, AND THAT THE STUDENTS’ MULTILINGUAL RESOURCES ARE ONLY TO A CERTAIN DEGREE UTILIZED IN THE CLASSROOM

THEME 3 MANAGEMENT OF MULTILINGUALISM

THEME LEADER: UNN RØYNELAND

3

Researchers on the management of multilingualism:

- Unn Røyneland
- Pia Lane
- Elizabeth Lanza
- Bente Ailin Svendsen
- James Costa
- Alfonso Del Percio
- Judith Purkarthofer
- Maarja Siiner
- Nathan Albury
- Maimu Berezkina
- Diana Camps
- Elina Kangas
- Kamilla Kraft
- Maria Obojska

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 Theme 3 team has had an extremely active year in both generating and presenting new research-based knowledge on multilingual management. We have been literally all over the world presenting our research at conferences, workshops, seminars, and as guest lectures in 19 different countries on all five continents (see Appendix 3).

The projects of Theme 3 have a range covering studies on standardization; language and political economy and how language becomes instrumental in producing and legitimizing social difference; virtual and physical linguistic landscapes – including studies on multilingual practices in official state web sites and in commemorative spaces; multilingual language policy and folk linguistics; how language ideologies affect linguistic practices in the family; linguistic diversity and the challenges for multilingualism; and attitudes toward dialect variation and accented speech. Three of the projects are presented below.

Dialectal identities in modern Norway

The overarching project *Dialectal identities in late modern Norway*, directed by Unn Røyneland, comprises a number of studies of language attitudes toward accented speech, dialect variation and the use of dialects by the immigrant population. The leading question posed in the project is: “What should you sound like to sound like you belong?” Collaborators include MultiLing affiliates Toril Opsahl (UiO) and Lars Anders Kulbrandstad (Hedmark University College and UiO); MA students Kristin Myklestu and Ragni Vik Johnsen (UiO); and Bård Uri Jensen (Hedmark University College).

In this project, data have been collected from 605 students at 11 different secondary schools in six different urban and rural locations in Eastern and Western Norway. There is an extensive set of data consisting of an online questionnaire, visual-verbal guise tests, foreign accent comprehension tests, and focus group interviews.

In the online questionnaire, the students were asked to evaluate five

different categories of statements on a 5-point Likert scale, and to provide a wide range of background information. The statements to be evaluated express attitudes toward foreign-accented Norwegian, dialect diversity, multilingual practices, immigration and multiculturalism, as well as representations of general attitudes toward immigration and multiculturalism. The experimental part of the study consists of four different tests: one visual-verbal guise with different accented dialects and male faces, two visual-verbal guises with different dialects – one with male voices and faces, and the other with female voices and faces. All the guises were played twice – once with a typically Norwegian-looking face and once with a foreign-looking face. The voices were mixed and also several distractors were used in order to conceal that the same voice was played twice. The last guise comprises male and female voices only. The students were asked to assess the voices (and faces) on five-point semantic differential scales. In sum, the same voice was assessed along these scales with a Norwegian-looking face, with a foreign-looking face and without a face (only voice). This allows for a statistical analysis of how the evaluations vary according to input information.

Dialect “camouflages” accent

The main aims of the study are to examine what notions young people in Norway have about the connections between language, body and place, and to assess the extent to which young people with an immigrant background are perceived as authentic and entitled users of local dialects. One main hypothesis, which has been confirmed in the analyzes, is that immigrant youth are evaluated more positively and seen as “more Norwegian” when they speak a dialect other than the Oslo dialect (often associated as standard). Another main finding is that accented non-Oslo dialects are also evaluated more positively, and that these dialects seem to function as a “camouflage” of accent: young

people simply do not seem to hear the accent in dialects that are not their own.

In the foreign accents comprehension tests, two different accents are tested in both reading and conversation mode: Norwegian with Dutch and Punjabi accents. Results from this test show that the secondary school students understand accented Norwegian very well. The overall scores were extremely high for both accents.

Results from the studies are presented in two MA theses: Myklestu (2015) and Vik Johnsen (2015), and several articles are in the pipeline. Results from the project were also presented at international conferences: *The Sociolinguistics of Globalization* in Hong Kong, China, in June; and the *LANCHART conference* in Copenhagen, Denmark, in October.

North African migration to Italy

The project *Language and the management of transnational migration*, led by Alfonso Del Percio, investigates processes of transnational migration at the southern periphery of the European Union, specifically North African arrivals in Italy. Within this framework, Del Percio’s ethnographic investigation of the migrants’ reception by the Italian state has enabled him to document how intercultural communication and multilingual talk are systematically provided by the state authorities to facilitate these individuals’ social, political, and economic integration in Italy. This project also shows that under certain conditions, these discursive resources lead to the socioeconomic emancipation of the migrants. Under other conditions, these resources are used to make the migrants take responsibility for their own integration into Italian society and to conceal the structural conditions that inhibit migrants’ access to the forms of capital represented by the rich European.

Linguistic landscapes

Two collaborative projects, both concerned with linguistic landscapes, are ongoing. Elizabeth Lanza and Hirut Woldemariam (Addis Ababa University, Ethiopia)

are conducting a project on linguistic practices and language ideology in multilingual communities, in which they investigate the linguistic landscapes in Ethiopia. They presented their work at the NORHED workshop: *Linguistic Capacity Building – Tools for the inclusive development of Ethiopia* (Rondane, Norway). They undertook new fieldwork for the study in Addis Ababa in November, examining specifically the new and extensive use of Chinese in the linguistic landscape in the city. In addition, Elizabeth Lanza and Unn Røyneland have a joint project on multilingualism, historical monuments and commemorative spaces in the public sphere, in collaboration with MultiLing affiliate Robert Blackwood (Liverpool University, UK). The project examines the way in which the *Linguistic Landscape* may be a nexus for several discourses, including multilingualism, multiculturalism and national identity. They presented preliminary results from their work at the *Linguistic Landscape conference LL7* at the University of California – Berkeley, US, in May and continue doing fieldwork. These results indicate that multilingualism and multiculturalism are erased in commemorative spaces in Norway highlighting national identity, despite the fact that multilingualism and multiculturalism are integral aspects of the event being commemorated.

SELECTED PUBLICATIONS

IN 2015, THE MULTILING TEAM AUTHORED OR CO-AUTHORED 33 ARTICLES IN SCIENTIFIC JOURNALS, 27 BOOK CHAPTERS, AND SEVERAL EDITED VOLUMES AND SPECIAL ISSUES. SEE APPENDIX 4 FOR A COMPLETE LIST.

In 2015, two edited volumes were published as a direct result of MultiLing core team members' long-term international research collaboration.

Language, Youth and Identity

The book *Language, Youth and Identity in the 21st Century. Linguistic Practices across Urban Spaces*, edited by Jacomine Nortier and Bente A. Svendsen for Cambridge University Press presents some of the latest research on language, youth and identity in late modern urban contact zones in Europe, Africa, Canada and the US. It explores and compares a wide range of linguistic practices among young people in linguistically and culturally diverse urban spaces, with a view to enhancing our understanding of the changes in the premises for and nature of language and communication in the repercussion of globalization. It contains contributions from a team of leading scholars to investigate linguistic practices of young people in multilingual urban spaces, with analyses ranging from grammar to ideology, including three contributions from two MultiLing researchers (Bente Ailin Svendsen and Unn Røyneland). In the introductory chapter to the book, Svendsen discusses the state of the art and possible future directions for research on language in multilingual urban spaces. Madsen and Svendsen's chapter "Stylized voices of ethnicity and social division" explore and compare non-habitual language use in situated discourse – stylization among adolescents in linguistically and cul-

turally diverse areas in Copenhagen and Oslo. In their chapter "Where the fuck am I from? Hip-hop youth and the (re)negotiation of language and identity in Norway and the US", Cutler and Røyneland compare and contrast linguistic and discursive expressions of identity and otherness, the struggle for recognition, legitimacy and acceptance, and the roles that hip hop and its associated speech styles play in how youth from immigrant backgrounds negotiate their identities in their respective social milieus.

Heritage languages in the US

Different aspects of some of the heritage languages in the US are presented in *Germanic Heritage Languages in North America. Acquisition, Attrition and Change*, a book edited by Janne Bondi Johannessen and Joseph C. Salmons and published at John Benjamins. This book has emanated from the ongoing set of international network workshops, starting with a workshop at the University of Wisconsin – Madison, US, in 2010 and continued with four larger workshops. The volume includes a variety of theoretical frameworks and methodological approaches and the chapters cover a range of Germanic varieties spoken in North America: Dutch, German, Pennsylvania Dutch, Icelandic, Norwegian, Swedish, Yiddish, and West Frisian, along with varieties of English spoken by heritage speakers after language shift. Four chapters are written by three researchers from MultiLing

(Janne Bondi Johannessen, Anne Golden and Elizabeth Lanza). The introductory chapter "The study of Germanic heritage languages in the Americas" by the editors Johannessen and Salmons provides the scholarly context, in terms of traditional work on Germanic immigrant languages in North America, an overview of the contributions cohering around the themes noted in the subtitle, and some background on the languages under discussion.

Is American Norwegian old-fashioned?

Johannessen's chapter "Attrition in an American Norwegian heritage language speaker" reports from a case study of attrition in one speaker of American Norwegian where attrition is seen in the context of acquisition, and compared with acquisition. The chapter by Johannessen and Laake "On two myths of the Norwegian language in America: Is it old-fashioned? Is it approaching the written Bokmål standard?" is on the American Norwegian heritage language used in a comparative, chronological perspective. Focusing on vocabulary, morphology and syntax, they ask whether American Norwegian is old-fashioned and whether it has changed toward a written standard, and answer both questions negatively. Golden and Lanza's chapter "Coon Valley Norwegians meet Norwegians from Norway: Language, culture and identity among heritage language speakers in the U.S." analyzes the complexities of identity constructions in the presentation and



positioning of self among elderly third generation speakers of American Norwegian. Four participants talk about experiences related to migration, literacy, language learning and use in a focus group with researchers from Norway, in conversations involving both Norwegian and English.

Linguistic variety on TV

Another book was published by Sarah van Hoof, investigating how linguistic and cultural diversity is portrayed in drama and comedy on TV: *Feiten en fictie. Een sociolinguïstische analyse van het taalgebruik in fictiereeksen op de Vlaamse openbare omroep (1977–2012)* [Facts and fiction. A sociolinguistic study of language use in television series on the Flemish national channel (1977–2012)]. It presents a quantitative and qualitative analysis of the use of various speech styles (Standard Dutch, dialect and the hybrid Flemish style called Tussentaal) in TV fiction, tracing the influence of standard language ideology and of economic changes such as the commercialization of public sector television on language use in the genre.

Language Policy and Planning

Many of MultiLing’s researchers within the field of Language Policy and Planning have a particular interest in the role of individual social actors in processes such as language revitalization, minority language standardization and acquisition of standard varieties for new speakers.

Nathan Albury published articles on Indigenous language policy and has others in press. In his article “Collective (White) Memories of Language Loss (or Not)” (in the journal *Language Awareness*), he bridges cognitive reasoning from folk linguistics with collective memory theory from sociology. The article examines the synchronic and diachronic explanations given by around 1,000 Pākehā

(European New Zealander) youth in an online survey about why the Māori language is, or is not, endangered. The article especially shows that New Zealand’s colonial history, including policies that demanded the eradication of the Māori language, played almost no role in their folk linguistic reasoning.

New Speakers in Multilingual Europe

Several of MultiLing’s researchers are actively involved in the European network ‘New Speakers in a Multilingual Europe – Opportunities and Challenges’ (COST). In 2015, two of them published articles on the New Speaker theme and further publications are in preparation. In the article “New Speakers, New Language: On being a legitimate speaker of a minority language in Provence” (*International Journal of the Sociology of Language*) James Costa looks at the “new speaker” concept and the questions it raises in terms of legitimacy from the point of view of several types of social actors (language advocates, academics and school). The aim of his article is to show that the notion of ‘new speaker’ is not a purely descriptive one, but also carries a strong prescriptive loading – which in turn requires that minority language learners negotiate their participation in linguistic markets.

Alfonso Del Percio’s article “New Speakers on lost ground in the football stadium” (*Applied Linguistics Review*) discusses the case of two transnational actors who are identified as new speakers of Basel’s local dialect and of standard German, both codes being specifically associated with being a legitimate fan or coach of FC Basel. In discussing the challenges faced by these new speakers during their encounters with FC Basel as a commercial product, Del Percio examines how these individuals have constructed their legitimacy as members of FC Basel’s imagined community and analyze how, why, and by whom this legitimacy is given or contested.

Treatment of multilingual aphasia

Within research on aphasia, Monica Knoph together with Marianne Lind and Hanne Gram Simonsen published an article in *Aphasiology*: “Semantic Feature Analysis targeting verbs in a quadrilingual speaker with aphasia”, looking at the outcomes of a specific semantic treatment method (SFA) targeting verbs and conducted in a late-acquired language (Norwegian). Results showed within and cross-linguistic transfer to both stronger and weaker languages, with different patterns for the different languages, indicating that SFA may be promising for treatment of multilingual aphasia. Furthermore, the authors advocate the use of narratives as an assessment tool – in addition to enhancing the ecological validity of the findings, narratives provided information not obtainable from the other, more formal assessment tools.

One portion at a time

In the field of interaction between L1 and L2 speakers, Svennevig (2015), in a chapter in an anthology of multimodal studies of intercultural communication, analyzes how L1 speakers deliver complex information in smaller units and seek displays of understanding from the interlocutor after each chunk. The article “Èn porsjon om gangen. Multimodal koordinering i samtaler med andrespråksbrukere.” (One portion at a time. Multimodal coordination in conversation with L2 users) describes the multimodal coordination between the parties in monitoring the degree of understanding in these unfolding utterances.

NEW PHD DEGREES AND RESEARCHER TRAINING

MultiLing has a special commitment to researcher training for future scholars in the field. 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. Moreover, a PhD course was organized on corpora of text and speech, and databases in research. 2015 was the year of MultiLing’s first completed PhD degree, and seven doctoral fellows successfully completed their midway evaluations.

MULTILING'S FIRST PHD DEGREE AWARDED IN 2015

IN 2015, MONICA KNOPH DEFENDED HER DISSERTATION – THE FIRST ONE ON MULTILINGUAL APHASIA IN NORWAY – FOR THE DEGREE OF PHILOSOPHIAE DOCTOR.

THE DISSERTATION SHOWED THE IMPORTANCE OF ASSESSING ALL THE LANGUAGES OF MULTILINGUAL SPEAKERS WITH APHASIA AND OF COMPLEMENTING FORMAL ASSESSMENTS WITH FUNCTIONAL ASSESSMENT TOOLS.

In December 2015, Monica Knoph defended her dissertation *Language assessment and therapy for verb-production impairments in multilingual aphasia*. The dissertation – the first one on multilingual aphasia in Norway – investigated assessment, clinical practice and treatment of multilingual speakers with aphasia, with a special focus on cross-linguistic transfer and inhibition of the untreated languages. The results were analyzed in light of different models of multilingual language processing.

Aphasia is an acquired language disorder induced by a focal damage to the brain, most commonly caused by a stroke. For all speakers with aphasia, word retrieval is difficult, and in particular, verbs are challenging. At the same time, verbs play a crucial role in communication. Hence, verb retrieval impairments potentially have profound implications on everyday interaction. In multilingual speakers with aphasia, the different languages can be differently affected. Thus, assessment and treatment may be even more challenging than with monolingual speakers.

The dissertation showed the importance of assessing all the

languages of multilingual speakers with aphasia and of complementing formal assessments with functional assessment tools. It contributes new knowledge on the impact of verb-production treatments for speakers with different aphasia types. The dissertation showed that treatment in one language might have positive effects, not only on the treated language, but also on the other, untreated language(s) of the speaker. Importantly, treatment in one language does not harm the other language(s). Furthermore, treatments focusing on production of verbs in sentence contexts result in improvement also in discourse production. Finally, the dissertation showed that treatment gains are attainable when treatment is provided in a non-native language of both the client and the clinician.

The results corroborated theories on the nature of the verb and its role in sentence production, and provide evidence for a shared conceptual network of the languages in multilingual speakers. With its clinical focus and firm theoretical basis, the dissertation has inter- and multi-disciplinary relevance.

LIST OF PHD MIDWAY EVALUATIONS IN 2015

Ingri Dommersnes Jølbo
January 22, 2015

Project: Identity, voice and agency in second language writing.

Supervisors: Anne Golden and Åsa Wedin (Dalarna University, Sweden)

External evaluator: Ulrika Magnusson (University of Gothenburg, Sweden)

Ingri Dommersnes Jølbo submitted her PhD thesis on June 24, 2015, and defended it on February 5, 2016.

Pernille Hansen

February 4, 2015

Project: Lexical development in monolingual and bilingual children

Supervisors: Hanne Gram Simonsen and Nina Gram Garmann (Oslo and Akershus University College of Applied Sciences)

External evaluator: Dorthe Bleses (University of Southern Denmark, Denmark)

Jakob Wiedner

April 14, 2015

Project: Norwegian Romani – A linguistic view on a minority language in the North of Europe

Supervisors: Rolf Theil (UiO), Yaron Matras (University of Manchester, UK) and Bente Ailin Svendsen

External evaluator: Viktor Elšík (Charles University, Czech Republic)

Diana Camps

August 20, 2015

Project: The discursive construction of users in the language standardization of Limburgish

Supervisors: Pia Lane and Ad Backus (Tilburg University, Netherlands)

External evaluator: Francis Hult (Lund University, Sweden)

Nathan Albury

September 1, 2015

Project: The folk linguistics of language policy

Supervisors: Unn Røynealand and Lyn Carter (Otago University, New Zealand)

External evaluator: Julia de Bres (University of Luxembourg, Luxembourg)

Yeşim Sevinç

October 2, 2015

Project: Language knowledge and linguistic anxiety across three generations of the Turkish immigrant community in the Netherlands: The effects of language shift

Supervisors: Anne Golden, Ad Backus (Tilburg University, Netherlands) and Marianne Gullberg (Lund University, Sweden)

External evaluator: Jean Marc Dewaele (Birkbeck College, University of London, UK)

Maimu Berezkina

October 7, 2015

Project: Ideology and technology in state communication

Supervisors: Unn Røynealand, Aneta Pavlenko (Temple University, USA) and Helen Kelly-Holmes (University of Limerick, Ireland)

External evaluator: Sari Pietikäinen (University of Jyväskylä, Finland)



In October, Nathan Albury received the award for Outstanding Alumnus of the Year from Griffith University, Brisbane, Australia. Photo: AEL/Griffith

WINTER SCHOOL: MULTILINGUALISM, MOBILITY AND MEDIA: THEORIES, METHODS AND DATA

OUR INTENSIVE PHD COURSES HELD TWICE A YEAR HAVE BECOME INCREASINGLY POPULAR. THE SECOND INSTALMENT OF THE GRADUATE COURSE ON COMMUNICATION AND THE BRAIN IN MULTILINGUAL AGING, AND A METHODOLOGY COURSE ON TEXT AND SPEECH DATABASES IN LINGUISTIC RESEARCH WERE WELCOME ADDITIONS TO OUR PORTFOLIO IN 2015. WE WILL CONTINUE TO OFFER THESE INTENSIVE AND STIMULATING GRADUATE COURSES IN THE YEARS TO COME.

PhD course
February 9–13, 2015

Lecturers:
Jannis Androutsopoulos and Ana Deumert

Organizers:
Elizabeth Lanza and Unn Røyneland



Over the last twenty years, the proliferation of digital communication technologies and the increase of global mobility have reshaped language practices worldwide. A 'new media sociolinguistics' has emerged as a sub-discipline of sociolinguistics, with interdisciplinary links to media and communication studies, education, sociology and anthropology. This course offered two complementary approaches to new media sociolinguistics, focusing on relations between multilingualism, mobility and digital communication. The instructors for the course were two leading scholars in the field: Jannis Androutsopoulos (University of Hamburg, Germany) and Ana Deumert (University of Cape Town, South Africa). Jannis Androutsopoulos examined the impact of social media environments on multilingual practice, while Ana Deumert explored issues of power and poetics from a broadly post-structuralist perspective.

Both instructors discussed in their lectures various multilingual contexts on- and offline, and considered in detail the contribution media sociolinguistics can make to our understanding of multilingualism as well as to sociolinguistic theory. The course provided participants with relevant theoretical and methodological tools to study multilingual digital data. Central concepts introduced to the students included: repertoire and resources; writing and sign-making; performance and performativity; mediation and audience design.

Participants in the course included MultiLing's doctoral fellows and PhD candidates from other countries in Europe, as well as two PhD candidates from Ethiopia (members of the NORHED project in Ethiopia). In addition to the course lectures, the PhD candidates had the opportunity to present their ongoing work and to get feedback from their peers and from the course instructors.

SUMMER SCHOOL: SECOND LANGUAGE LEARNING IN SCHOOL AND IN THE WORKPLACE

PhD course
September 7–11, 2015

Lecturers:
Jim Cummins and Lynda Yates

Organizers:
Anne Golden and Jan Svennevig



Our intensive courses attract wonderful students and lecturers.

The MultiLing Summer School was held 7–11 September 2015, and the topic was second language learning in school and in the workplace. The instructors were Jim Cummins from Ontario Institute for Studies in Education (OISE), University of Toronto, Canada, and Lynda Yates from Macquarie University, Australia. The course organizers, Anne Golden and Jan Svennevig, also contributed presentations of their own research in the field.

Jim Cummins' part was entitled *Multilingualism in education: Research, theory and policies*. A broad range of issues relating to bi-/multilingual development among school-aged students was examined, focusing on achievement in the school language(s), maintenance of home languages in cases where there is a home-school language switch, and instructional policies and practices that promote awareness of language, strong literacy development, and healthy personal and social identities.

Lynda Yates' part was entitled: *Adult L2 learning and use in the workplace*. She focused on the communicative challenges facing transnationals working in a later-learned language and how they develop the pragmatic skills required. Central topics were the influence of sociopragmatic values on the linguistic realization of different functions at work and the role of social language.

The course was attended by twelve doctoral students from six different countries, including three participants from our partner institutions in South Africa and Ethiopia (the NORHED project). The students presented their own projects, gave each other feedback and contributed to discussions on methodology.

COMMUNICATION AND BRAIN IN MULTILINGUAL AGING, PART II

MA/ PhD course
April 13–20, 2015

Lecturer:
Lorraine Obler

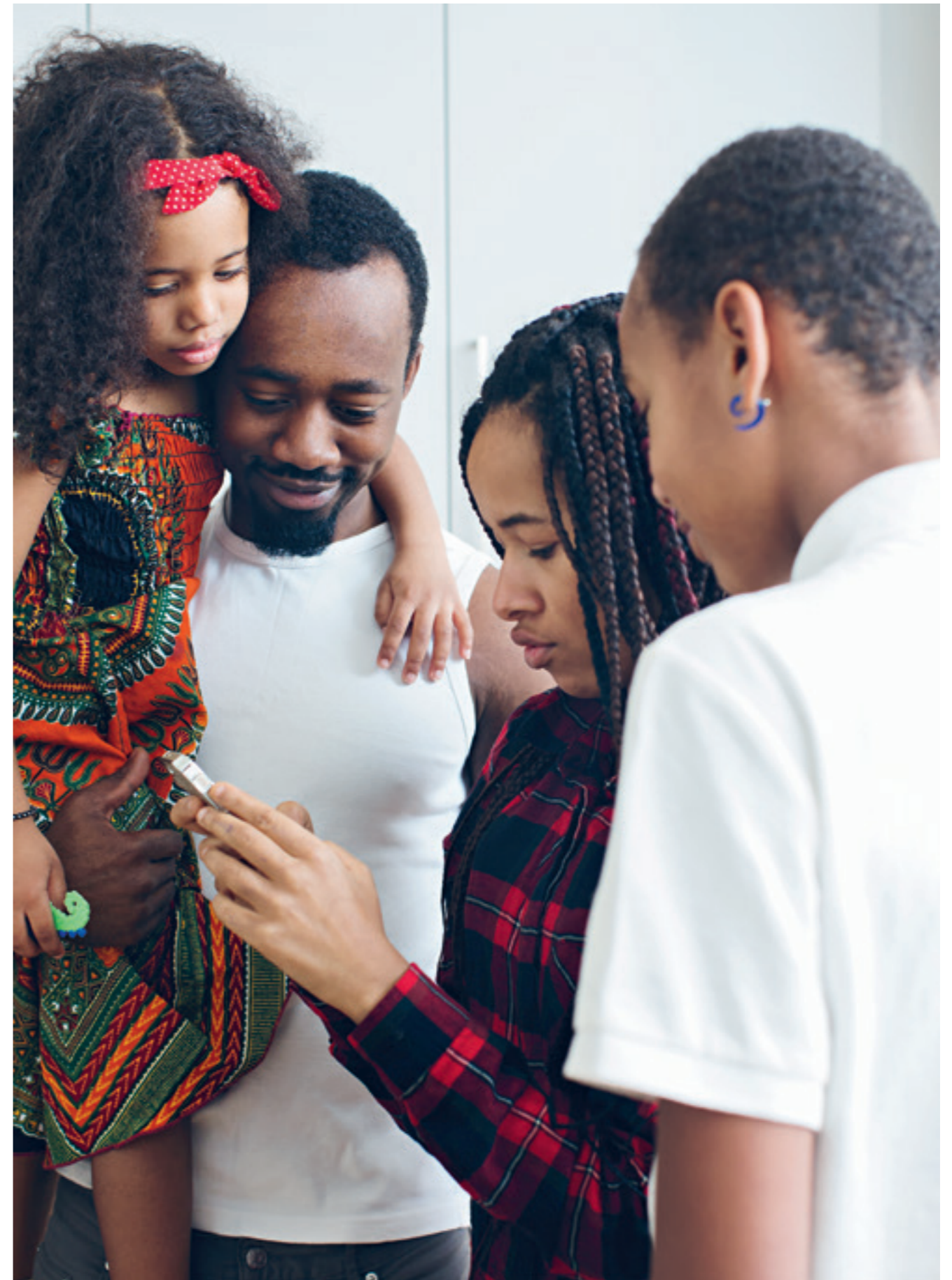
Organizer:
Hanne Gram Simonsen

The second part of the research course on Multilingualism and the brain in the aging population, taught by Lorraine Obler (CUNY, US), took place in April 2015. The students (from Norway and the Netherlands) had all worked on their assignments since the first part of the course in October 2014. The MA students were assigned a literature review on a topic based on a set of articles of their own choice, culminating in a problem formulation. For the PhD students, the assignment was similar, but in addition, they were supposed to concretize their problem formulation into one or more research questions, and sketch a research project with methods to answer these questions, also evaluating the feasibility.

Among the four MA students and four PhD students taking the October course, two MA students and one PhD student had to withdraw due to work on their dissertations, while two new MA students joined the course (with a crash

course in the spring by Hanne Gram Simonsen to catch up). During the April course, participants got new lectures, were updated on the latest developments in the literature and new relevant projects, and presented their own assignments with ample time for discussion. Before handing in their final papers in May, they all served as editors and reviewers of each other's work. The grading was Pass/Fail, and all those who handed in their final papers (three MA and two PhD students) got a Pass – with a thorough written evaluation and advice for further work.

This specialized course, spanning two terms and including both MA and PhD students, functioned very well, due to the excellent lecturing by Lorraine Obler and the high activity of all participants. The two-part course structure seemed to intensify the activity level and the learning effects; thus, it seems a worthwhile model in spite of administrative obstacles when two terms are involved.





CORPORA OF TEXT AND SPEECH & DATABASES IN RESEARCH

PhD course
October 5–9, 2015

Lecturers:
Atle Grønn, Dag Trygve Truslew
Haug, Hilde Hasselgård, Janne Bondi
Johannessen, Kristin Hagen, Anders
Nøklestad, Joel Priestley, and
Bård Uri Jensen

Organizer:
Janne Bondi Johannessen

Janne Bondi Johannessen organized a one-week PhD course in October funded by LINGPHIL (Norwegian Graduate Researcher School in Linguistics and Philology). The central theme was methodology and presentation of different corpus and database resources at the University of Oslo. Participants came from all over the country. The candidates had to present their research to the other students and do hands-on exercises with real-life research questions from various fields of linguistics. The instructors, ranging from professors to senior language engineers, were leading experts in the field of linguistics and corpus linguistics: Atle Grønn, Dag Trygve Truslew Haug, Hilde Hasselgård, Janne Bondi Johannessen, Kristin Hagen, Anders Nøklestad, and Joel Priestley (all University of Oslo), and Bård Uri Jensen (University College of Hedmark).

The PhD candidates learnt how to use specific corpora to get the information they require, and also

how to apply statistical measures in order to be sure that the research results are statistically significant.

The course covered corpora of different modalities (spoken/written), several languages, multilingual translations, and many kinds of metadata (grammatical tags, home of informants, age, gender, to name a few). The newest corpus, which sparked a lot of interest, is the Corpus of American Norwegian Speech, which consists of sound and video from recordings with Americans who speak Norwegian as a heritage language. Like the other corpora, it is transcribed, making it searchable. For candidates pursuing a career in academia, a comprehensive overview of existing digital resources is indispensable, both for their own sake, and for that of future colleagues and students.

MA SCHOLARSHIPS

**MULTILING'S MASTER'S SCHOLARSHIPS FOR 2015
WERE AWARDED TO TWO EXCELLENT PROJECTS
CARRIED OUT BY SOLVEIG BERG JOHNSEN AND
JESSICA PEDERSEN BELISLE HANSEN.**

To recruit excellent students to the field of multilingualism research, MultiLing awards two Master's grants of NOK 15,000 each year.

Solveig Berg Johnsen's thesis, entitled *Språkvalg og språkpraksis i norsk-italienske familier i Oslo* [Language choice and practices in Norwegian-Italian families in Oslo], will be completed in the spring of 2016. She is an MA student in Norwegian as a Second Language at the Department of Linguistics and Scandinavian Studies, and will be writing her thesis in connection with MultiLing's MultiFam project, with Anne Golden and Bente Ailin Svendsen as her supervisors, along with Alfonso Del Percio.

Jessica Pedersen Belisle Hansen is writing a thesis in which she will analyze and compare interpreter-initiated turn allocation and repair in remote (video) and on-site interpreted conversations between health care workers and patients, focusing mainly on the organization and progression of the interaction: *Hvordan organiseres tolkeinitiert turallokering og tolkeinitierte reparasjoner i skjermtolkede samtaler mellom helsepersonell og pasient? På hvilken*

måte skiller dette seg fra organiseringen av tilsvarende handlinger i fremmøte-tolkete samtaler med særdeles hensyn til samtals progresjon? [How are interpreter-initiated turn allocation and interpreter-initiated repairs organized in remote (video) conversations between health personnel and patients? In what way is this different from the organization of equivalent acts in face-to-face conversations, with special attention to the progression of the conversation?] Hansen is an MA student in Rhetoric, Language and Communication at the Department of Linguistics and Scandinavian Studies, and her supervisor is Jan Svennevig. She will submit her thesis in the spring of 2016.

PEOPLE

Inger Moen, President of the Norwegian Academy of Science and Letters, welcomes the audience to the very first Abel Prize Award ceremony in 2003. Photo: Arash A. Nejad/Scanpix

IN MEMORIAM: INGER MOEN (1940–2015)



Inger Moen, Professor of Applied Linguistics at the University of Oslo, passed away on November 28, 2015, at the age of 75.

If we were to paint a portrait of a personified Alma Mater, Inger would have to be the model. She was endowed with a brilliant mind, a scientific curiosity and a natural sense of authority, and became a pioneer in many realms.

Inger Moen spent all her professional life at the University of Oslo with a sincere devotion both to her discipline and to her colleagues and students. She started her career in 1969 in English linguistics and phonetics and continued in applied linguistics in the 1980s where she became professor in 1993, initiating a new field of research in Norway: clinical linguistics. Inger was an inspiring lecturer and supervisor, a caring mentor and an internationally renowned researcher in phonetics and neurolinguistics. In 2001 she was created a Doctor honoris causa at the University of St. Petersburg, Russia.

Inger was a pioneer. She contributed to the initiation of the first organized program for PhD candidates at the University of Oslo in 1986, and through this she became the «mother» of a whole generation of young linguists. In clinical linguistics she sought to bridge gaps between general linguistics and speech and language therapy. By founding a research group in clinical linguistics – something quite rare at the time at the Faculty of Humanities – she created excellent opportunities for collaboration with colleagues and students. As members of her research group, we are grateful for her pioneering work.

For women in academia she was a particularly inspiring role model. As the first woman president of the Norwegian Academy of Science and Letters in 1998, she brought renewal and openness to the institution. Her portrait by Tore Juell, which hangs alongside all her male predecessors, is a testimony to her strength and elegance as well as to her very characteristic personality: a combination of a lively presence and a calmness which made everyone around her feel safe.

Inger will be missed by all her colleagues and students, in Norway and abroad. She is a gold standard to all of us!

By Hanne Gram Simonsen, Marianne Lind, Kristian Emil Kristoffersen, Nina Gram Garmann

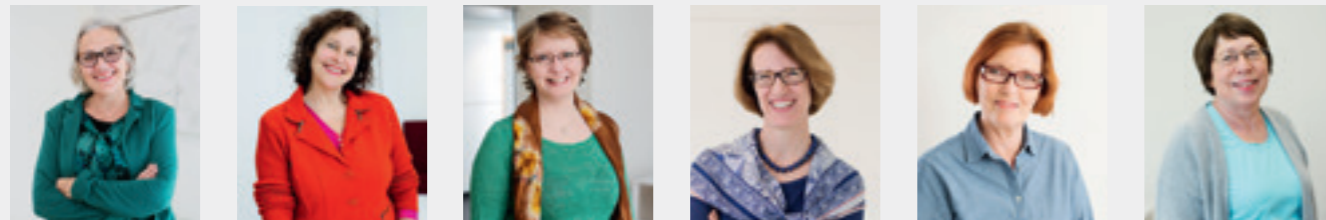


LEADERSHIP

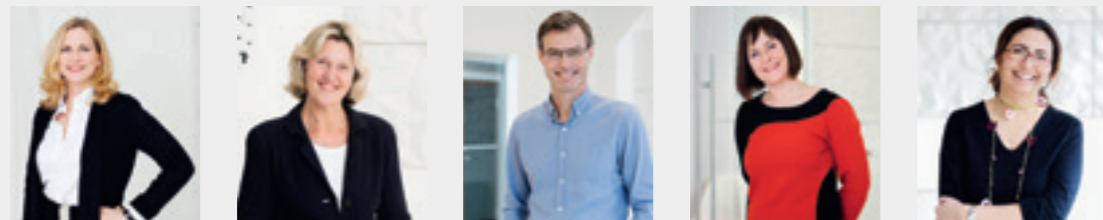


Elizabeth Lanza, Professor, Center Director
 Bente Ailin Svendsen, Professor, Deputy Director 2013– October 2015
 Unn Røynealand, Professor, Deputy Director November 2015–
 Mari C. R. Otnes, Head of Administration

CORE GROUP

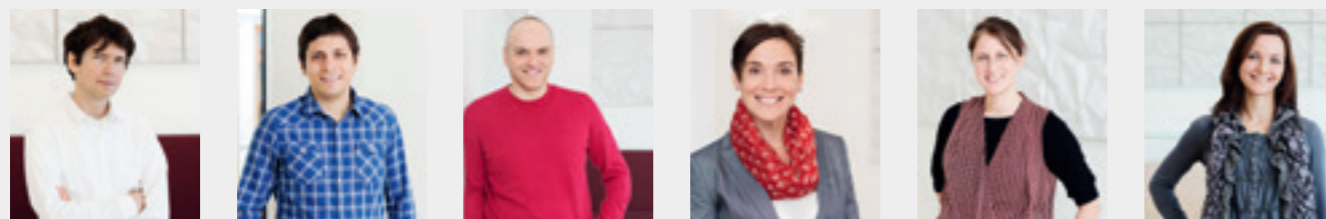


Anne Golden, Professor
 Janne Bondi Johannessen, Professor
 Pia Lane, Researcher
 Marianne Lind, Researcher
 Inger Moen, Professor Emerita
 Else Ryen, Associate Professor

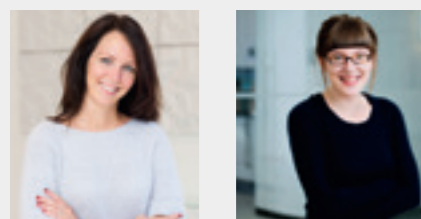


Unn Røynealand, Professor
 Hanne Gram Simonsen, Professor
 Jan Svennevig, Professor
 Bente Ailin Svendsen, Professor
 Emel Türker-van der Heiden, Researcher

POSTDOCTORAL RESEARCH FELLOWS



James Costa
 Alfonso Del Percio
 Valantis Fyndanis
 Hana Gustafsson
 Judith Purkarthofer
 Yulia Rodina



Guri Bordal Steien
 Sarah Van Hoof

ONE-YEAR RESEARCHERS



Guro Nore Fløgstad
 Maarja Siiner
 Monica Knoph

LONG-TERM GUEST RESEARCHERS

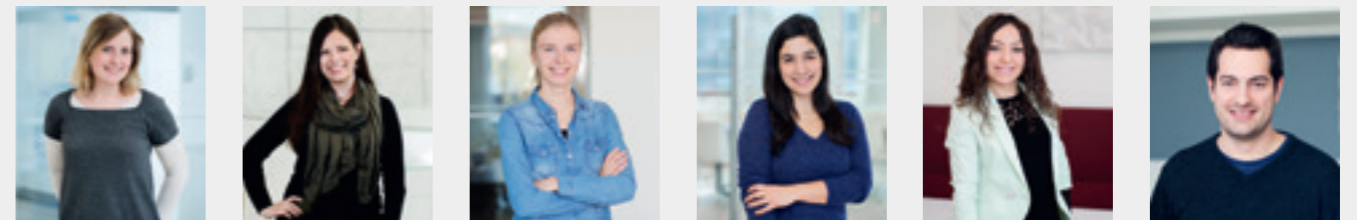


Gözde Mercan, Postdoctoral Fellow (2014–2015)
 Shirin Zubair, Researcher (2014–2015)

DOCTORAL RESEARCH FELLOWS

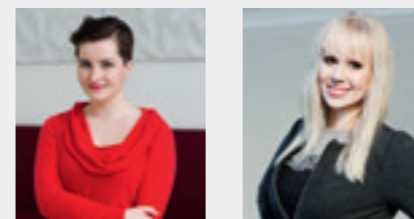


Nathan Albury
 Hanna Solberg Andresen
 Maimu Berezkina
 Diana Maria Camps
 Pernille Hansen
 Elina Kangas



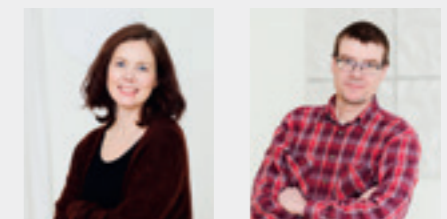
Ingri Dommersnes Jølbo
 Kamilla Kraft
 Maria Antonina Obojska
 Verónica Pájaro
 Yeşim Sevinç
 Jakob Wiedner

ADMINISTRATIVE STAFF

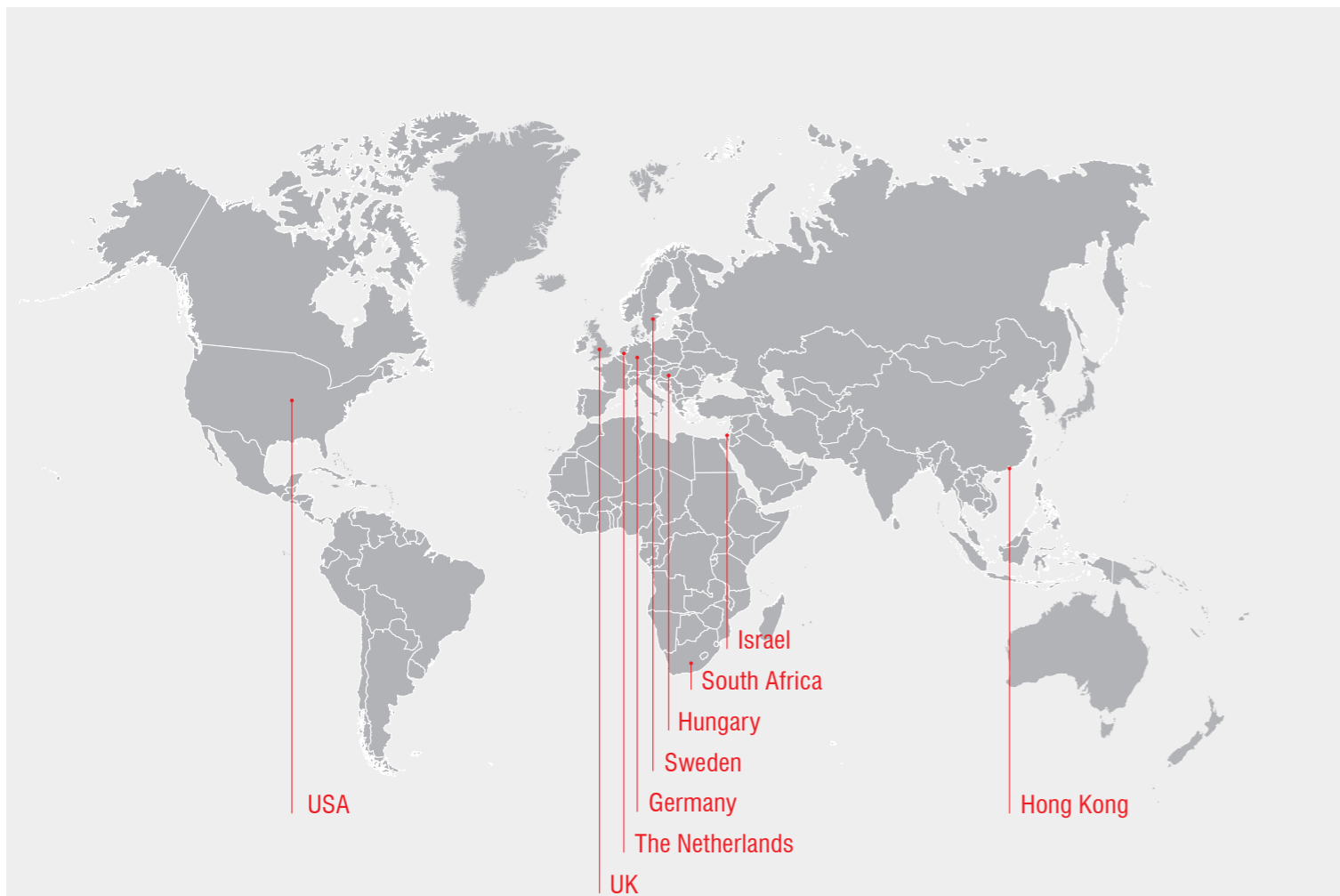


Elisabeth M. Neuhaus, Higher Executive Officer
 Jeanette Susann Martinsen, Executive Officer

OTHER SCIENTIFIC STAFF



Ingeborg Sophie B. Ribu, Assistant Researcher
 Bård Uri Jensen, Statistician



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.



Members of the Scientific Advisory Board at the 2015 annual meeting with the Center Director.

Back row from left: Ben Rampton, Elana Shohamy, Loraine Obler, Christopher Stroud, Li Wei, Annick De Houwer. Front row from left: Brendan Weekes, Marianne Gullberg, Kees de Bot, Elizabeth Lanza and Peter Auer.

Not in photo: Rajend Mesthrie and Aneta Pavlenko.

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

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

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.

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.

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

Li Wei is Professor of Applied Linguistics at University College London, **UK**. He is CI on a large AHRC project "Translation and Translanguaging", and Principal Editor of *International Journal of Bilingualism*.

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.

Brendan Weekes is Chair Professor in Communication Science and Director of the Communication Science Laboratory, Faculty of Education, University of **Hong Kong** and Professorial Fellow, School of Psychological Sciences, University of Melbourne, **Australia**.

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

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

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

Christopher Stroud is Senior Professor of Linguistics at the University of the Western Cape, **South Africa**, and Professor of Transnational Multilingualism at Stockholm University, Sweden. In South Africa, he is Director of the Center for Multilingualism and Diversities Research.

NEW COLLEAGUES

MULTILING AIMS TO TRAIN YOUNG SCHOLARS WITHIN THE RESEARCH THEMES THAT FORM THE CORE OF THE CENTER'S ACTIVITIES. THESE RESEARCH FELLOWS BECAME PART OF THE MULTILING TEAM IN 2015.



POSTDOCTORAL FELLOW VALANTIS FYNDANIS

RESEARCH PROJECT

Language and cognitive abilities in bilingual and multilingual healthy aging: Evidence from Norway

Valantis Fyndanis joined MultiLing in September 2015. His current research project *Language and cognitive abilities in bilingual and multilingual healthy aging: Evidence from Norway* has three main goals: (1) to investigate the patterns of age-related language and cognitive decline in healthy older individuals who are non-immigrant native speakers of Norwegian; (2) to explore the relationship between age-related language and cognitive decline; and (3) to investigate whether bilingualism and multilingualism have differential effects on language and cognitive decline in healthy aging. All participants have Norwegian as their L1 and English as L2. The multilingual participants have various languages as L3. The investigation of cognitive abilities focuses on verbal working memory capacity, semantic memory integrity, processing speed, and executive functions. At the linguistic level,

the study explores participants' (morpho)syntactic and lexical abilities in both production and comprehension. Off-line and on-line experimental methods are used.

After completing his doctoral training in 2009 at the Aristotle University of Thessaloniki, Greece, Valantis Fyndanis served as an adjunct professor in the Department of Speech and Language Therapy at the Technological Educational Institute of Epirus, Greece, and he conducted research on aphasia and Parkinson's disease as a postdoctoral fellow at the University of Athens and at the Technological Educational Institute of Western Greece. He has also carried out research as a Marie Curie fellow at the University of Potsdam, Germany. Valantis Fyndanis is an associate member of the *Academy of Aphasia* and one of the two representatives of Greece in *COST Action IS1208 Collaboration of Aphasia Trialists*.



POSTDOCTORAL FELLOW JUDITH PURKARTHOFFER

RESEARCH PROJECT

Family's heteroglossic 'safe spaces'. Constructing social spaces for multilingual competence and practices

Judith Purkarthofer came to MultiLing in September 2015 to pursue her research interests in multilingualism across the lifespan through a project on family language policy as part of the MultiFam team. Her main focus lies in the construction of social space as an environment for language transmission and learning, and she aims to understand how families organize and negotiate their languages on a daily basis, in relation to their surroundings (kindergartens and schools, relatives and friends and the wider society in which they live). Through the eyes and ears of families, she seeks insights into conditions of language use. Using a speaker-centered perspective and drawing on biographic and ethnographic data, her goal is a deeper understanding of the development of linguistic repertoires influenced by individual and social actions.

Purkarthofer studied linguistics

with a focus on sociolinguistics and multilingualism research, and in 2007, she received an MA (with honors) from the University of Vienna, Austria, with a thesis on attitudes towards standard and non-standard varieties in community radio in Paris and Vienna. She worked as a university assistant and lecturer at the University of Vienna and in various research projects: in teacher training, in community media, and on heteroglossia in schools and kindergartens. In all this, her focus was on heteroglossic contexts and plurilingual speakers – in the light of language biographies, language ideologies and regimes of language. Her PhD project (defended with honors in 2014) showed the heteroglossic construction of social space in a German-Slovene dual medium primary school, laying a good foundation for the theoretical and methodological work in her ongoing project.



ONE-YEAR RESEARCHER MONICA I. NORVIK KNOPH

RESEARCH PROJECT

Multilingual dementia and multilingual aphasia

Monica Knoph started as a research fellow in September 2015. The main aims of the multilingual aphasia project are to investigate code-switching and narrative production in multilingual aphasia.

After completing her doctoral training at the University of Oslo, Knoph defended her PhD in clinical linguistics in December 2015. She is trained as a speech and language therapist, and between 2003 and 2012, she worked with speakers with aphasia and their significant others at Bredtvet Resource Center (now Statped).

Knoph's main research interests are language assessment and language treatment of multilingual aphasia. Important aspects connected to this are exploring the effect of cross-linguistic transfer in multilingual speakers with aphasia, and how research on multilingual aphasia can give us insight into psycholinguistic models of multilingualism.



ONE-YEAR RESEARCHER MAARJA SIINER

RESEARCH PROJECT

Corpus-assisted discourse analysis of changing presentations of "dementia", "aging" and "elderly immigrants" in Norwegian media 1995-2015

Maarja Siiner joined MultiLing in August 2015 as a member of the Multilingual Dementia team and works on a corpus-assisted multimodal discourse study (CADS) of how dementia, aging and elderly immigrants are presented in Norwegian media texts from 1995-2015. Diachronic analyses of media texts reveal how presentations of issues like disease and aging change over time, depending on sociopolitical and demographic changes in society and the issue of elderly immigrants tends to occur prior to elections and major social reforms.

Maarja defended her PhD in Media and Communication Studies from the University of Tartu, Estonia, in 2012. She co-drafted a chapter in the Estonian Human Development Report 2010/2011 dedicated to the disregarded social consequences of language policy interventions in the Baltic societies. As a postdoctoral fellow at Lund University in Sweden in 2013-2014, she analyzed language management in a Swedish-Baltic financial institution. In 2015, she worked at Copenhagen University, Denmark, on internationalization at the Department of Cross-Cultural and Regional Studies.



ASSISTANT PROFESSOR GURO NORE FLØGSTAD

RESEARCH PROJECT

Directionality in contact

Guro Nore Fløgstad joined MultiLing in 2015. She currently divides her time between teaching at the Department of Linguistics and Scandinavian Languages and doing research. Her research deals with morphosyntactic change in languages in contact, with a focus on Latin American Romance and Para-Romani varieties. In these varieties, Fløgstad particularly focuses on the development of tense and aspect and other grammaticalization processes. She is particularly interested in how such developments mirror presumed directional tendencies often taken for granted in historical morphosyntax, particularly in relation to usage-based approaches.

Fløgstad holds a PhD from the University of Oslo, and has a background from Université Denis Diderot, Paris, France, and Universidad de Buenos Aires, Argentina. She has carried out fieldwork in Latin America, The Himalayas, and in Roma communities in Scandinavia.



DOCTORAL FELLOW MARIA ANTONINA OBOJSKA

RESEARCH PROJECT

Linguistic identities and family language policy — the Norwegian perspective.

Maria Obojska started as a PhD research fellow at MultiLing in October 2015, as part of the MultiFam team. Her current research project seeks to investigate the multilingual identities constructed in the Norwegian setting by Polish adolescents and their parents. The study will focus on identity construction in three contexts: social media interactions, the educational system and family life. Research methods utilized in the project will include focus group discussions, semi-structured interviews, monitoring of social media activity of the participants, as well as video recordings of family interactions.

Obojska holds an MA in Applied Linguistics from the University of Warsaw. Before joining MultiLing, she worked in various administrative and language-related roles in Poland, Australia and Luxembourg, for entities such as Metro Services, Collegium Civitas, Workplace Incentives, Annik Technology Services, the European Parliament and Clearstream International. Her academic interests include family language policy, multilingualism, linguistic identities and language planning.



STATISTICIAN BÅRD URI JENSEN

Bård Uri Jensen started as a part-time researcher at MultiLing in February 2015. His background is in both IT and linguistics. He holds a degree in computer science from Strathclyde University, UK, in 1987 and a degree in Norwegian linguistics from University of Oslo in 2005. At MultiLing, he functions as a consultant and analyst for other researchers using or planning to use quantitative methods in their research. He discusses issues related to data collection and project design and performs concrete statistical analyses for other researchers' projects.

When not at MultiLing, he teaches at Hedmark University of Applied Sciences in Hamar, Norway, mainly courses related to teacher training: Norwegian grammar, second language acquisition, language use in digital genres, statistical methods for the humanities. And he is working on a PhD thesis on lexicosyntactic features in pupils' writings, statistically comparing hand-written texts to keyboarded texts.



ADMINISTRATIVE OFFICER JEANETTE SUSANN MARTINSEN

Jeanette Martinsen joined MultiLing in August 2014 on a part-time basis, when she helped organize the 11th International Conference on Romani Linguistics, arranged by MultiLing, in addition to working as a Research Assistant.

As Executive Officer, Jeanette is mainly responsible for organizing some of the Center's events and conferences, in addition to internal and external communication, accounting (travel reimbursement) and co-working on MultiLing's Annual Report.

Jeanette's past working experience includes, among other things, teaching Norwegian at the University of Vienna, before working as Sales and Marketing Coordinator at the Steinway Piano Gallery Oslo. With the help of her work experience, knowledge of six languages (of which she is fluent in four), and great motivation to overcome challenges, she hopes to be able to continue being an asset to MultiLing's administration.

Jeanette is currently in her final year of Bachelor's studies in the field of Scandinavian Studies, specializing in Norwegian as a Second Language.

RESEARCHER MOBILITY

LETTER FROM LONG-TERM GUEST RESEARCHERS



LONG-TERM GUEST RESEARCHER GÖZDE MERCAN

2014–2015
TÜBİTAK Postdoctoral Fellow

The 15 months I spent as a TÜBİTAK postdoctoral fellow at MultiLing was one of the most rewarding phases of my academic career after completing my PhD. Now back in Ankara, Turkey, I see that I have actually gained even more from my stay than I had initially realized.

My postdoctoral project, entitled “Cross-linguistic structural priming of passives in Norwegian-Turkish and Norwegian-English bilinguals” with the supervision of Hanne Gram Simonsen, has been concluded. Throughout the process, I received all sorts of support from MultiLing, for which I am truly grateful. My colleagues, professors, fellow postdocs and PhD students provided invaluable feedback. Since my study was experimental, I needed certain equipment and specialized software to collect data. Our Center Director Elizabeth Lanza, and Theme 1 leader Anne Golden, as well as our amazing administrative staff made sure that all these facilities were made fully available to me on the MultiLing premises.

My background is mainly in psycholinguistics and cognitive science, and during my PhD studies, I had worked on monolingual language processing. My research at MultiLing on cross-linguistic structural priming with two bilingual groups has convinced me that once working with multilingual individuals, one cannot afford not to take into account the sociolinguistic and the more macro-level aspects of multilingualism, even when investigating multilingualism on an individual basis.

Even though my official stay at MultiLing has come to an end, I am still in close contact with the Center as an affiliate. I continue to collaborate with colleagues there on two separate, very exciting projects. One is on “morphosyntactic development in Norwegian learners of Turkish as a foreign language”, in collaboration with Emel Türker-van der Heiden. The second is on the creation of “a new word-association test for Turkish” in relation to the MultiLing Dementia project. I have had the opportunity to come back to Norway a few times for short visits in connection with these projects and every time, I felt like I was back home. I am confident that these and future collaborations will lead to further innovative research.

My research at MultiLing has convinced me that once working with multilingual individuals, one cannot afford not to take into account the sociolinguistic and the more macro-level aspects of multilingualism, even when investigating multilingualism on an individual basis.

INVITED VISITING SCHOLARS

LETTERS FROM GUEST RESEARCHERS



GUEST RESEARCHER SUZANNE QUAY

APRIL–MAY 2015
Professor at International Christian University, Tokyo

Coming from a small bilingual university where each faculty member has a different research specialty, I found it refreshing and extremely stimulating to be among researchers interested in the same topics as me. My one-month stay at MultiLing opened my eyes to an environment that encourages communication and research collaboration. This was evident in the lunchroom that became the locus of informal pep talks with many MultiLing members. Among the gatherings there during my visit, I was particularly struck by the one to celebrate publications. It was a great way of acknowledging achievement, of connecting researchers and motivating others to disseminate their work. I was also delighted to take part in the Hardingasete team building retreat where we all got to know each other beyond our mutual research interests amidst fjords, woods and mountains.

During my stay, I polished up book chapters on early bilingual acquisition and monastic sign language, respectively, and a journal article on the effects of short-term stays abroad for balancing uneven bilingual acquisition. I also worked on and presented my study on the impact of grandparents on multilingual development and started a new project investigating the family language policy of parents who have enrolled their children in a new early Mandarin bilingual program at a Canadian elementary school. Obtaining permission to conduct this study while at MultiLing seemed appropriate and promising for future collaboration, as I could draw on the experience of likeminded colleagues who are also investigating the role of parents in fostering multilingualism through home and educational practices.



GUEST RESEARCHER JÜRGEN JASPERS

MAY–JUNE 2015
Associate Professor at Université Libre de Bruxelles (ULB), Belgium

Isn't it ironic that the more we become 'real' academics, the less we find the time for doing actual research? I was elated therefore about going to MultiLing for a whole month and being able to leave behind some of the duties that usually get in the way. Working in my comfortable office on a lovely designed floor gave me the much-needed time to focus on some of the classroom recordings I have collected ethnographically, to read, and to prepare a number of lectures such as my plenary at the 14th IPrA Conference in July. Another benefit was that I could meet up with my former PhD student Sarah Van Hoof and finalize a joint chapter that will appear in 2016 in a volume on *Media, Standard Language Ideology and Change*, edited by Nik Coupland, Jacob Thøgersen and Janus Mortensen. Bente Ailin Svendsen and Sarah Van Hoof gave me the chance to participate in a pre-conference workshop, where I received valuable feedback on a paper I had prepared for ICLaVe8 in Leipzig. It also was a wonderful opportunity to learn about the diverse and exciting lines of research that MultiLing scholars are pursuing. I gave an additional talk on the production and challenges of sociolinguistic expertise in late modern media, with a focus on Dutch-speaking Belgium. Apart from the enriching academic discussions, it was great meeting staff members, postdoctoral fellows and doctoral students during lunch and coffee breaks in the MultiLing lunchroom and ... on the dance floor at the faculty party in June!

RECENT DEPARTEES



POSTDOCTORAL FELLOW AT MULTILING 2013–2015 SARAH VAN HOOF

I look back on my postdoctoral fellowship at MultiLing as an experience that has enriched me both personally and academically. After my master and doctoral train-

ing at the University of Antwerp, MultiLing proved the ideal environment to broaden my horizon and expand my academic network. My work on language ideologies and practices in Flemish audio-visual media has greatly benefited from attending the many seminars and lectures organized at the Center, offering young researchers the opportunity to meet internationally renowned scholars. It was a privilege to be able to invite, together with fellow postdoc James Costa, top scholars from our field for a two-day workshop.

Invaluable for the development of my critical sociolinguistic thinking have moreover been the numerous inspiring discussions with MultiLing's PhD and postdoctoral fellows, many of whom have become good friends as well. Their critical feedback greatly improved the quality of the articles and the project pro-

posal I wrote during my time at the Center. Conf'apéro deserves special mention for having served as a stimulating forum for discussion, while MultiLing's knitting circle provided a welcome distraction from academic worries.

This autumn I obtained a tenure-track position as associate professor in Dutch and Multilingual Communication at the University of Ghent. I was sorry to leave MultiLing a year before the end of my fellowship, but I look forward to continuing the dialogue with MultiLing's Themes 2 and 3 fellows while working on a new research project that focuses on the role of language in foreign job-seekers' integration in the Flemish labour market. Joint publications and panel proposals with former colleagues at MultiLing are in the making and will hopefully lead to durable, long-term collaborations.



POSTDOCTORAL FELLOW AT MULTILING 2013–2015 JAMES COSTA

I was a postdoctoral fellow at Multiling for two years (2013–2015), working on the Standardising Minority Languages (STANDARDS) project (dir. Pia Lane). I left the

Center in October 2015 to take a permanent position as associate professor at the New Sorbonne, in Paris. The least I can say about my time at MultiLing was that it was a transformative time in many ways—personally as well as professionally. Personally, as it gave me the opportunity to live and work in a country I had never been to before, and to meet other scholars working on neighbouring themes. Professionally, or scientifically, because of the rare opportunity to collaborate with scholars worldwide, to attend conferences on several continents, and to devote more time than I had been able to up to that moment to fieldwork. I was also able to spend two extended periods of time at universities in California and Scotland, thanks to grants awarded by the Research Council of Norway.

The quality of my scientific work was, consequently, greatly improved

during my time at MultiLing, and allowed me not only to write a monograph, to be published by Blackwell/Philological Society, but also to publish articles in such journals as the *Journal of Linguistic Anthropology*. The discussions I was able to have with other postdoctoral fellows at the centre were beyond doubt instrumental in these achievements – together with Guri Bordal Steien, Alfonso Del Percio and Sarah Van Hoof, we formed various discussion groups on different issues and topics in sociolinguistics, which provided me with a unique opportunity to develop my own research and train of thoughts.

Finally, the Center afforded me the possibility to organise a number of scientific events, from the Conf'apéro I co-organised with Guri Bordal Steien to an international seminar on issues of language standardisation with Sarah Van Hoof.

Visiting PhD candidates

In addition to our specially invited guest researchers, we were happy to welcome PhD candidates from all over Europe to MultiLing throughout 2015. They continued or established collaboration with our junior and senior researchers, took part in the Center's activities, and were a welcome addition to the work environment here on the fourth floor. These visits really are of mutual benefit!

Thanks to the generosity of the mobility program support scheme of the Programme franco-norvégien (PFN), associated with the Centre Universitaire de Norvège à Paris (CUNP), three French researchers were able to visit MultiLing in 2015. Two of these were PhD candidates.

VUK VUKOTIC

January 16–April 24

PhD candidate at Vilnius University, Lithuania.

MAGDALENA LUNIEWSKA

April 16–24

PhD candidate at the University of Warsaw, Poland.

SARAH HARCHAOU (PFN)

June 8–August 2

PhD candidate at the University of Paris-Sorbonne, France.

NOELLE NAYOUN PARK

October 12–December 11

PhD candidate at the University of Jyväskylä, Finland.

ZORANA SOKOLOVSKA (PFN)

October 25–November 8

PhD candidate at the University of Strasbourg, France.

Longer research stays abroad

Researcher mobility is indispensable as a way of establishing an academic career, and of mutual benefit to both researcher and host institution. Three of our research fellows spent longer periods abroad in 2015. We are grateful to the host institutions that welcomed them with open arms, and also to our MultiLing ambassadors for their contribution towards placing the Center on the map of international research on multilingualism.

YEŞİM SEVINÇ

Stayed at the Psychology and Sociology Department, University of California, Berkeley, USA.

Made possible with the help of the Berkeley-Center guest researcher scheme, granted by the Faculty of Humanities, University of Oslo.

Financed by MultiLing

October 2014–April 2015

GURI BORDAL STEIEN

Department of Linguistics, University of Chicago, USA.

Financed by the Faculty of Humanities' Mobility Grant, University of Oslo.

January 2015–May 2015

ALFONSO DEL PERCIO

Two longer fieldwork visits at the Norwegian Institute in Rome, Italy.

Financed by MultiLing and the Norwegian Institute in Rome

March and July 2015



ANNUAL LECTURES AND PUBLIC OUTREACH

TWO ANNUAL LECTURES ARE PART OF MULTILING'S MILESTONES: THE POPULAR SCIENCE LECTURE HELD IN COMMEMORATION OF UNESCO'S INTERNATIONAL MOTHER LANGUAGE DAY (FEBRUARY 21) AND THE EINAR HAUGEN LECTURE, WHICH IS HELD TO CELEBRATE THE EUROPEAN LANGUAGE DAY (SEPTEMBER 26).

ANNUAL LECTURE: CELEBRATION OF THE INTERNATIONAL MOTHER LANGUAGE DAY

**IN THE INTERNATIONAL MOTHER LANGUAGE DAY LECTURE 2015,
MONICA KNOPH FOCUSED ON MULTILINGUAL APHASIA IN GENERAL,
AND ON HOW WE, AS COMMUNICATION PARTNERS, CAN MAKE LIFE
EASIER FOR SPEAKERS WITH APHASIA IN THEIR DAILY LIVES.**

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 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.

Venue: The House of Literature, Oslo
Organizers: Oslo Public Library, the National Centre for Multicultural Education (NAFO), National Library of Norway, and MultiLing.

Multilingualism and aphasia

Monica Knoph started by pointing out what aphasia is, and how many people it affects every year: Aphasia is a language impairment due to damage to the brain, most often caused by a stroke. One-third of us will have a stroke during our lives, and one-third of all stroke survivors will acquire aphasia. This is therefore a phenomenon that has wide-ranging consequences, both for the speakers and for the people around them. Speakers with aphasia may have difficulties speaking, understanding when other people speak, or reading and writing. When multilingual speakers acquire aphasia, the languages are not necessarily affected in the same manner or to the same extent.

Knoph went on to present preliminary results from her PhD project *Bilingual aphasia* – the first ever PhD on the topic in Norway, exploring assessment and treatment for multilingual speakers with aphasia. She argued that it is important to assess all languages of multilingual speakers with a suitable tool, since the different languages may be impaired to different degrees. Furthermore, treatment in Norwegian, a late-learned language for the participants in the project, may lead to improvements, not only of

the treated language, but also of the other, untreated languages.

Finally, Knoph gave some take-home messages for improving communication with speakers suffering from aphasia.

- When dealing with people with aphasia, it is important to remember that it is the person's access to his or her language(s) that is damaged, but that the person's knowledge and experience are intact. Many people with aphasia feel like people talk to them as if they were children, which is a mistake we can avoid making. We must treat them and address them as thinking adults.
- It is crucial to map all the languages of multilingual individuals with aphasia. Multilinguals are not several monolinguals in one body; they have different levels of competence in their different languages.
- Speech and language therapists can — and should — provide treatment also when they do not speak the same languages as the client. Try treating the client in a common second language.
- Treatment in one language does not harm the other, untreated languages.
- Advice for friends and relatives: A conversation is not a therapy situation. The person with aphasia does not have to be able to ask for a cup of coffee before he/she can get one.



ANNUAL LECTURE: THE EINAR HAUGEN LECTURE

ONE OF MULTILING'S MOST PROMINENT ANNUAL EVENTS IS THE EINAR HAUGEN LECTURE, WHICH CELEBRATES LINGUISTIC DIVERSITY. THE THIRD EINAR HAUGEN LECTURE WAS GIVEN BY MICHAEL SILVERSTEIN, WHO SPOKE ABOUT THE WORK AND INNOVATION OF THE GREAT EINAR HAUGEN.



The Einar Haugen Lecture Series

The first Einar Haugen Lecture was held in 2013 by Li Wei: "Cultural encounters in transnational multilingual families". The 2014 lecture was held by Monika Schmid: "When your language is your only passport: Language as an indicator of origin for asylum seekers." The Einar Haugen lecture marks the European Day of Languages (September 26).

The Einar Haugen lecture was delivered in 2015 at the University of Oslo by Michael Silverstein, a Charles F. Grey Distinguished Service Professor of Anthropology, of Linguistics, and of Psychology and in the Committee on Interdisciplinary Studies in the Humanities at the University of Chicago. Silverstein is a pioneer in the field of linguistic anthropology and was a student of the legendary Einar Haugen during his days at Harvard University. Silverstein's lecture celebrated the scholarly work of Haugen and his contribution to scientific inquiry.

Einar Haugen: In two hemispheres, about two languages, of two minds

Précis of the 2015 Einar Haugen Lecture,
by Michael Silverstein

Here we celebrate the scholarly and scientific career of Einar Haugen by re-viewing some of his foundational work in the light of subsequent semiotic approaches to language, its

conditions of use, and the processes involved in a politics of cultural value.

For example, though American-born, Haugen was in many respects one of the most European of linguists. Where his coeval American colleagues, the Bloomfieldians, saw trans-Atlantic conceptual conflict, he recognized the comparability of local developments of structuralism in Europe and America, even though they were elaborated in distinct conceptual vocabularies. And, while furthering such rapprochement, Haugen offered a cogent critique of the central theses of structuralism – assumptions we recognize even today in the doctrine of the 'autonomy of syntax' as both an ontological and epistemological commitment. Haugen called for the kind of linguistics grounded in substantively anchored categories of sound and meaning, as well as in formal, distributional universals. This has turned out to be a linguistics that finds its elaboration in modern understanding of categorization and of the structure/usage dichotomy.

Himself natively bilingual in Norwegian and English, Haugen spent a lifetime investigating the dynamic forces both within and beyond their respective language communities. His investigation of *The Norwegian Language in America* documented changes in linguistic form over the century during which increasing, ultimately replacive bilingualism immersed this language community in the framing political and economic institutional landscape of the United States. To understand this work, we introduce the conceptual distinction of the 'language (or linguistic) community' and the 'speech community' – a distinction this author formulated in one of Haugen's seminars – and see how the projective interaction of the modern nation-state form and the language community, more or less unquestioned by Haugen, illuminates the historical phenomena in which he was interested.

Finally, we turn to the – as Haugen termed it – 'schizoglossia' of Norway's politics of language, which resembles but does not quite fit into

the condition of 'diglossia' that Haugen's close colleague Charles Ferguson described as problematic and unstable in the modern nation-state. Haugen's *Language Conflict and Language Planning* – which this author first encountered in Haugen's reading aloud of the galley proofs – can be re-conceptualized in terms of the semiotic processes through which ideological projects of "planning" focus on cultural forms like language. We thus introduce the analytic concept of 'indexical inoculation', familiar to us from the linguistic reforms to English and other European languages, which emerged from Second Wave Feminism, and interpret what seems to have been at stake in the misfires of language advocacy in Norway in terms more conducive to a political sociology of identities.

Haugen's most imaginative contributions can now be appreciated through the lens of a more frankly semiotic perspective on linguistic structure and sociolinguistic process.

HIMSELF NATIVELY BILINGUAL IN NORWEGIAN AND ENGLISH, HAUGEN SPENT A LIFETIME INVESTIGATING THE DYNAMIC FORCES BOTH WITHIN AND BEYOND THEIR RESPECTIVE LANGUAGE COMMUNITIES

PUBLIC OUTREACH

DEPUTY DIRECTOR: BENTE AILIN SVENDSEN

MULTILING'S OUTREACH ACTIVITIES ARE DRIVEN BY THE CENTER'S GOAL TO PROVIDE RESEARCH-BASED KNOWLEDGE OF MULTILINGUALISM TO THE GENERAL PUBLIC, CENTRAL POLICY MAKERS, AND STAKEHOLDERS.

Throughout 2015, MultiLing's scientific staff were engaged in a variety of public outreach activities, such as lectures for the general public, educational staffs and authorities; op-eds in various journals and magazines; and media appearances (with a view to providing information, to raising awareness of the latest knowledge on multilingualism, and to influencing policy processes.

As in previous years, MultiLing's senior researchers contributed substantially to these activities. According to our media monitoring for 2015, MultiLing featured in 56 news articles in national and regional Norwegian newspapers and magazines. The MultiLing members most prevalent in the media throughout 2015 were Anne Golden, followed by Bente Ailin Svendsen and Janne Bondi Johannessen. However, this year we would like to highlight the public outreach accomplishments by MultiLing's junior researchers.

Guri Bordal Steien was interviewed by *forskning.no*, a digital newspaper on national and international research, on the acquisition of Norwegian prosody by learners from the Democratic Republic of the Congo. She found that her participants mas-

tered the Norwegian tone system surprisingly well.

Guro Fløgstad wrote an article on grammaticalization for the Norwegian web-based encyclopedia *Store Norske Leksikon*, and several of the junior researchers were engaged in outreach activities on language ideology and policy.

Nathan Albury published three newspaper articles on language policy: in *Otago Daily Times* in New Zealand (NZ), in *Dagbladet* in Norway, and in *SBS World News* in Australia. Albury created a brochure *Tō Tātou Reo* ('Our Language') on what NZ youth claimed they want from Māori language revitalization, including what revitalization means and how it should happen. This was sent with successful feedback to a diverse set of policy makers and educational institutions.

Maimu Berezkina gave a talk at the Oslo University Hospital on equitable health services, notably on how linguistics diversity is represented and managed on state websites. She wrote an op-ed for Estonia's largest newspaper *Postimees* on the use of Russian in state communication in officially monolingual Estonia, and an essay on ideology and technology in Estonia and Norway published in the Norwegian-Estonian NGO's journal *Estlands-nytt*.

Maarja Siiner taught Estonian throughout the year to children as part of the Estonian school in Copenhagen, a school she co-established in 2013.

James Costa was invited to give a talk at the winter school organized

by the Norsk Målungdom NMU (a Norwegian youth organization focusing on "Nynorsk", one of the two major Norwegian written languages) on language policy and conflict inside language revival movements. Throughout the year, he contributed to a number of public discussions on Occitan and Scots, in particular through written contributions to blogs and *Mediapart*, a French language online daily.

Sarah van Hoof wrote an op-ed for the Flemish newspaper *De Standaard* on the discussion on the necessity of a "standard" language and the often heard argument that universal knowledge of that standard will ensure emancipation and equality. Van Hoof argued that that is a naive illusion: no matter how well you speak "standard" Dutch, if you have an immigrant background you will still face discrimination on the housing and job market. In her argumentation, she stressed that mastering the standard will not guarantee inclusion, contrary to what is often argued in public debates on language in Flanders.

Hana Gustafsson collaborated with various higher education institutions as an educational and research consultant for teaching Norwegian as a foreign language at the University of Bergen; at the Department of Biology, NTNU; and as a member of an Advisory Board for the English as a Medium of Instruction (EMI) Quality Management System, University of Freiburg, Germany.

The MultiLing members most prevalent in the media throughout 2015 were Anne Golden, followed by Bente Ailin Svendsen and Janne Bondi Johannessen

APPENDICES

1. INSTITUTIONAL PARTNERS, COLLABORATORS AND AFFILIATES
2. ACTIVITIES AND EVENTS
3. PRESENTATIONS OUTSIDE MULTILING, 2015
4. MULTILING PUBLICATIONS IN 2015

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.

- Fafo Research Foundation, Norway
- 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
- UiT The Arctic University of Norway, 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
Centrum för tvåspråkighetsforskning, Stockholm University, Sweden

Jannis Androutopoulos
Hamburg University, Germany

Tove Bull and Anna-Riitta Lindgren
UiT The Arctic University of Norway

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

Xiao Lan Curdt-Christiansen
University of Reading, UK

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/UiT The Arctic University of Norway, Coordinator for Multilingualism, Norway

Scott Jarvis
Ohio University, USA

Jürgen Jaspers
University of Antwerp / The Free University of Brussels, 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 Øzerk
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 Netherlands, and University of Essex, UK

Seyhun Topbaş
Anadolu University, Eskisehir, Turkey

Cécile Vigouroux
Simon Fraser University, Vancouver, Canada

Marit Westergaard
UiT The Arctic University of Norway

Hirut Woldemariam
Addis Ababa University, Ethiopia

THE MULTILING AFFILIATE PROGRAM

The MultiLing Affiliate Program aims to highlight work done outside of MultiLing that contributes to any of the three main research areas 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.

Affiliates

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

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

Affiliates from 2014

- Marta Janik, Adam Mickiewicz University in Poznan, 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
- Magdalena Łuniewska, University of Warsaw, Poland
- Michael Putnam, Pennsylvania State University, USA
- Joseph Salmons, University of Wisconsin, Madison, USA
- Anne-Valerie Sickinghe, University of Oslo, Norway
- Quentin Williams, University of the Western Cape, South Africa

Affiliates from 2015

- Robert Blackwood, University of Liverpool, UK
- James Costa, University of Paris III: Sorbonne Nouvelle, France
- Sarah Harchaoui, Université Paris-Sorbonne (Paris IV), France
- Rickard Jonsson, Stockholm University, Sweden
- Terje Lohndal, NTNU, Norway
- Stefania Marzo, University of Leuven, Belgium
- Gözde Mercan, Turkey
- Toril Opsahl, University of Oslo, Norway
- Karine Stjernholm, The Language Council of Norway
- Karl Swinehart, University of Chicago, USA
- Ingebjørg Tonne, University of Oslo, Norway
- Sarah Van Hoof, Ghent University, Belgium

APPENDIX 2

ACTIVITIES AND EVENTS

Conferences

The following conferences were organized or co-organized by MultiLing members in 2015.

SONE Conference 2015

April 7–9, Oslo, Norway
The Sociolinguistic Network (SONE) conference was held April 7–9 at the Clarion Hotel in Oslo. The theme of this year's conference was sociolinguistic methods and methodologies. The aim was to discuss the pros and cons of different methods used within sociolinguistic research in present day Norway, and ask whether methods from adjacent fields may be successfully applied.

Invited speakers:

Stian Hårstad, Sør-Trøndelag University College, Norway
Jenny Nilsson, Department of Linguistics and Folklore Research, Sweden

In addition to the invited talks, students and scholars from five Norwegian universities and two university colleges gave papers. In total, 17 papers on different methodological issues were presented, five of these by MultiLing members.

Organizers:

Bente Ailin Svendsen
Unn Røynealand

NORDAND 12: The Nordic language as a Second Language

June 11–13, Hamar, Norway
The Nordic conference

NORDAND 12 was a joint event between MultiLing and the University College of Hedmark. The theme of this year's conference was "Second Language Learning and Second Language Teaching across the Life Span".

Invited speakers:

Gabriele Kasper, University of Hawai'i at Mānoa, USA
Scott Jarvis, Ohio University, USA
Helle Pia Laursen, Aarhus University, Denmark
Ulrika Magnusson, Stockholm University, Sweden
More than 60 papers were presented, all peer-reviewed by a Nordic expert committee. The Nordic second language research community was represented by 105 participants: Students, PhD candidates, postdocs, researchers and professors.

Organizers:

Anne Golden
Lise Iversen Kulbrandstad, University College of Hedmark, Norway
Gunhild Tomter Alstad, University College of Hedmark, Norway
Anne Marit V. Danbolt, University College of Hedmark, Norway
Lars Anders Kulbrandstad, University College of Hedmark, Norway
Marte Monsen, University College of Hedmark, Norway
Gunhild Tveit Randen, University College of Hedmark, Norway

WILA 6: The Sixth Annual Workshop on immigrant languages in the Americas

September 24–26, Uppsala,

Sweden

The sixth workshop in this series explored the linguistics of heritage languages in the Americas, such as structural, generative, historical, sociolinguistic or experimental approaches.

Invited speaker:

Joseph Salmons, University of Wisconsin-Madison, USA

Organizers:

Janne Bondi Johannessen
Michael Putnam, Penn State University, USA
Angela Hoffman, University of Uppsala, Sweden
Merja Kytö, University of Uppsala, Sweden
Joseph Salmons, University of Wisconsin – Madison, USA
Birna Arnbjörnsdóttir, University of Iceland, Iceland

Workshops organized by MultiLing

18 workshops were organized or co-organized by MultiLing members in 2015.

Linguistic landscape: Quo vadis?

January 15–16
The first MultiLing workshop in 2015 aimed to stimulate discussion on the scope of linguistic landscape research and the (preferred) direction this field of inquiry takes. Linguistic landscape research has expanded significantly in recent years from the study of languages used in signs in public spaces to the investigation of a larger range of semiotic resources in public spaces

and the media. Among the questions discussed were what objects and phenomena should be considered "linguistic landscape", upon what criteria, and with what considerations, and what assumptions underpin the field's own designators, "linguistic" and "landscape".

Invited speakers:

Robert Blackwood, University of Liverpool, UK
Brigitta Busch, University of Vienna, Austria
Helen Kelly-Holmes, University of Limerick, Ireland
Sari Pietikäinen, University of Jyväskylä, Finland

MultiLing speakers:

Maimu Berezkina
Elizabeth Lanza
Unn Røynealand

Organizers:

Unn Røynealand and Elizabeth Lanza

Acquisition of literacy in bilingual Norwegian-Russian children

February 26
February 26 was the kickoff meeting of the new pilot project *Acquisition of literacy in bilingual Norwegian-Russian children: Mainstream and complementary schools in Oslo*, funded by Kunnskap i Skolen [Knowledge in Schools], University of Oslo in 2015, and led by Yulia Rodina and Elizaveta Khachatryan. The project aims at investigating the core literary skills — reading and writing — of bilingual Norwegian-Russian children. The workshop was organized to establish a network consisting of natio-

nal and international experts working on literacy acquisition in bilingual children as well as the educators of Russian complementary schools in Oslo.

Invited speakers:

Tina Hickey, University College Dublin, Ireland
Ekaterina Protassova, University of Helsinki, Finland
Gunhild Tveit Randen, Hedmark University College, Norway
Janne von Koss Torkildsen, University of Oslo, Norway
Tatiana Reiersen, Center for Russian Language and Culture in Oslo, Norway
Anastasia Darina, Russian School in Oslo, Norway

MultiLing speakers:

Anne Golden
Yulia Rodina

Organizers:

Yulia Rodina and Elizaveta Khachatryan

Emotions and Communication

April 21
This cross-disciplinary workshop was held on April 21 with participants from psychology, medicine and linguistics. The aim was to acquaint the participants with each other's work, as emotions are a topic studied in different disciplines.

Invited speakers:

Jean Marc Dewaele, Birkbeck College, University of London, UK
Thomas Schubert, Department of Psychology, UiO
Beate Seibt, Department of Psychology, UiO
Anneli Mellblom, Faculty of

Medicine, UiO
Arnstein Finset, Faculty of Medicine, UiO

MultiLing speakers:

Yeşim Sevinç
Anne Golden

Organizers:

Yeşim Sevinç and Anne Golden

Multilingualism and dementia

April 21
A one-day workshop on multilingualism and dementia was organized at MultiLing. Professor Alison Wray at the University of Cardiff was invited as a guest speaker and participant. The main aim of the workshop was to establish a future collaboration with Wray, to discuss multilingualism and dementia, and to further develop a pilot study at MultiLing on dementia. The invited participants were, in addition to Wray, representatives from The Norwegian Centre for Minority Health Research (NAKMI) at Oslo University Hospital and MultiLing.

Invited Speaker:

Alison Wray, Cardiff University, UKL

MultiLing speakers:

Maarja Siiner
Hanne Gram Simonsen
Bente Ailin Svendsen

Organizer:

Bente Ailin Svendsen

Giving and receiving feedback effectively

May 20
The workshop gathered MultiLing's PhD and

postdoctoral fellows in a discussion of various established guidelines as well as personal perspectives on giving and receiving feedback within academia. The aim of the workshop was to explore the possibility of co-constructing community standards for giving and receiving feedback on each other's scholarly work.

Organizer:

Hana Gustafsson

Sociolinguistics of Globalization

May 22
In May a one-day workshop on the Sociolinguistics of Globalization was organized at MultiLing as a preparation for the then upcoming conference in Hong Kong of the same name. Jürgen Jaspers, who at the time was staying at MultiLing as a guest researcher, was invited to comment upon the participants' papers. The participants were senior researchers, postdocs and PhD fellows at MultiLing.

Organizers:

Bente Ailin Svendsen and Sarah Van Hoof

Creoles and second language acquisition

June 8
The aim of the workshop on *Creoles and Second Language Acquisition* was to discuss how research on Creoles can or cannot be useful in the understanding of second language acquisition and vice versa, and to look for similarities and differences between these instances of language contact.

Invited speaker:

Salikoko Mufwene, University of Chicago, USA

MultiLing and department speakers:

Anne Golden
Guri Bordal Steien
Unn Røynealand
Pia Lane
Ingebjørg Tonne, Department of Linguistics and Scandinavian Studies, UiO

Organizer:

Guri Bordal Steien

Language, standards, literature in Shetland and Norway

June 15
This event, sponsored by the Department of Linguistics and Scandinavian Studies and Multiling, brought together writers and scholars from Shetland and Norway for an afternoon of discussions and debates about questions of language, standardization and literature.

Invited speakers:

Christine De Luca, poet and Edinburgh Makar (poet laureate for the City of Edinburgh)
Mark Ryan Smith, Shetland, poet
Kjartan Fløgstad, Norwegian poet and author
Jenny Moi Vindegg, University of Oslo, Norway
Annika Bøstein Myhr, University of Oslo, Norway

Organizer:

James Costa

Making policy connections across scales using Nexus analysis

August 21
In this workshop, Francis Hult presented nexus analysis (Scollon & Scollon, 2004) as a meta-methodology for addressing issues in language policy research. Nexus analysis combines elements of critical discourse analysis, ethnography of communication, and interactional sociolinguistics yet it is more than the sum of these parts, offering a novel and holistic empirical perspective that is ideally suited for addressing multidimensional research questions. The focus of the workshop was on key concepts of nexus analysis and their relevance for language policy, ways in which nexus analysis can guide critical thinking about data collection and analysis, and practical benefits and challenges of applying nexus analysis. During interactive discussions, participants applied nexus analysis to their own research.

Invited speaker:

Francis Hult, Lund University, Sweden

Organizer:

Pia Lane

Linguistic capacity building

September 1–4
A project seminar was held in Rondane for the project *Linguistic capacity building—Tools for the inclusive development of Ethiopia*. The aim of the seminar was for all project participants to get

to know each other and each other's research, by presenting talks (20 talks in all) and taking part in common activities, like short mountain hikes after lunch every day. This was especially valuable for Ethiopian PhD candidates and Norwegian supervisors, but also for the Ethiopian and Norwegian senior researchers. 30 participants from Addis Ababa University and Hawassa University, Ethiopia as well as participants from the University of Trondheim (NTNU), the University College of South-Trøndelag and MultiLing were present.

Organizer:

Janne Bondi Johannessen

Multimodal transcription and analysis

September 14–15
The workshop was organized on Multimodal transcription and analysis. It offered an introduction to the ELAN transcription software and lectures on analyzing and coding gestures and non-verbal communication. The course offered a range of practical exercises and personal supervision and counseling.

Invited instructors:

Jennifer Gerwing, University of Victoria, Canada
Sarah Healing, University of Victoria, Canada

Organizer:

Jan Svennevig in collaboration with the OCHER network (Oslo Communication in Healthcare Education and Research).

Standardization as a regime of language

September 28–29

The aim of this workshop was to examine descriptions and analyses of the metalinguistic discourses as well as the linguistic practices that sustain and reproduce, but also potentially contest or inflect regimes of standardization. The different questions that were discussed were: What sort of regimes of language do different types of language standardization generate? How does language standardization organize social relationships, and construct and regiment difference? How do current regimes of standardization interact with other organizational principles in contemporary societies, such as the valorization of diversity, vernacularity and hybridity?

Invited speakers:

Michael Silverstein, University of Chicago, USA
 Jacqueline Urla, University of Massachusetts Amherst, USA
 Kathryn Woolard, University of California, San Diego, USA
 Alexandra Jaffe, California State University Long Beach, USA

Organizers:

Sarah Van Hoof and James Costa

Language and the political economy

October 5–7

This workshop brought together leading scholars working in the field of labor, migration, minority language,

education, gender and affect, whose innovative research has contributed to the complexification of our understanding of how language intersects with larger systems of inequality and domination.

Invited speakers:

Monica Heller, University of Toronto, Canada
 Bonnie McElhinny, University of Toronto, Canada
 Bonnie Urciuoli, Hamilton College, USA
 Jacqueline Urla, University of Massachusetts, Amherst, USA
 Alexandre Duchêne, University of Fribourg, Switzerland

Organizer:

Alfonso Del Percio

Word associations test development

October 22–23

The aim of this workshop was to set the stage for adaptations of Tess Fitzpatrick's Association Test for English into Norwegian and Turkish, and to make them as cross-linguistically comparable as possible.

Invited speaker:

Tess Fitzpatrick, Cardiff University, UK

MultiLing speakers:

Malene Bøyum (MA student)
 Gözde Mercan
 Marianne Lind
 Hanne Gram Simonsen

Organizers:

Marianne Lind and Hanne Gram Simonsen

Methods for investigating multilingualism in the family: Bridging language acquisition and language policy (MultiFam)

October 22–23

The MultiFam project held its kickoff workshop in late October, to which were invited our national and international partners in addition to other key researchers. The theme was "Methods for investigating multilingualism in the family: Bridging language acquisition and language policy".

Invited speakers:

Sonja Myhre Holten, The Language Council of Norway
 Daniel Gusfre Ims, The Language Council of Norway
 Annick De Houwer, Erfurt University, Germany
 Jean-Pierre Chevrot, Stendhal University, Grenoble III, France
 Elizaveta Khachaturyan, University of Oslo, Norway
 Lars Anders Kulbrandstad, Hedmark University College/ University of Oslo, Norway
 Xiao Lan Curdt-Christiansen, University of Reading, UK
 Jon Rogstad, Fafo Institute for Labor and Social Research, Norway
 Åsa Palviainen, Jyväskylä University, Finland
 Suzanne Quay, International Christian University, Japan

MultiLing speakers:

Elizabeth Lanza
 Anne Golden
 Bente Ailin Svendsen
 Judith Purkharthofer
 Maria Obojska
 Yulia Rodina

Organizers:

The MultiFam project team

Multilingual and L2 interaction in the workplace

October 29

This workshop gathered researchers investigating the spoken (and embodied) interaction between co-workers in international and multilingual workplaces in their daily professional activities. The topics included lingua franca usage, second language interaction, and cultural diversity.

Invited speakers:

Mie Femø Nielsen, Copenhagen University, Denmark
 Spencer Hazel, University of Southern Denmark, Denmark
 Louise Tranekjær, Roskilde University Center, Denmark
 Dennis Day, University of Southern Denmark, Denmark
 Lorenza Mondada, Freiburg University, Germany
 Anne Marie Landmark Dalby, University of Oslo, Norway

MultiLing speakers:

Kamilla Kraft
 Jan Svennevig

Organizer:

Jan Svennevig

MultiNord5

November 5–6

The fifth network conference MultiNord [MultiNorth] was organized at Lysebu, Oslo. MultiNord is a research network on language in heterogeneous urban places. Twenty researchers from the three Scandinavian countries Denmark, Sweden and Norway participated (6 Norwegian, 2 Swedish and 8 Danish), with talks

and discussion on language use, ideology and identity constructions among adolescents in urban contact zones.

Organizers:

Bente Ailin Svendsen and Pia Quist, Copenhagen University, Denmark

From data to analysis to text

November 10

This was a closed discussion workshop on data collection, analysis and the transition from data to text.

Speakers:

Kamilla Kraft
 Elina Kangas
 Judith Purkharthofer
 Florian Hiss, UiT The Arctic University of Norway, Norway
 André N. Dannevig, Department of Linguistics and Scandinavian Studies, UiO

Organizers:

Kamilla Kraft and Florian Hiss

___ Guest lectures 2015

Brigitta Busch (University of Vienna, Austria), January 14

"Linguistic repertoire and the lived experience of language"

Andrew Hodges (Institute of Ethnology and Folklore Research, Croatia), February 25

"Teaching in Croatian in Serbia: discursive hegemonies and 'state effects'"

David Adger (Queen Mary University of London, UK), March 12-13

"Functional categories in language death: the loss of passive and possessive structures in East Sutherland Gaelic"

Jean-Marc Dewaele

(Birkbeck College, University of London, UK), April 20

"Can one swear 'appropriately'?"

Alison Wray (Cardiff University UK), April 22

"Why linguistics is central to Alzheimer's research"

Vuk Vukotic (Research Institute of the Lithuanian Language, Vilnius), April 24

"Standard and anti-standard language ideology in Norway and in Lithuania"

Suzanne Quay

(International Christian University, Japan), May 4

"The role of grandparents in multilingual development"

Valantis Fyndanis (University of Potsdam, Germany), June 9

"Morphosyntactic processing in aphasia, Alzheimer's disease, and healthy aging"

Julia de Bres (University of Luxembourg, Luxembourg), September 1

"All for one, not one for all: Language ideologies among representatives of national and migrant minority languages in New Zealand"

Silvina Montrul

(University of Illinois, US), September 21

"Structural Differences

and Similarities in Three Heritage Languages in the USA"

Michael Silverstein

(University of Chicago, US), September 24

Annual Einar Haugen Lecture: "Einar Haugen: In two hemispheres, about two languages, of two minds"

Tess Fitzpatrick

(Cardiff University, UK), October 22

"New Approaches to Word Association Research"

Antonella Sorace

(University of Edinburgh, UK), November 19

"Convergence of L1 and L2 at the grammar-discourse interface"

Martha Robinson

(University of Edinburgh, UK), November 30

"SOFT — A Case of Collaborative Language Learning at School and in the Community."

Marit Westergaard

(UiT, The Arctic University of Norway), December 1

"Grammatical Gender in Norwegian Heritage Language: Stability or Attrition?"

Dà Húzi and Táng Yúnlíng

(Olga Lomová, Charles University, Prague, Czech Republic), December 11

"The art of doing science"

___ Regular internal events**Wednesday seminars**

As the MultiLing team is growing and the projects and research related tasks

have become more diverse, the Wednesday seminars were slightly restructured during the autumn semester 2015. From being a monthly seminar where the speakers were both invited researchers and members of MultiLing, it became a weekly event where priority is given to the MultiLing team. The aim is to give the members of the center a common space to discuss each other's work at different stages of its development.

During the autumn semester 2015, a variety of presentations was given. Core team members, postdocs, affiliates and PhD fellows were among the presenters. The presented works included upcoming conference presentations, articles to be submitted, books to come, and other more advanced studies. Plans for Wednesday seminars include thematic presentations by MultiLingers on topics they have expertise in, which could be useful for others, such as research funding in Norway and abroad, publishing and editing in scientific journals, and many other topics.

Organizers:

Guri Bordal Steien and Maarja Siiner

Wednesday seminars 2015

Andrew Linn (University of Sheffield, UK), January 28

"From Voss to New York: virtual Norwegian 'transmigration', language learning, and lessons from history"

Dorthe Bleses (University of Southern Denmark), February 4

"Assessment of bilingual children's acquisition of majority language skills in Denmark. Developmental patterns and future needs"

Silvia Grassi

(University of Oslo, Norway), March 4

"What Catalan Public Television Service tells us about Catalonia and its language(s): A socio-linguistic approach"

Diana Camps

(May 6 "It is through script that a language gets its status":

A language ideological debate."

Jürgen Jaspers

(Free University of Brussels, Belgium), June 10

"The production and challenge of sociolinguistic expertise in late modern media"

Hana Gustafsson

(September 2 "Making do: Constructing complex form-meaning mappings in L2"

Shirin Zubair

(September 16 "Silent Birds: Metaphorical Constructions of Identity in Pakistani Women's Talk"

Bente Ailin Svendsen and Ingunn Ims

(Language Council of Norway), November 4

"Oslo sier. Språk i byen/Oslo says. Language in the city"

Organizers:

Marianne Lind and Hanne Gram Simonsen

Short presentations for LED conference, November 11

Nathan Albury, "Learning Māori: Folk linguistic

perspectives of language acquisition policy in New Zealand."

Maarja Siiner, "Mother tongue tuition in EU languages in Denmark and Sweden: How do macro-factors influence community-building and inter-generational language transmission? "

Short presentations, November 18

Guro Nore Fløgstad, "Pre-erit Expansion and Perfect Demise in Porteño Spanish and Beyond. A Critical Perspective on Cognitive Grammaticalization Theory."
Jakob Wiedner, "Norwegian Romani - an integrational framework"

Noelle Park (University of Jyväskylä, Finland), November 25

"Multilingual selves reflected in multimodal narratives: Korean perspective."

Natalia Mitrofanova, Roksolana Mykhaylyk, Marit Westergaard (all UiT The Arctic University of Norway) and **Yulia Rodina**, December 2

"The Acquisition of L3 by Norwegian-Russian adolescents: The Linguistic Proximity Model"

MultiLing movie nights

Movie Night is a social and research-orientated informal event that takes place every now and then each semester at MultiLing, provided that we get wind of a suitable film, which thematizes or problematizes a research-relevant topic on multilingualism on theoretical, methodological or

ethnographic perspective. Everyone at MultiLing and the Department of Linguistics and Scandinavian Studies is invited to bring ideas to Movie Night about films which could be interesting to watch together. The person who has suggested the evening's film will give a short introduction to the film and says few words about why it was chosen. The organizers provide popcorn to accompany the film and some pizza afterwards, when we gather together to share our views and discuss the film. Apart from being great fun, it is a wonderful opportunity to see interesting films we wouldn't otherwise come across.

The idea for MultiLing's Movie Night dates back to 2013. During the move to the new MultiLing offices, Elizabeth Lanza had found her old VHS copy of John Gumperz's classic Crosstalk (1979) in her office. 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. Verónica Pájaro managed to have a DVD copy of the film made, and organized an impromptu screening for colleagues at MultiLing.

Organizers in 2015: Eilina Kangas and Nathan Albury

Movie nights 2015
Black and White, 2002, Australia (dir. Craig Lahiff)

Based on a true story from Australia in 1959. Young aboriginal Max Stuart was convicted of the murder of a young girl in the light of questionable evidence. Stuart's command of the English language was limited, and it was alleged that the police had forced him to confess the crime. The film serves as a commentary on linguistic diversity and monolingual legal systems, coupled with the Australian history of oppressing and vilifying its indigenous peoples. Presented by Nathan Albury.

Neuland, 2013, Switzerland (dir. Anna Thommen)
Neuland is a documentary that follows students in an integration class in Basel, Switzerland. The teacher, Mr. Zinqq, helps them to understand and learn the ways of a new country, language and culture, as they prepare to find jobs in their new society.

Conf'apéro 2015
Alexandra Jaffe (California State University, Long Beach, USA), January 9
"The language and place conundrum: rethinking authenticity"

Bjørn Ramberg (CSMN, University of Oslo, Norway), February 5
"What is a language?"

Sharon Unsworth (Radboud University Nijmegen, The Netherlands), March 6
"Growing up bilingual: Factors affecting the acquisition of two languages in childhood"

APPENDIX 3

PRESENTATIONS OUTSIDE MULTILING, 2015

International plenaries and keynotes

Elizabeth Lanza. Family matters: Bridging the gap between multilingual acquisition and language policy. *Bridging Language Acquisition and Language Policy Symposium*. Lund, Sweden, June 17–18.

Unn Røyneland. Dialects and migration — entitlement, authenticity and local belonging. *Celebrating 10 years of research on language change in real time*. Copenhagen, Denmark, September 30.

Unn Røyneland. Language matters. Multilingualism, language ideology and language policy. *Visiones Interdisciplinarias sobre la Subjetividad*. Lima, Peru, December 8–9.

Hanne Gram Simonsen. Assessing lexical development in bilingual children. *Night Whites 2015: The Third St. Petersburg Winter Workshop on Experimental Studies of Speech and Language*. St Petersburg, Russia, December 18–19.

Panels organized at international conferences

Costa, James & Janet Connor. Regimes of language and the social, hierarchized organization of ideologies. *114th Annual Meeting of the American Anthropological Association*. Denver, USA, November 17–22.

Costa, James & Aude Etrillard. Dépopulation d'espaces périphériques et transfert de la légitimité linguistique [Depopulation of peripheral areas and transfer of linguistic legitimacy]. *Réseau Francophone de Sociolinguistique, Hétérogénéité et changements: perspectives sociolinguistiques*. Grenoble, France, June 10–12.

Del Percio, Alfonso & Zorana Sokolovska. Discourses of diversity. *GURT 2015: Diversity and Super-Diversity: Sociocultural Linguistic Perspectives*. Washington D.C., USA, March 13–15.

Del Percio, Alfonso & Sebastian Muth. The commodification of language. *The Sociolinguistics of Globalization: (De)centring and (de)standardization*. Hong Kong, China, June 3–6.

Del Percio, Alfonso & **Kamilla Kraft.** Language, labor and political economy. *114th Annual Meeting of the American Anthropological Association*. Denver, USA, November 17–22.

Del Percio, Alfonso & Zorana Sokolovska. Expertises en tension: production de savoir sur le plurilinguisme, production de pouvoir? [Expertises in tension: production of knowledge on multilingualism, production of power?]. *Réseau Francophone de Sociolinguistique: Hétérogénéité et changements: perspectives sociolinguistiques*. Grenoble, France, June 10–12.

Johannessen, Janne Bondi, Michael Putnam, Joseph Salmons. Empirical methods researching heritage grammars: Challenges and rewards. *The 10th International Symposium on Bilingualism*. New Brunswick, USA, May 20–24.

Johannessen, Janne Bondi, Michael Putnam & Joseph Salmons. Research in heritage Germanic grammars: empirical findings and theoretical challenges. *The 10th International Symposium on Bilingualism*. New Brunswick, USA, May 20–24.

King, Kendall & **Elizabeth Lanza.** Invited panel. Family language policy and transnationalism: Resistance and transformation. *GURT 2015: Diversity and Super-Diversity: Sociocultural Linguistic Perspectives*. Washington D. C., USA, March 13–15.

Lane, Pia & **James Costa.** Standardizing language in the global periphery: Why that now? *The Sociolinguistics of Globalization: (De)centring and (de)standardization*. Hong Kong, China, June 3–6.

Opsahl, Toril & **Unn Røyneland.** Reality rhymes — recognition of rap in multicultural Norway. Panel. *The Sociolinguistics of Globalization: (De)centring and (de)standardization*. Hong Kong, China, June 3–6.

Røyneland, Unn. Invited Panel. What should you sound like to sound like you belong? Notions of dialectal

identities, authenticity and entitlement in late modern Norway. *The Sociolinguistics of Globalization: (De)centring and (de)standardization*. Hong Kong, China, June 3–6.

International conference and workshop presentations

Albury, Nathan. The folk linguistics of Māori language policy. Poster. *GURT 2015: Diversity and Super-Diversity: Sociocultural Linguistic Perspectives*. Washington D. C., USA, March 13–15.

Albury, Nathan. Learning Māori: Folk linguistic perspectives of language acquisition policy in New Zealand. *LED 2015: Language, Education and Diversity Conference*. Auckland, New Zealand, November 23–26.

Berezkina, Maimu. Digitalization of public services as a way of bridging linguistic divides: the case of Estonia. *GURT 2015: Diversity and Super-Diversity: Sociocultural Linguistic Perspectives*. Washington D.C., USA, March 13–15.

Berezkina, Maimu. Multilingualism in progress? A diachronic study of language policy in the virtual public space. *Linguistic Landscape 7*. Berkeley, USA, May 7–9.

Camps, Diana Maria. "It is through script that a language gets its status": A language ideological debate.

The Sociolinguistics of Globalization: (De)centring and (de)standardization. Hong Kong, China, June 3–6.

Costa, James. Authenticité, autorité et légitimité linguistique dans les Shetland [Authenticity, authority and linguistic legitimacy in Shetland]. *Réseau Francophone de Sociolinguistique: Hétérogénéité et changements: perspectives sociolinguistiques*. Grenoble, France, June 10–12.

Costa, James. Is language revitalization really about saving languages? An Occitan case study. *Chicago Linguistics Society 51st Annual Meeting*, University of Chicago, April 23–25.

Costa, James. Legitimate diversity in Scotland: "Doing language" in the early 21st century. *GURT 2015: Diversity and Super-Diversity: Sociocultural Linguistic Perspectives*. Washington D.C., USA, March 13–15.

Costa, James. Regimes of language and the social, hierarchized organization of ideologies in Scotland. *114th Annual Meeting of the American Anthropological Association*. Denver, USA, November 17–22.

de Bot, Kees, **Marianne Lind,** Ingeborg Sofie Bjonness Ribu, **Hanne Gram Simonsen, Bente A. Svendsen** & **Jan Svennevig.** Bilingualism and aging: Executive functions, language use and management in normally aging speakers and speakers with dementia.

The 10th International Symposium on Bilingualism. New Brunswick, USA, May 20–24.

Del Percio, Alfonso. Commodifying speakers under Late Capitalism. *The Sociolinguistics of Globalization: (De)centring and (de)standardization.* Hong Kong, China, June 3–6.

Del Percio, Alfonso. Training entrepreneurs: Language, migration and the political economy of labor. *Multilingualism and Mobilities. Understanding Globalization.* Cape Town, South Africa, October 15–16.

Del Percio, Alfonso. Docile workers. *114th Annual Meeting of the American Anthropological Association.* Denver, USA, November 17–22.

Del Percio, Alfonso. Expertise au service de l'Etat [Expertise at the Service of the State]. *Réseau Francophone de Sociolinguistique: Hétérogénéité et changements: perspectives sociolinguistiques.* Grenoble, France, June 10–12.

Del Percio, Alfonso. Linguistic Anthropology as Discourse Analysis. *DiscourseNet International Congress: Discourse: Language, Society, Critique.* Bremen, Germany, September 24–26.

Del Percio, Alfonso. Scripting asylum. Language and bureaucratic control. *The Sociolinguistics of Globalization: (De)centring and (de)standardization.* Hong Kong, China, June 3–6.

Del Percio, Alfonso. Serving asylum seekers: Language and the new migration industry. *GURT 2015: Diversity and Super-Diversity: Sociocultural Linguistic Perspectives.* Washington D.C., USA, March 13–15.

Fløgstad, Guro Nore, Chad Howe & Celeste Rodriguez Louro. Event continuity, temporal definiteness and the present perfect/present opposition in Spanish. *Going Romance 29.* Nijmegen, Netherlands, December 10–12.

Fyndanis, Valantis, Carlo Semenza, Rita Capasso, Giorgio Arcara, Francesca Burgio, Anna Maculan, Serena de Pellegrin, Marialuisa Gandolfi, Nicola Smania & Gabriele Miceli. Production of subject-verb agreement, tense, mood, and negation in Italian agrammatic aphasia. Poster. *Academy of Aphasia 53rd Annual Meeting.* Tucson, USA, October 18–20.

Fyndanis, Valantis, Paraskevi Christidou, Sokratis Papageorgiou & Spyridoula Varlokosta. (Morpho)syntactic production in Greek-speaking agrammatic aphasia: A test of competing theories. Poster. *12th International Conference on Greek Linguistics.* Berlin, Germany, September 16–19

Fyndanis, Valantis, Carlo Semenza, Rita Capasso, Marialuisa Gandolfi, Nicola Smania, Francesca Burgio, Giorgio Arcara, Serena de Pellegrin & Gabriele

Miceli. Morphosyntactic and syntactic production in Italian-speaking agrammatic aphasia. *16th International Science of Aphasia Conference.* Aveiro, Portugal, September 17–22.

Golden, Anne & Elizabeth Lanza. Conceptualizations of second language learning and literacy. Metaphors in conversation. *GURT 2015: Diversity and Super-Diversity: Sociocultural Linguistic Perspectives.* Washington D.C., USA, March 13–15.

Golden, Anne & Elizabeth Lanza. Linguistic landscape in a Norwegian multilingual classroom. *Linguistic Landscape 7.* Berkeley, USA, May 7–9.

Golden, Anne & Elizabeth Lanza. The importance of self in second language learning: Identity construction in narrative discourse. *EuroSLA 25.* Aix-en-Provence, France, August 27–29.

Golden, Anne & Lars Anders Kulbrandstad. Hvilken rolle spiller tekstinholdet ved en språktest? [What role does text content play in a language test?] *NORDAND 12: Nordic Conference on Second Language Research.* Hamar, Norway, June 11–13.

Golden, Anne & Lars Anders Kulbrandstad. What roles do content, text structure and style play in the evaluation of a language test? *Symposium on Second Language Writing.* Auckland, New Zealand, November 19–21.

Gustafsson, Hana. Policy design for EMI skills: Navigating the Bermuda Triangle with usage-based linguistics. *Bridging Language Acquisition and Language Policy Symposium.* Lund, Sweden, June 17–18.

Gustafsson, Hana. Capturing EMI skills: A challenge for the teacher trainer. *NFEAP 2016: EAP and Creativity.* Oslo, Norway, June 11–12.

Haaland-Johansen, Line & **Marianne Lind.** Clinical guidelines for aphasia in stroke management in Scandinavia. Poster. *British Aphasiology Society Biennial International Conference.* London, UK, September 9–11.

Hasund, Kristine, Eli-Marie Drange, Gro-Renée Rambø, **Jan Svennevig** & Kari Vik. Dialogue and dominance in Marte-Meo-counselling. *Multimodality conference 2015.* Kristiansand, Norway, June 10–12.

Ims, Ingunn I. & Bente A. Svendsen. Valorization of “Kebab Norwegian” in the Norwegian media across time. Corpus-assisted discourse analysis. *MultiNord V.* Lysebu, Norway, November 5–6.

Johannessen, Janne Bondi & Ida Larsson. Sentence Processing in American Scandinavian Heritage Language. *WILA 6: Sixth Annual Workshop on Immigrant Languages in the Americas.* Uppsala, Sweden, September 24–26.

Johannessen, Janne Bondi How to get hold of Scandinavian language heritage speakers and keep it. *The 10th International Symposium on Bilingualism.* New Brunswick, USA, May 20–24.

Johannessen, Janne Bondi The Corpus of American Norwegian Speech (CANS). *NoDaLiDa 2015: 20th Nordic Conference on Computational Linguistics.* Vilnius, Lithuania, May 11–13.

Johannessen, Janne Bondi Ida Larsson & Arnstein Hjelde. How to uncover the grammatical competence of Scandinavian heritage speakers. *The 10th International Symposium on Bilingualism.* New Brunswick, USA, May 20–24.

Knoph, Monica Norvik, Marianne Lind & Hanne Gram Simonsen. Variation and changes in code-switching in multilingual aphasia. *British Aphasiology Society Biennial International Conference.* London, UK, September 9–11.

Knoph, Monica Norvik, Marianne Lind & Hanne Gram Simonsen. The impact of verb retrieval therapy in a bilingual speaker with fluent aphasia. Poster. *Nordic Aphasia Conference.* Oslo, Norway, June 11–13.

Kraft, Kamilla. When language regulation is the safest option: linking risk and multilingualism. *114th Annual Meeting of the American Anthropological Association.* Denver, USA, November 17–22.

Kraft, Kamilla & Dorte Lønsmann. Language in blue-collar workplaces. *Lingcorp Final Workshop.* Roskilde, Denmark, November 29–December 1.

Lane, Pia. Standardising minority languages: Emancipation or constraint? *GURT 2015: Diversity and Super-Diversity: Sociocultural Linguistic Perspectives.* Washington D.C., USA, March 13–15.

Kraft, Kamilla & Dorte Lønsmann. Linguistic diversity in blue-collar workplaces: Practices beyond the use of a lingua franca. *GURT 2015: Diversity and Super-Diversity: Sociocultural Linguistic Perspectives.* Washington D.C., USA, March 13–15.

Lane, Pia & James Costa. The War of the Words: Minority language standardization and orthographic debates in the globalized European periphery. *The Sociolinguistics of Globalization: (De)centring and (de)standardization.* Hong Kong, China, June 3–6.

Lane, Pia Standardising minority languages: Emancipation or constraint? *GURT 2015: Diversity and Super-Diversity: Sociocultural Linguistic Perspectives.* Washington D.C., USA, March 13–15.

Lanza, Elizabeth & Unn Røynealand. Emerging regimes of language ideologies: Discourses of the local and global in Norway. *The Sociolinguistics of Globalization: (De)centring and*

(de)standardization. Hong Kong, China, June 3–6.

Mitrofanova, Natalia, Marit Westergaard, Roksolana Mykhaylyk & **Yulia Rodina.** Sources of transfer in L3 acquisition by bilinguals. Poster. *XII International Symposium of Psycholinguistics.* Valencia, Spain, July 1–4.

Nerantzini, Michalea, **Valantis Fyndanis,** Arhonto Terzi, & Spyridoula Varlokosta. Case and agreement in Greek aphasia: Evidence from comprehension. *16th International Science of Aphasia Conference.* Aveiro, Portugal, September 17–22.

Payne, Elinor, Brechtje Post, Nina Gram Garmann, **Hanne Gram Simonsen.** VC timing acquisition: Integrating phonetics and phonology. *ICPhS 2015 — The 18th International Congress of the Phonetic Sciences.* Glasgow, UK, August 10–14.

Payne, Elinor, Brechtje Post, Nina Gram Garmann, **Hanne Gram Simonsen.** Mastering VC timing: When do prosodic-phonetic biases emerge in acquisition? Poster. *PAPE: Phonetics and Phonology in Europe 2015.* Cambridge, UK, June 29–30.

Purkarthofer, Judith. Multilingual community media? Community media for multilingual speakers? — Reflections on the construction of multilingualism in Austrian Community Radio. *Radio Research*

Conference 2015. Madrid, Spain, October 28–30.

Rodina, Yulia. Story-telling in minority and majority language: Evidence from bilingual Norwegian-Russian children. Poster. *XII International Conference on Bilingualism 2015.* Valetta, Malta, March 23–25.

Rodina, Yulia, Björn Lundquist, Irina Sekerina & Marit Westergaard. The use of gender marking for predictive processing in Norwegian. Poster. *Night Whites 2015: The Third St. Petersburg Winter Workshop on Experimental Studies of Speech and Language.* St Petersburg, Russia, December 18–19.

Rodina, Yulia. Minority vs. majority language: Where is the difference? Evidence from bilingual Norwegian-Russian children's narratives. *The 10th International Symposium on Bilingualism.* New Brunswick, USA, May 20–24.

Røynealand, Unn & Elizabeth Lanza. Memorials, multilingualism and multiculturalism in Norway. *Linguistic Landscape 7.* Berkeley, USA, May 7–9.

Røynealand, Unn. Regional varieties in Norway — fact or fiction? In panel “Koines and regional standard varieties.” *ICLaVE 8: International Conference on Language Variation in Europe.* Leipzig, Germany, May 27–29.

Siiner, Maarja. Becoming and remaining multilingual in modern Europe. New immigrants from Eastern Europe and mother tongue tuition in Sweden and Denmark. *Bridging Language Acquisition and Language Policy Symposium.* Lund, Sweden, June 17–18.

Siiner, Maarja. New migration patterns in EU and mother tongue tuition in EU immigrant languages. *LED 2015: Language, Education and Diversity Conference.* Auckland, New Zealand, November 23–26.

Simonsen, Hanne Gram, Nina Gram Garmann, Elinor Payne, Brechtje Post, Elisabeth Holm, **Pernille Hansen.** Cross-linguistic microvariation in cluster production. *ISMBS 2015: The International Symposium on Monolingual and Bilingual Speech.* Crete, September 7–10.

Steien, Bortal Guri & Nimbona, Gélase. Le syntagme accentuel en français parlé dans quatre régions francophones d'Afrique. *Journées FLORaL-PFC 2015: PFC dans le champ phonologique.* Paris, France, December 3–8.

Steien, Bortal Guri. Un voyage dans l'univers de “Language and the Mind: Encounters in the Mind Fields” par John Goldsmith & Bernard Laks. *Journées FLORaL-PFC 2015: PFC dans le champ phonologique.* Paris, France, December 3–8.

Steien, Guri Bortal & Pernille Hansen. Target-like distribution of Norwegian lexical pitch accents in spontaneous speech produced by L2 speakers. *ICPhS 2015 — The 18th International Congress of the Phonetic Sciences.* Glasgow, UK, August 10–14.

Steien, Guri Bortal. Aksentfrasen i spontan S2-norsk. *NORDAND 12: Nordic Conference on Second Language Research.* Hamar, Norway, June 11–13.

Svendsen, Bente A. & Else Ryen. Taking the Temperature of Language! Exploring linguistic diversity through citizen science. *The Sociolinguistics of Globalization: (De)centring and (de)standardization.* Hong Kong, China, June 3–6.

Svendsen, Bente A. & Else Ryen. Taking the temperature of language! Citizen science as a sociolinguistic methodological tool for exploring linguistic diversity. *NORDAND 12: Nordic Conference on Second Language Research.* Hamar, Norway, June 11–13.

Svendsen, Bente A. & Ingunn I. Ims. Ideologizing recent linguistic pluralisation in the Norwegian mediascape. Corpus assisted discourse analysis. *6th International “Language in the media” Conference.* Hamburg, Germany, September 7–9.

Svennevig, Jan. “What’s it called in Norwegian?” Acquiring L2 vocabulary in

workplace interaction. *GURT 2015: Diversity and Super-Diversity: Sociocultural Linguistic Perspectives*. Washington D.C., USA, March 13–15.

Svennevig, Jan. Orienting to lexical items as learnables in L2 interaction in the workplace. *14th International Pragmatics Conference*. Antwerp, Belgium, July 26–31.

Svennevig, Jan. Presenting complex information in installments. *Revisiting Participation: Languages and Bodies in Interaction*. Basel, Switzerland, June 24–27.

Türker-van der Heiden, Emel & Gözde Mercan. The acquisition of L3/Ln morphosyntax in Norwegian learners of Turkish. Poster. *International workshop on Multilingual Language Acquisition, Processing and Use*. Tromsø, Norway, March 20–21.

Türker-Van der Heiden, Emel & Gözde Mercan. The Acquisition of Turkish Genitive-Possessive Structures by Norwegian Learners. *PALA 15: 15th International Symposium on Processability Approaches to Language Acquisition*. Halden, Norway, September 18–19.

Van Hoof, Sarah. Civilization vs. commerce. Standardization and hybridity in Flemish public broadcasting before and after the liberalization of the TV market. In panel “The commodification of language.” *The Sociolinguistics of Globalization:*

(De)centring and (de)standardization. Hong Kong, China, June 3–6.

Marit Westergaard, Marit, **Yulia Rodina**, Natalia Mitrofanova & Roksolana Mykhaylyk. The acquisition of L3 English by Norwegian-Russian adolescents: The Linguistic Proximity Model. *GALA 12: Generative Approaches to Language Acquisition*. Nantes, France, September 10–12.

Westergaard Marit, Natalia Mitrofanova, Roksolana Mykhaylyk & **Yulia Rodina**. Norwegian-Russian bilinguals learning English: The Linguistic Proximity Model. Poster. *International workshop on Multilingual Language Acquisition, Processing and Use*. Tromsø, Norway, March 20–21.

Wiedner, Jakob. Norwegian Romani — a language on its own? *The Gypsy Lore Society Annual Meeting and Conference on Gypsy Studies*. Chişinău, Moldova, September 10–12.

____ National scientific conference and workshop presentations

Askeland, Anneke, Kristin Hagen, Live Håberg, **Janne Bondi Johannessen**, Anders Nøklestad, Joel Priestley. Translitterering frå transkribert dialekt til nynorsk i LIA-prosjektet [Transliteration from transcribed dialect to Nynorsk in the LIA project]. *MONS 16: Møte om norsk språk*. Kristiansand, Norway, November 25–27.

Golden, Anne & Rita Hvistendahl. Skrivning på et andrespråk. En kunnskapsoversikt fra Skandinavia [Writing in a second language. A review of research from Scandinavia]. Poster. *Knowledge in Schools Closing Conference*. Oslo, Norway, December 4.

Gustafsson, Hana. Instructional practices and teacher development in English-medium instruction in higher education: A usage-based perspective. *Usage-based linguistics and implications for foreign language teaching in the Scandinavian context* Bergen, Norway, December 10–11.

Johannessen, Janne Bondi. Parasyntetiske sammensetninger — teoretisk perspektiver og empiri ved bruk av korpus og ordbok [Parasyntetic compounds — theoretical perspectives and empirical data when using corpora and dictionaries]. *MONS 16: Møte om norsk språk*. Kristiansand, Norway, November 25–27.

Jølbo, Ingri Dommersnes. Skrivning på et andrespråk: Identitetskonstruksjoner i tekstene til elever med somalisk språkbakgrunn i norsk skole [Second language writing: Identity construction in texts by students with Somali language background in the Norwegian school]. Kompetanse for mangfold — Samspill mellom forskning, utdanning og utvikling. Lillestrøm, Norway, May 28–29.

Jølbo, Ingri Dommersnes. Intertekstuelle ressurser og plagiering — en vei mot språkkompetanse i andrespråkskriving [Intertextual resources and plagiarism — a road to language competence in second language writing]. *MONS 16: Møte om norsk språk*. Kristiansand, Norway, November 25–27.

Lane, Pia. Kvensk språk og identitet: Fra fororskningsspolitikk til offisielt minoritetsspråk [Kven language and identity: From the policy of Norwegianization to official minority language]. *Konferanse om etnisk diskriminering og rasisme* [Conference on ethnic discrimination and racism]. Oslo, Norway, May 5.

Lane, Pia. Standardiseringens to ansikt — metodologiske refleksjoner [The two faces of standardization — methodological reflections]. *SONE Conference*. Oslo, Norway, March 9–10.

Lanza, Elizabeth & Hirut Woldemariam. Linguistic landscape as (socio)linguistic data: New research. *NORHED workshop: Linguistic Capacity Building — Tools for the inclusive development of Ethiopia*. Rondane, Norway, September 1–4.

Opsahl, Toril & **Unn RøyneLand.** Rytmask reforhandling — om relasjonen mellom hiphop og språkmangfold i norsksfaget. [Rhythmic renegotiation — on the relationship between Hip Hop and linguistic diversity in the academic

subject Norwegian]. In panel “Skolen som språkarena” [The School as a Linguistic Arena]. *MONS 16: Møte om norsk språk*. Kristiansand, Norway, November 25–27.

Quist, Pia & **Bente A. Svendsen.** A network on language in heterogeneous urban spaces — an empirical and theoretical overview. *MultiNord V*. Lysebu, Norway, November 5–6.

RøyneLand, Unn & Elizabeth Lanza. The dark sides of linguistic complexity. *Linguistic Complexity in the Individual and Society*. Trondheim, Norway, October 15–16.

Ryen, Else. Språklige utfordringer i profesjonsstudier. Seminar om Inkluderende flerkulturelt læringsmiljø — nye landsmenn i høyere utdanning, Nord-Trøndelag University College. May 20.

Ryen, Else. Strategier for styrking av studenters / elevers literacy. Conference on Educational strategies for second language development. Oslo and Akershus University College. June 5.

Svendsen, Bente A. Invited plenary. MultiLing Senter for flerspråkighet - i skjæringspunktene mellom språkstruktur, kontekstualisert språkbruk og språkkideologi [MultiLing Center for Multilingualism in Society across the Lifespan — in the intersection of language structure, language practice and language management]. *MONS 16:*

Møte om norsk språk. Kristiansand, Norway, November 25–27.

Svennevig, Jan, Hasund, Kristine, Eli-Marie Drange, Gro-Renée Rambø & Kari Vik. Dialogue and dominance in Marte-Meo-counselling. *OCHER Network Workshop*. Lørenskog, Norway, January 14–16.

____ Guest lectures and invited presentations at workshops and seminars

Albury, Nathan. The folk linguistics of language policy: Bridging theories for a new research approach. Guest lecture at University of Queensland, Brisbane, Australia, October 23.

Albury, Nathan. Folk linguistics, language policy, and Te Reo Māori: What Kiwis know, feel and want. Guest lecture at Griffith University, Brisbane, Australia, October 30.

Berezkina, Maimu. Digitalization of public services in a multilingual society. Project presentation at Temple University, Philadelphia, USA, March 10.

Berezkina, Maimu. Managing a multilingual website. Presentation for Bachelor students of the New Media, Language and Globalization module. University of Limerick, Ireland, October 14.

Berezkina, Maimu. Language management online: A diachronic case study of state websites in Norway. CALS Visiting Research Fellow Lecture. University of Limerick, Ireland, October 22.

Costa, James. Regimenting Language in Scotland: Tales of Standard and Non-Standard. Department of English, Seminar organised by Professor John Joseph, University of Edinburgh, November 16.

Costa, James. Who owns non-standard language in Scotland? Seminar organised by Professor Bernadette O’Rourke, Heriot Watt University, Edinburgh, UK, November 11.

Costa, James. Doing language in 21st century Shetland: Standardization, diversity and the islands’ future. Soillse Seminar. University of Edinburgh, Scotland, May 5.

Del Percio, Alfonso. Language, work and the new migration industry. Tracing mobility across boundaries — ethnography, go big? University of Jyväskylä, Finland, September 18.

Del Percio, Alfonso. Infrastructures of Subalternity. Workshop *Processes and Practices below the Gaze of the Nation-State. (Im)Mobilities, Multilingualism and Transnationalism*. Barcelona, Spain, October 23.

Del Percio, Alfonso. The Politics of Discourse. Tracing mobility across

boundaries — ethnography, go big?, University of Jyväskylä, Finland, September 18.

Golden, Anne & Lise Iversen Kulbrandstad. Encounter with texts in 5th grade. Transitions in Education. Invited talk at seminar at Institut zur Qualitätsentwicklung im Bildungswesen, Humboldt University, Berlin, Germany, November 4.

Golden, Anne. Vocabulary in text books. Invited talk at seminar at Institut zur Qualitätsentwicklung im Bildungswesen, Humboldt University, Berlin, Germany, November 4.

Gustafsson, Hana. Teaching in English with linguistically and culturally diverse students. Invited workshop as part of NTNU’s Diversity Project. Department of Biology, NTNU, Trondheim, February 12.

Gustafsson, Hana. Making do: Constructing complex form-meaning mappings in L2. Guest lecture at Department of Linguistic, Literary and Aesthetic Studies, University of Bergen, September 30.

Gustafsson, Hana. Instructional practices and teacher development in English-medium instruction in higher education: A usage-based perspective. Department of Linguistic, Literary and Aesthetic Studies, University of Bergen, December 11.

Johannessen, Janne Bondi & Ida Larsson. A Case of Incomplete Acquisition — Embedded Word Order in Heritage Scandinavian. Lecture at Hawassa University, Ethiopia. 27–28 February.

Johannessen, Janne Bondi & Lutz Edzard. Coordinated clause structures in Scandinavian and Semitic involving a finite verb form and an infinitive Lecture at Hawassa University, Ethiopia, February 27.

Johannessen, Janne Bondi. Child-directed prescriptive infinitives in North Germanic. University of Cambridge, Cambridge, February 16.

Johannessen, Janne Bondi & Ida Larsson. Ufullstendig innlæring: Underordnet ordstilling i amerikaskandinavisk. [Subordinate word order in American Scandinavian]. NTNU, Trondheim, March 27.

Johannessen, Janne Bondi & Ida Larsson. American Heritage Norwegian and Swedish: Incomplete Acquisition and Attrition. Network meeting, University of Copenhagen. February 19–20.

Lane, Pia. Minority language standardisation — methodological approaches. University of Chicago, USA, March 6.

Lane, Pia. På språkjakt! Standardisering av kvensk språk. [Seeking a language. Standardization of Kven]. NTNU, Trondheim, Norway,

September 4.

Lanza, Elizabeth. Methodological issues in doing research on and with multilinguals. Guest lectures, Addis Ababa University and Hawassa University, Ethiopia, November 10 and 12.

Ryen, Else. Språkvariasjon i et flerkulturelt Norge. [Language variation in multicultural Norway]. Guest Lecture, Høgre seminarium i svenska. University of Jyväskylä, Finland, February 26.

Ryen, Else. Språk og språklig variasjon i et flerkulturelt Norge. [Language and linguistic variation in multicultural Norway]. Guest lecture. University of Jyväskylä, Finland, February 23.

Ryen, Else & Kirsten Palm. Kartlegging av andrespråksferdigheter — utfordring for skolen. Seminar om kartlegging. [Mapping second language proficiency — challenges for the school] Utdanningsdirektoratet, April 23.

Ryen, Else. Den språklige utfordringen. [The linguistic challenge]. Fagkonferanse Kompetanse for mangfold. Utdanningsdirektoratet, November 17

Ryen, Else. Begrepet literacy — hva rommer det, og trenger vi det? [The concept literacy — what it holds and do we need it?]. Lecture for employees at Høgskolen i Oslo og Akershus, Skriveruka ved HiOA. October 10.

Røynealand, Unn. 2012 rettskrivinga — “Viljen til å bli samde” [The 2012 orthographic reform — “The will to come to agreement”]. Guest lecture at Volda University College, Norway, March 5.

Røynealand, Unn. Normer og normdanning. [“Norms and the formation of norms”] Guest lecture at Volda University College, Norway, March 6.

Røynealand, Unn. “Dialekter er djevelens diaré”. Holdninger til dialekt-variasjon og til aksentpreget norsk. [“Dialects are the devil’s diarrhea”. Attitudes towards dialect variation and accented Norwegian.] Guest lecture at Skandinavisticos Centras, Universitetet i Vilnius, Lithuania, March 16.

Røynealand, Unn. Dialektbruk og dialektendring i dagens Norge. [Dialect use and dialect change in contemporary Norway] Guest lecture at Skandinavisticos Centras, Vilnius University, Lithuania, March 16.

Røynealand, Unn. “Hvor faen er jeg fra?": Språk- og identitetsforhandlinger blant norske rappere. [“Where the fuck am I from? — Negotiations of language and identity among Norwegian rappers.”] Guest lecture at Skandinavisticos Centras, Vilnius University, Lithuania, March 17.

Røynealand, Unn & Jan Svennevig. Language attitudes and negotiation of language and identity. Guest lectures at Addis Ababa

University and University of Hawassa, Ethiopia. November 10 and 12.

Sevinc, Yesim. Language anxiety and sweaty palms: An interdisciplinary approach. RASCL (Relations and social cognition lab)., UC Berkeley, USA. March 10.

Sevinc, Yesim. “Dutch? It is a must to prove myself to Dutch people”: A new generation and language shift. Interdisciplinary immigration workshop. Berkeley, USA. March 3.

Sevinc, Yesim. Exploring linguistic anxiety across generations, across disciplines: The case of Turkish immigrants in the Netherlands. Guest Lecture at Lund University, Lund, Sweden, November 24.

Steien, Guri Bordal. A review of “Prosodic Typology: By Prominence Type, Word Prosody, and Macro-rhythm”, by Sun-Ah Jun (2014). Phonology Reading group. University of Chicago, April 14.

Steien, Guri Bordal. Linguistic biographies of 12 Congolese immigrants to Norway: Order of acquisition, proficiency and identity. *Dimensions of bilingualism*. University of Chicago, April 6.

Steien, Guri Bordal. Norwegian lexical pitch accents in L2 speakers. Phonology reading group. University of Chicago, February 11.

Steien, Guri Bordal. Intonation in spontaneous French and Norwegian produced by Congolese multilinguals in Norway. CASTL colloquium, Tromsø, October 9.

Svendsen, Bente A. Language, youth and identity in heterogeneous urban spaces — Oslo, Norway. Invited guest lecture, Semaine Nordique, Sorbonne University, France, 23 March.

Svennevig, Jan. Information chunking in “foreigner talk”. Guest lecture at Göteborg University, Sweden, 17 February.

Svennevig, Jan. Conversation Analysis. Guest lecture at PhD course at the Department of Education, University of Oslo, February 12.

Svennevig, Jan. Conversation Analysis in Institutional Settings. Instructor at PhD course at Università per Stranieri, Siena, June 3–5.

Svennevig, Jan. Acceptability repair. Invited contribution to Workshop on repair, Helsinki University, Finland, March 9–10.

___Popular Science Talks

Berezkina, Maimu. Representation and management of linguistic diversity on state websites. Presentation for Section for Equitable Health Services at Oslo University Hospital.

Ullevål Hospital, Norway, December 9.

Golden, Anne. Ordforrådet i tekster og hos individer. Ordforståelse og ordbruk i en skolekontekst. [Vocabulary in texts and in individuals. Comprehension and use of words in a school context]. Invited talk. Academic lecture. The Norwegian section of the International School, Lycee St-Germain-en-Laye. St-Germain-en-Laye, France, March 25.

Lanza, Elizabeth. Tospråklighet og språkbruk: Familien som kontekst for barns språk-sosialisering. [Bilingualism and language use: The family as context for children’s language socialization]. Invited talk. Academic evening lecture. The Norwegian section of the International School, Lycee St-Germain-en-Laye. St-Germain-en-Laye, France, March 25.

Ryen, Else. Morsmål og målspråk. Kontrastive perspektiver. Innlærerspråk. [Mother tongue and target language. Contrastive perspectives. Learner language.]. Språksenteret Oslo Kommune , August 13.

Ryen, Else. Norsk i alle fag. Etterutdanningskurs for lærere og ledere i voksenopplæringen i Telemark. [Norwegian in all subjects.]. Fylkesmannen i Telemark, November 5.

Ryen, Else. Eleven som språkeksperter. [The student as the language expert.]. Faglig-pedagogisk dag,

Universitetet i Oslo, October 29.

Ryen, Else. Hva er det særskilte i særskilt språkopplæring? [What is special in special language learning?]. Conference: *Språkbroen — en ressurs for å styrke særskilt språkopplæring i Osloskolen*. Utdanningsetaten Oslo kommune, February 3.

Ryen, Else. Hva er godt nok norsk? En presentasjon av kartleggingsverktøyet Språkkompetanse i grunnleggende norsk. [What is good enough Norwegian? A presentation of the mapping tool Language competence in basic Norwegian.]. Conference: *Språkbroen — en ressurs for å styrke særskilt språkopplæring i Osloskolen*. Utdanningsetaten Oslo kommune, February 3.

Ryen, Else & Hanne Gram Simonsen. Tidlig flerspråklighet: Muligheter og utfordringer for barnehagen. [Early bilingualism: Possibilities and challenges for preschool.]. Conference: *Språklig og kulturelt mangfold i barnehagen*. Kommunene i Follo, May 12.

Ryen, Else & Hanne Gram Simonsen. Tidlig flerspråklighet: Utfordringer og muligheter for barnehagen. [Early bilingualism: Possibilities and challenges for preschool.]. Østlandsk Lærerstevne, Høgskolen i Oslo og Akershus. Oct 30.

Ryen, Else. Andrespråkstilegnelse og språklæring i faglig kontekst. [Second language acquisition and language learning in an academic setting.]. Språksenteret Oslo kommune, April 13.

Ryen, Else & Hanne Gram Simonsen. Tidlig flerspråklighet: Muligheter og utfordringer for barnehagen. [Early bilingualism: Possibilities and challenges for preschool.]. Bærum kommune, March 12.

Røynealand, Unn. Kva er ein dialekt og kva kjenneteiknar dialektbruk i Noreg? [What is a dialect and what is typical of dialect use in Norway?]. Guest lectures for employees of the National Broadcasting Corporation NRK, Oslo and Bergen, Norway, October 20, 21 & 27.

Røynealand, Unn. Språket i SOARIS korrigert — eit sannsynleg framtidsspråk. [The language in SOLARIS corrected — a credible future language?] Invited talks at the Norwegian Theatre, Norway, Oslo. October 24 & November 18.

Røynealand, Unn. Det norske språklandskapet — holdninger, ideologier, identiteter. [The Norwegian linguistic landscape — attitudes, ideologies, identities]. Invited talk. Academic lecture. The Norwegian section of the international school, Lycee St-Germain-en-Laye. St-Germain-en-Laye, France, March 25.

Steien, Guri Bordal. Han klarer den norske ord-melodien overraskende bra. [He manages Norwegian word melody surprisingly well.]. Forskning.no. August 8.

Svendsen, Bente A. & Else Ryen. Rom for språk? [Room for languages? A nationwide survey on language in school and in the families]. Invited plenary at the Language Council’s Language Day, Oslo Concert Hall, November 18.

Svendsen, Bente A. “Alle utlendinger har lukka gardiner” — fremtidens norsk? [“The foreigners keep their curtains closed” — the Norwegian language in the future?]. Forum on Norwegian language, the House of Literature in Oslo, 23 April, and at the House of Literature in Bergen, May 7.

Svendsen, Bente A. Lol. wtf? Ta tempen på språket! [Lol. wtf? Taking the temperature of language]. *Open Day*, University of Oslo, March 12.

Svendsen, Bente A. Sjøttboller og andre boller — et blikk på språkendringer i Oslo og omegn [Language change in Oslo]. Nesodden Senior University, 23 April and at the Academy of Norwegian Language and Literature, May 4.

Svennevig, Jan. Intercultural communication in the workplace. Guest lecture for English teachers in high school in Agder county, Kristiansand April 7.

___Other talks

Fløgstad, Guro Nore. Et språk som alle andre. Om blandingspråk og brukbasert teori. [A language like any other. About mixed languages and usage based theory.]. The Department seminar, Department of Linguistics and Scandinavian Studies, University of Oslo, Norway, December 4.

Gustafsson, Hana. Instructional practices and teacher development in English-medium instruction in higher education: A usage-based perspective. SLA group meeting, University of Oslo, Norway, December 3.

Kraft, Kamilla. Language work, manual work, migrant work: The roles of language and communication in the secondary sector. Center for Multilingualism, University of Fribourg, Switzerland, October 21.

Kraft, Kamilla. Research on the run: Methodological challenges when recording and observing in construction sites. The Department Seminar, University of Oslo, Norway, November 25.

Lane, Pia. It takes more than two to tango — tverrfaglig forskning på flerspråklighet. [It takes more than two to tango — interdisciplinary research of multilingualism”]. SFF-forum 2015, The Research Council of Norway, Lysebu, Norway, October 20–21.

Røynealand, Unn, Bente A. Svendsen & Jan Svennevig. Presentation of MultiLing and thoughts on how to bridge interdisciplinary gaps. LaPUR, Copenhagen, Denmark, December 3–4.

Røynealand, Unn. Presentation of MultiLing and the challenges of interdisciplinary work. Meeting with the member of the Interdisciplinary group for the study of Mind and Language PUCP, Pontifica Universidad Católica del Perú. Lima, Peru, December 8.

Sevinc, Yesim. Language anxiety across generations, across disciplines: Implications for the relation between bilingual speech, anxiety and physiology. *Forum for Clinical Linguistic and Language Acquisition*, University of Oslo, Norway, November 12.

Türker-van der Heiden, Emel & Gözde Mercan. The Acquisition of Turkish as a foreign/second language by adult Norwegian learners: Genitive-possessive structures. SLA group meeting, University of Oslo, Norway, December 17.

APPENDIX 4

MULTILING PUBLICATIONS IN 2015

The following list contains publications by MultiLing staff, as well as publications that were conceived or worked on by guest researchers during their stays at the center.

Books

Bentzen, Kristine, Henrik Rosenkvist & **Janne Bondi Johannessen** (eds.) (2015). *Studies in Övdalian Morphology and Syntax. New Research on a Lesser-Known Scandinavian Language*. Amsterdam/Philadelphia: John Benjamins.

Golden, Anne & Elisabeth Selj (eds.) (2015). *Skriving på norsk som andrespråk. Vurdering, opplæring og elevenes stemmer* [Writing in Norwegian as a Second Language. Assessment, Education and the Students' Voices]. Oslo: Cappelen Damm Akademisk.

Johannessen, Janne Bondi & Joseph Salmons (eds.) (2015). *Germanic Heritage Languages in North America. Acquisition, Attrition and Change*. Amsterdam/Philadelphia: John Benjamins.

Nortier Jacomine & **Bente A. Svendsen** (eds.) (2015). *Language, Youth and Identity in the 21st Century. Linguistic Practices across Urban Spaces*. Cambridge: Cambridge University Press.

Torgersen, Eivind, Stian Hårstad, Brit Mæhlum, **Unn Røynealand** (eds.) (2015). *Language Variation — European Perspectives V. Selected Papers from the Seventh International Conference on Language Variation in Europe (ICLaVE 7), Trondheim, June 2013*. Amsterdam/Philadelphia: John Benjamins.

Van Hoof, Sarah (2015). *Feiten en fictie. Een sociolinguïstische analyse van het taalgebruik in fictiereeksen op de Vlaamse openbare omroep (1977–2012)*. [Facts and Fiction. A Sociolinguistic Study of Language Use in Television Series on the Flemish National Channel (1977–2012)]. Ghent: Academia Press.

Special issues of journals

Alstad, Gunhild Tomter, **Bente A. Svendsen** & Ingebjørg Tonne (eds.) (2015). *NOA — Norsk som andrespråk* [Journal for Norwegian Second Language Acquisition] 30 (1–2).

Lanza, Elizabeth (guest editor) (2015). 8th International Symposium on Bilingualism (ISB8). Keynote lectures. *International Journal of Bilingualism* 19(2). Hard copy of journal issued this year. Online first released in June 2013.

Svennevig, Jan & Melisa Stevanovic (eds.) (2015). Epistemics and deontics in conversational directives. *Journal of Pragmatics* 78.

Journal articles

Albury, Nathan John (2015). National language policy theory: Exploring Spolsky's model in the case of Iceland. *Language Policy*. DOI: 10.1007/s10993-015-9357-z.

Albury, Nathan John (2015). Objectives at the crossroads: Critical theory and self-determination in indigenous language revitalization. *Critical Inquiry in Language Studies* 12(4): 256–282.

Albury, Nathan John (2015). Collective (white) memories of Māori language loss (or not). *Language Awareness* 24(4): 303–315.

Albury, Nathan John (2015). Your language or ours? Inclusion and exclusion of non-indigenous majorities in Māori and Sámi language revitalization policy. *Current Issues in Language Planning* 16(3): 315–334. Hard copy of journal issued this year. Online first released in 2014.

Berezkina, Maimu (2015). Russian in Estonia's public sector: 'playing on the borderline' between official policy and real-life needs. *International Journal of Bilingual Education and Bilingualism*. DOI: 1080/13670050.2015.1115004.

Costa, James (2015). Can schools dispense with standard language? Some unintended consequences of introducing Scots in a Scottish primary school. *Journal of Linguistic Anthropology* 25(1): 25–42.

Costa, James (2015). New speakers, new language: On being a legitimate speaker of a minority language in Provence. *International Journal of the Sociology of Language* 231: 127–145.

Costa, James (2015). Toute langue est-elle marchandable ? Vendre le gaélique ou l'écossais dans l'Écosse actuelle. *La Bretagne Linguistique* 19: 1–10.

Cutler, Cecelia (2015). White hip-hoppers. *Language and Linguistics Compass* 9: 229–242.

Del Percio, Alfonso (2015). Le plurilinguisme suisse à l'ère du capitalisme tardif : Investissement promotionnel sur un capital national. *Anthropologie et Société* 39(3): 69–89.

Del Percio, Alfonso (2015). New Speakers on lost ground in the football stadium. *Applied Linguistics Review* 6(2): 261–280.

Del Percio, Alfonso (2015). Semiotic objects, ideologies of belonging and the re-production of sociocultural difference. *Social Semiotics* 25(4): 517–531.

Fyndanis, Valantis, Carlo Semenza, Rita Capasso, Marialuisa Gandolfi, Nicola Smania, Francesca Burgio, Giorgio Arcara, Serena de Pellegrin & Gabriele Miceli (2015). Morphosyntactic and syntactic production in Italian-speaking agrammatic aphasia. *Stem-, Spraak- en Taalpathologie* 20(suppl. 1): 130–133.

Fyndanis, Valantis, Carlo Semenza, Rita Capasso, Marialuisa Gandolfi, Serena de Pellegrin, Giorgio Arcara, Francesca Burgio, Anna Maculan, Nicola Smania, & Gabriele Miceli (2015). Production of subje-

ct-verb agreement, tense, mood, and negation in Italian agrammatic aphasia. *Frontiers in Psychology*. DOI: 10.3389/conf.fpsyg.2015.65.00011.

Golden, Anne (2015). ASK-korpuset gjør andrespråksforskningen enda morsommere. Men hva gjør voksne innlærere med verbet gjøre i ASK? [The ASK-corpus makes second language research more fun. But what do adult learners do with the verb gjøre (do/make) in Norwegian?] *NOA — Norsk som andrespråk* [Journal for Norwegian Second Language Acquisition] 30(1–2): 77–120.

Jaspers, Jürgen & **Sarah Van Hoof** (2015). Ceci n'est pas une tussentaal. Evoking standard and vernacular language through the use of mixed Dutch in Flemish telecinematic discourse. *Journal of Germanic Linguistics* 27(1): 1–43.

Johannessen, Janne Bondi & Ida Larsson (2015). Complexity matters: On gender agreement in heritage Scandinavian. *Frontiers in Psychology* 6: 1842. DOI: 10.3389/fpsyg.2015.01842.

Knoph, Monica I. Norvik, Marianne Lind, & Hanne Gram Simonsen (2015). Semantic Feature Analysis targeting verbs in a quadrilingual speaker with aphasia. *Aphasiology*, 29(12): 1473–1496.

Landmark, Anne Marie D., Pål Gulbrandsen & **Jan Svennevig** (2015). Whose decision? Negotiating epistemic and deontic rights in medical treatment decisions. *Journal of Pragmatics* 78: 54–69.

Lanza, Elizabeth (2015). Introduction to the Special Issue: 8th International Symposium on Bilingualism (ISB8). *International Journal of Bilingualism* 19 (2): 139–141.

Lind, Marianne, Hanne Gram Simonsen, Pernille Hansen, Elisabeth Holm & Bjørn-Helge Mevik. (2015). Norwegian Words: A lexical database for clinicians and researchers. *Clinical Linguistics & Phonetics* 29(4): 276–290.

Milani, Tommaso M. & Brandon Wolff (2015). Queer skin-straight masks: Same-sex weddings and the discursive construction of identities and affects on a South African website. *Critical Arts* 29(2): 165–182

Quay, Suzanne & Kano, Moe (2015). Short-term stays abroad: Effectiveness for balancing bilingual development. *Studies in Language Sciences* 14: 83–104.

Quist, Pia & **Bente A. Svendsen** (2015). MultiNord 2007–2015: Et nettverk for forskning om språk i heterogene byrom—empiriske og teoretiske hovedlinjer [MultiNord 2007–2015: A network for research on language in heterogeneous urban spaces.]. *NOA —*

Norsk som andrespråk [Journal for Norwegian Second Language Acquisition] 30(1–2): 151–194.

Rodina, Yulia & Marit Westergaard (2015). Gender agreement in bilingual Norwegian-Russian acquisition: The role of input and transparency. *Bilingualism: Language and Cognition*. DOI: 10.1017/S1366728915000668.

Ryen, Else & Hanne Gram Simonsen (2015). Tidlig flerspråklighet: Myter og realiteter [Early multilingualism: Myths and reality]. *NOA — Norsk som andrespråk* [Journal for Norwegian Second Language Acquisition] 30(1–2): 195–217.

Ryen, Else & Ingebjørg Tonne (2015). Norsk grammatikk i et andrespråksperspektiv — en oversikt [Norwegian grammar from a second language perspective — an overview]. *NOA — Norsk som andrespråk* [Journal for Norwegian Second Language Acquisition] 30(1–2): 40–76.

Stevanovic, Melisa & **Jan Svennevig** (2015). Introduction: Epistemics and deontics in conversational directives. *Journal of Pragmatics* 78: 1–6.

Svendsen, Bente A. & Stefania Marzo (2015). A 'new' speech style is born. The omnipresence of structure and agency in the life of semiotic registers in heterogeneous urban spaces. *European Journal of Applied Linguistics* 3(1): 47–85.

Svennevig, Jan & Olga Djordjilovic (2015). Accounting for the right to assign a task in workplace meetings. *Journal of Pragmatics* 78: 98–111.

Woldemariam, Hirut & **Elizabeth Lanza** (2015). Imagined community: The linguistic landscape in a diaspora. *Linguistic Landscape* 1(1/2): 166–184.

Zubair, Shirin (2015). Sexual/textual politics: Representations of gender in Achebe's Things Fall Apart. *Pakistan Journal of Women Studies: Alam-e-Niswan* 22(1): 65–77.

Book chapters

Bentzen, Kristine, Henrik Rosenkvist & **Janne Bondi Johannessen** (2015). Introduction. In Kristine Bentzen, Henrik Rosenkvist & Janne Bondi Johannessen (eds.) *Studies in Övdalian Morphology and Syntax. New Research on a Lesser-Known Scandinavian Language*. Amsterdam/Philadelphia: John Benjamins, 1–18.

Bichurina, Natalia & **James Costa** (2015). Nommer pour faire exister: l'épineuse question de l'oc. In Jean-Michel Eloy (ed.) *Enjeux de la nomination des langues. Les langues romanes*. Paris : Peeters, 184–201.

Bordal, Guri (2015). Traces from the lexical tone system of Sango in Central African French. In Elisabeth Delais-Roussarie, Mathieu Avanzi & Sophie

Herment (eds.) *Prosody and languages in contact. L2 acquisition, attrition, languages in multilingual situations*. Berlin: Springer, 29–49.

Camps, Diana M. J. (2015). Restraining English instruction for refugee adults in the United States. In Emily Feuerherm & Vaidehi Ramanathan (eds.), *Refugee Resettlement in the United States. Language, policy, pedagogy*. Bristol: Multilingual Matters, 54–72.

Cutler, Cecelia & Unn Røynealand (2015). "Where the fuck am I from?" Hip-Hop youth and the (re) negotiation of language and identity in Norway and the US. In Jacomine Nortier & Bente A. Svendsen (eds.) *Language, Youth and Identity in the 21st Century. Linguistic Practices across Urban Spaces*. Cambridge: Cambridge University Press, 139–165.

Del Percio, Alfonso & Alexandre Duchêne (2015). Sprache und sozialer Abschluss. In Anna Schnitzer & Rebecca Moergen (eds.) *Mehrsprachigkeit und (Un)gesagtes. Sprache als soziale Praxis im Kontext von Heterogenität und Differenz*. Weinheim: Juventa, 194–216.

Garbacz, Piotr & **Janne Bondi Johannessen** (2015). Övdalian from 1909 to 2009. In Kristine Bentzen, Henrik Rosenkvist & Janne Bondi Johannessen (eds.) *Studies in Övdalian Morphology and Syntax*.

New Research on a Lesser-Known Scandinavian Language. Amsterdam/Philadelphia: John Benjamins, 11–46.

Golden, Anne & Rita Hvistendal (2015). Forskning på andrespråksskriving i Skandinavia — med vekt på de norske studiene. [Research on literacy in a second language in Scandinavia, with a focus on the Norwegian studies]. In Anne Golden & Elisabeth Selj (eds.) *Skriving på norsk som andrespråk. Vurdering, opplæring og elevenes stemmer* [Writing in Norwegian as a Second Language. Assessment, Education and the Students' Voices]. Oslo: Cappelen Damm Akademisk, 231–246.

Golden, Anne & Elizabeth Lanza (2015). Coon Valley Norwegians meet Norwegians from Norway: Language, culture and identity among heritage language speakers in the U.S. In Janne Bondi Johannessen and Joseph C. Salmons (eds.) *Germanic Heritage Languages in North America. Acquisition, Attrition and Change*. Amsterdam/Philadelphia: John Benjamins, 323–358.

Golden, Anne & Marte Monsen (2015). Vurdering av tekster skrevet til norsksprøvene for voksne . [Assessment of texts written to the Norwegian tests for adults]. In Anne Golden & Elisabeth Selj (eds.) *Skriving på norsk som andrespråk. Vurdering, opplæring og elevenes*

stemmer [Writing in Norwegian as a Second Language. Assessment, education, the students' voices]. Oslo: Cappelen Damm Akademisk, 201–216.

Golden, Anne & Kari Tenfjord (2015). Tverrspråklig innflytelse i skriftlige innlærertekster. [Cross-language influence in texts written by learners]. In Anne Golden & Elisabeth Selj (eds.) *Skriving på norsk som andrespråk. Vurdering, opplæring og elevenes stemmer* [Writing in Norwegian as a Second Language. Assessment, Education and the Students' Voices]. Oslo: Cappelen Damm Akademisk, 183–199.

Hasund, Kristine, Eli-Marie Drange, Gro-Renée Rambø, **Jan Svennevig** & Kari Vik (2015). Dialog og dominans i Marte-Meo-veiledning [Dialogue and dominance in Marte-Meo-counselling]. In Martin Engebretsen (ed.) *Det tredje språket. Multimodale studier av interkulturell kommunikasjon i kunst, skole og samfunnsliv* [The third language. Multimodal studies of intercultural communication in art, school and society]. Kristiansand: Portal, 158–176.

Johannessen, Janne Bondi (2015). The Corpus of American Norwegian Speech (CANS). In Béata Megyesi (ed.) *Proceedings of the 20th Nordic Conference of Computational Linguistics, NODALIDA 2015, May 11–13, 2015, Vilnius, Lithuania*. NEALT Proceedings Series 23.

Johannessen, Janne Bondi (2015). Attrition in an American Norwegian heritage language speaker. In Janne Bondi Johannessen & Joseph Salmons (eds.) *Germanic Heritage Languages in North America. Acquisition, Attrition and Change*. Amsterdam/Philadelphia: John Benjamins, 46–71.

Janne Bondi Johannessen (2015). Oslo-språket de siste to hundre år [The language of Oslo the last 200 years]. In Helge Sandøy (ed.) *Talemål etter 1800. Norsk i jmføring med andre nordiske språk* [The spoken language after 1800. Norwegian in comparison with other Scandinavian languages]. Oslo: Novus, 269–300.

Johannessen, Janne Bondi & Joseph C. Salmons (2015). The study of Germanic heritage languages in the Americas. In Janne Bondi Johannessen & Joseph Salmons (eds.) *Germanic Heritage Languages in North America. Acquisition, Attrition and Change*. Amsterdam/Philadelphia: John Benjamins, 1–20.

Johannessen, Janne Bondi & Signe Laake (2015). On two myths of the Norwegian language in America: Is it old-fashioned? Is it approaching the written Bokmål standard? In Janne Bondi Johannessen & Joseph Salmons (eds.) *Germanic Heritage Languages in North America. Acquisition, Attrition and Change*. Amsterdam/Philadelphia: John Benjamins, 299–322.

Jølbo, Ingri Dommersnes (2015). Å finne sin stemme. Plagiering og polyfoni i andrespråkestekster. In Anne Golden & Elisabeth Selj (eds.) *Skriving på norsk som andrespråk. Vurdering, opplæring og elevenes stemmer* [Writing in Norwegian as a Second Language. Assessment, Education and the Students' Voices]. Oslo: Cappelen Damm Akademisk, 127–138.

Kosek, Michal, Anders Nøklestad, Joel Priestley, Kristin Hagen & **Janne Bondi Johannessen** (2015). In Gintarė Grigonytė, Simon Clematide, Andrius Utka and Martin Volk (eds.) *Visualisation in speech corpora: maps and waves in the Glossa system, Proceedings of the Workshop on Innovative Corpus Query*

and Visualization Tools at NODALIDA 2015, May 11–13, 2015, Vilnius, Lithuania. NEALT Proceedings Series 25, 23–31.

Larsson, Ida & **Janne Bondi Johannessen** (2015). Embedded word order in Heritage Scandinavian. In Martin Hilpert, Jan-Ola Östman, Christine Mertzluft, Michael Riessler & Janet Duke (eds.) *New Trends in Nordic and General Linguistics*. Berlin: De Gruyter Mouton, 239–266.

Larsson, Ida & **Janne Bondi Johannessen** (2015). Incomplete Acquisition and Verb Placement in Heritage Scandinavian. In Richard S. Page and Michael T. Putnam (eds.) *Moribund Germanic Heritage Languages in North America. Theoretical Perspectives and Empirical Findings*. Leiden: Brill, 153–189.

Madsen, Lian Malai & **Bente A. Svendsen** (2015). Stylized voices of ethnicity and social division. In Jacomine Nortier & Bente A. Svendsen (eds.) *Language, Youth and Identity in the 21st Century. Linguistic Practices across Urban Spaces*. Cambridge: Cambridge University Press, 207–230.

Mykhaylyk, Roksolana, Natalia Mitrofanova, **Yulia Rodina** & Marit Westergaard (2015). The Linguistic Proximity Model: The case of Verb-Second revisited. *Proceedings of the 39th annual Boston University Conference on Language Development*. Cascadilla Press, Vol. 2, 337–349.

Payne, Elinor, Brechtje Post, Nina Gram Garmann, **Hanne Gram Simonsen** (2015). VC timing acquisition: Integrating phonetics and phonology. In The Scottish Consortium for ICPhS 2015 (ed.) *Proceedings of the 18th International Congress of the Phonetic Sciences*. Glasgow: University of Glasgow. Paper 0764. Retrieved from <http://www.icphs2015.info/pdfs/Papers/ICPHS0764.pdf>

Quay, Suzanne (2015). Monastic Sign Language from Medieval to Modern Times. In Julie Bakken Jepsen, Goedele De Clerck, Sam Lutalo-Kiingi & William B. McGregor (eds.) *Sign Languages of the World: A Comparative Handbook*. Berlin: De Gruyter Mouton, 871–900.

Steien, Guri Bordal & Pernille Hansen (2015). Target-like distribution of Norwegian lexical pitch accents in spontaneous speech produced by L2 speakers. In The Scottish Consortium for ICPhS 2015 (ed.) *Proceedings of the 18th International Congress of the Phonetic Sciences*. Glasgow: University of Glasgow. Paper 0787. Retrieved from <http://www.icphs2015.info/pdfs/Papers/ICPHS0787.pdf>

Svendsen, Bente A. (2015). Language, youth and identity in the 21st century. Content and continuations. In Jacomine Nortier & Bente A. Svendsen (eds.) *Language, Youth and Identity in the 21st Century. Linguistic Practices across Urban Spaces*. Cambridge: Cambridge University Press, 3–23.

Svennevig, Jan (2015). En porsjon om gangen. Multimodal koordinering i samtaler med andrespråksbrukere [One portion at a time. Multimodal coordination in conversation with L2 users]. In Martin Engebretsen (ed.) *Det tredje språket. Multimodale studier av interkulturell kommunikasjon i kunst, skole og samfunnsliv* [The third language. Multimodal studies of intercultural communication in art, school and society]. Kristiansand: Portal, 196–211.

Zubair, Shirin (2015). You can't get a house on campus, you are not married. Gendered codes, institutional and customary laws

in Pakistan. In Sibel Safi and Eda Aycan Aras (eds.) *Gender and the Law: Limits Contestations and Beyond. Proceedings Book of selected papers from Gender and the Law International Conference, Izmir (June 2014)*. Retrieved from <http://socialstudies.org.uk/Uploads/Documents/39852ee01a-6f4541adf6d0208220e584.pdf>

Book reviews

Rodina, Yulia. (2015). Review of Kurt Braunmüller & Christoph Gabriel (eds.) *Multilingual Individuals and Multilingual Societies*. Amsterdam/Philadelphia: John Benjamins 2012. *Norsk Lingvistisk Tidsskrift* 33(1): 105–112.

Ryen, Else (2015). Review of Camilla Bjørke, Magne Dypedahl & Gro Anita Myklevold (eds.) *Fremmedspråksdidaktikk* [Foreign language instruction]. Oslo: Cappelen Damm Akademisk 2014. *Bedre Skole* 4/2015.

Ryen, Else (2015). Review of Kari Mari Jonsmoen & Marit Greek (eds.) *Språk-mangfold i utdanningen. Refleksjon over pedagogisk praksis* [Language diversity in education. Reflection on pedagogical practice]. Oslo: Gyldendal akademisk 2015. *Bedre skole* 4/2015.



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