
MULTILING ANNUAL REPORT 2018

CENTER FOR
MULTILINGUALISM
IN SOCIETY
ACROSS
THE LIFESPAN



UiO • University of Oslo



MultiLing

ff Norwegian
Centre of
Excellence

The Research Council of Norway

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DESIGN: TANK

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PAPER: 250/130g silk

THE DEAN'S INTRODUCTION



To the Faculty of Humanities, MultiLing is an important component of the comprehensive and complex system that constitutes our research activity. The Faculty of Humanities at the University of Oslo is the largest and best in Norway, and its seven Departments cover a wide range of academic disciplines and areas of research. For many years, our Faculty has been a leader in obtaining research funding from the Research Council of Norway, and our researchers are increasingly successful in their applications for EU funding.

High-quality research and successful applications for research funding are the result of hard work. An important factor for success is the long-term building of research communities that are able to think strategically, long term, and in many cases interdisciplinary. The Faculty's Centers of Excellence, financed by the Research Council of Norway, have been and still are very important to the academic community and the academic development for the

whole Faculty. MultiLing is our second Center of this kind, and I have had the pleasure of supporting the Center's activities throughout many years. It was indeed a pleasure to take part in MultiLing's excellent midterm evaluation, which enabled the Center to continue for five more years.

In this regard, I would like to highlight some elements that I think, both personally and for the Faculty, are important about the work carried out at MultiLing.

MultiLing has added to, and further expanded, an impressive international network of researchers. This has contributed to making the Center known at relevant institutions across the world, which has given the Center incentives and inspiration to develop their research perspectives.

MultiLing has established long-term interdisciplinary cooperation with the University of Oslo. The research themes that the Center focuses on are inherently interdisciplinary and of great value to many academic disciplines, outside the Faculty of Humanities as well as within.

MultiLing has concentrated on building an integrated research community with many common activities. This, in addition to fruitful academic collaboration, is a premise for success in this kind of research enterprise.

MultiLing is also an active disseminator, and the researchers at the Center have at times used unconventional means and media to communicate their knowledge and their findings. In this way, the Center demonstrates that solid research does not exclude, but rather generates knowledge back to the society that finances and provides data for the research.

Through these four elements, my experience is that MultiLing inspires and creates role models in a wider context. It is important to maintain the quality of the research and the collegiality on which the Faculty depends.

Now that I am stepping down as Dean, I would like to thank MultiLing's leadership and employees for fruitful and invigorating collaboration throughout these past four years. I wish the Center all the best for the coming productive years of research.

MultiLing's researchers have at times used unconventional means and media to communicate their knowledge and their findings. In this way, the Center demonstrates that solid research does not exclude, but rather generates knowledge back to the society that finances and provides data for the research.

Arne Bugge Amundsen

Arne Bugge Amundsen
Dean of the Faculty of Humanities

THE HEAD OF DEPARTMENT'S INTRODUCTION



We can now look back at a very stimulating and productive year here at the Department of Linguistics and Scandinavian Studies, and MultiLing played no small part in this.

One of the definite highlights of 2018 was MultiLing's outstanding midterm evaluation, and as Head of Department, I am thrilled that the Center will continue to be a part of the Department until 2023. We look forward to seeing the results of the continued work at MultiLing and the Center's collaboration with other researchers at the Department.

MultiLing's pioneering Socio-Cognitive Laboratory officially opened on March 22, and the resources of the laboratory will be a great asset to the research carried out at both MultiLing and the Department. As Åse Gornitzka, Vice-Rector at the University of Oslo, said at the opening ceremony: "This is definitely what the Rectorate means by 'applied knowledge'." She emphasized how the interdisciplinary research at MultiLing foregrounds the relationship between language, thought, and societal and political structures. This original interdisciplinary approach puts MultiLing at the forefront of international research.

Toward the end of the year, the Department was also very pleased to learn that MultiLing's INTPART funding was extended until 2021. The Center's INTPART partnership project with South Africa has been an important part of the Department's portfolio of international collaboration the past three years. We are very excited to see the outcome of the next three years of the project and to welcome scholars from South Africa and now the United States to MultiLing. This partnership contributes to making MultiLing a strong, international research environment.

Through a series of conferences throughout the year, MultiLing has continued to host leading international scholars in Oslo and create platforms for state-of-the-art research and discussions across countries and research fields. Many of these events are also open to the public, such as Multilingualism and Education: Interdisciplinary and International Perspectives, co-organized by MultiLing and SISCO at the Faculty of Educational Sciences, a workshop that brought together researchers and education practitioners. To the Department, such events are a vital part of communicating our research to the public, and we are

grateful for MultiLing's continued focus on dissemination and the societal impact of humanities research.

As MultiLing moves into its second five-year period, a number of hirings are also in the works, and we look forward to welcoming new colleagues at the Department. The Department and MultiLing are also working closely together on developing a new international Master's program in multilingualism, work that will continue in 2019.

Through the Center's innovative research, excellent public dissemination, and international collaborations, MultiLing has made a name for itself, and is known in academic communities around the world. This has benefited the whole Department. I look forward to MultiLing's second five-year period and to seeing what the future holds for this Center of Excellence.

Piotr Garbacz
Head of the Department of Linguistics and Scandinavian Studies



Testing of the new EEG equipment, which records electrical activity in the brain. The syringes may look dramatic, but are only used to apply conductive gel, ensuring good signal quality.

Through the Center's innovative research, excellent public dissemination, and international collaborations, MultiLing has made a name for itself, and is known in academic communities around the world.

THE CENTER DIRECTOR'S INTRODUCTION



I am proud to present MultiLing's sixth Annual Report, highlighting the Center's achievements in 2018.

MultiLing's main goal is to generate cutting edge research on individual and societal multilingualism, by addressing research questions on multilingual competence, multilingual practices, and multilingual policies.

MultiLing's vision is to contribute to how society can deal with the current challenges of multilingualism through increased scientific knowledge, and thus promote agency for individuals in society, and a better quality of life, no matter what linguistic and social background. Hence, the Center shall provide researchbased knowledge on multilingualism to central policymakers and stakeholders.

Midterm evaluation of the Center

MultiLing made it successfully through the midterm evaluation as a Centre of Excellence in 2018 when the Research Council of Norway, upon the recommendation of an international evaluation committee, awarded us continued funding for five more years. We are proud of the committee's highly positive review:

"The research being conducted at the MultiLing Center is definitely at the cutting-edge of fields such as family language policy, language acquisition and the development of linguistic repertoires across the lifespan (including aphasia and dementia), multilingual practices (face-to-face and online), in local life worlds and in institutional settings (e.g. in education, health, workplaces and the law), language ideologies, language policies and language standardization, and language and semiosis in the public sphere (e.g. the study of linguistic landscapes)."

Building on our acknowledged strengths and taking into account the recommendations of the

evaluation committee, we crafted our new Research Strategy Plan for MultiLing's Second Five-Year Period (2018-2023). This was a rewarding exercise for us, which helped us assess our work, concentrating on our strengths and potentials, and implement necessary organizational adjustments. In 2018 we embarked on our second phase with a sharper focus in our research ambitions for the coming years in order to achieve our goals.

Other MultiLing milestones

Another major milestone for MultiLing in 2018 was the opening of MultiLing's new Socio-Cognitive Laboratory with a state-of-the-art infrastructure. MultiLing researchers have contributed innovative research methods to the study of multilingualism and the lab provides an exciting new forum for stimulating interdisciplinary work at MultiLing.

Finally, just before Christmas, MultiLing got the festive news of

"MultiLing is an outstanding research centre, which has high international visibility and which is definitely producing research of international excellence. It is based on a clear vision and a profound understanding of the epistemological shifts taking place in the field of multilingualism in the wake of globalisation."

Midterm Evaluation of Thirteen Centres of Excellence (SFF-III)

renewed INTPART funding. This ensures our collaboration with South Africa for another three years (2019-21), and this time we are bringing Georgetown University (USA) along for the ride: three continents, six institutions – all committed to both research and education in multilingualism!

The MultiLing team

2018 saw an expansion of the MultiLing team, and we welcomed seven new members of staff. These include a new Associate Professor, a Researcher, three junior research fellows and two lab engineers. The year also witnessed three core group members stepping down from full-time activity due to personal and professional transitions.

MultiLing has gained a strong international profile and we are grateful to our eminent Scientific Advisory Board for their contributions. As we move forward, we have expanded the SAB to better reflect the research profile of MultiLing and to strengthen our Scandinavian/Nordic base. To this end, we have also invited in new collaborating partners from Norway, Denmark, Sweden and Finland.

Doctoral defenses

Two of our doctoral research fellows successfully defended their theses in 2018, with projects that are important contributions to the study of multilingualism, with high societal impact.

Lectures, workshops, seminars, conferences

As in previous years, MultiLing hosted a number of scientific, public outreach and career development events in 2018, and these we will continue to organize in 2019. Anchored in our new research plan and to ensure interdisciplinary work, our scientific events will focus even more in the coming years on scrutinizing critical concepts and theoretical approaches in studying multilingualism and on engaging innovative methodologies in studying multilingualism across the lifespan. MultiLing has been and shall continue to be an exciting research base that will attract excellent scholars from across the globe to Oslo.

MultiLing in society

MultiLing's vision is to contribute to how society can address the current challenges of multilingualism through increased scientific knowledge, and

thus promote agency for individuals in society and a better quality of life, regardless of linguistic and social background. MultiLing shall continue to provide research-based knowledge on multilingualism to central policymakers and stakeholders. Several of MultiLing's researchers were accorded highly prestigious commissions, appointments and awards in 2018 for engagement in the public discourse.

Looking back and looking forward

It was with enthusiasm and energy that we at MultiLing started our final five-year period in 2018. Encouraged by the international review committee, empowered by the Research Council of Norway, and ensured by the outstanding team, MultiLing as a Center of Excellence will surely continue to make its mark in the field of multilingualism in the second five-year period of funding 2019 - 2023.

It is an honor and a privilege for me to be the leader of such an outstanding group of people!

Elizabeth Lanza

Elizabeth Lanza
Center Director

HIGHLIGHTS 2018



In 2018, MultiLing's team can boast of 72 high-quality publications, 184 conference presentations and two doctoral defenses.

Major events and awards

Successful midterm evaluation:

In 2018, the Research Council of Norway gave MultiLing *the green light* and awarded us funding for our second five-year period as a Center of Excellence (2018-2023).

Opening of the Socio-Cognitive Laboratory:

MultiLing's Socio-Cognitive Laboratory officially opened in March. UiO's Vice-Rector and other prominent guests were given a tour of the premises and the opportunity to try out some of our new lab equipment.

Two MSCA postdoctoral fellowships awarded to MultiLing:

We received EU funding through the prestigious Marie Skłodowska Curie Actions (MSCA) Individual Fellowships:

Olga Solovova: *NEW_WAY: New speakers and use of Russian in Northern Norway*

Liquan Liu: *Language-Affect Interface in Parent-Infant Communication (MultiPic)* (starting in 2019)

Two doctoral degrees awarded:

Diana Camps and Verónica Pájaro

MultiLing milestones

Researcher Training Program:

MultiLing hosted or co-organized three intensive PhD courses at the University of Oslo, and the Third INTPART Summer School was held at the University of Cape Town.

Winter School: "Language policy in multilingual contexts – methodological approaches"

Collaborative PhD course: "Researching Multilingualism in Education"

Summer School: "Experimental approaches to multilingualism"

Third INTPART Summer School:

"Liberation, revolution, transformation, decolonization: Reflecting on language activism and language policy"

The Annual Einar Haugen Lecture:

Ana Deumert, University of Cape Town, held this year's lecture, "Art is not an intellectual way of thinking" – Poetics and the ecology of language."

The International Mother Language Day Lecture:

Pia Lane, MultiLing, gave the lecture "Taking my language back – A future for the Kven language?"

The language exhibition: Oslo says.

Language in the city closed in April 2018 after two successful years and a total of 155,000 visitors.

Major Publications

Røynealand, U., & Cutler, C. (Eds.). (2018). *Multilingual Youth Practices in Computer Mediated Communication*. Cambridge: Cambridge University Press.

Svennevig, J., & Hazel, S. (Eds.). (2018). *Multilingual Workplaces – Interactional Dynamics of the Contemporary International Workforce*. Special Issue: *Journal of Pragmatics*, 126.

Lanza, E., & Curdt-Christiansen, X. L. (Eds.). (2018). *Multilingual families: aspirations and challenges*. Special issue: *International Journal of Multilingualism*, 15(3).

Johannessen, J. B. (2018). Factors of variation, maintenance and change in Scandinavian heritage languages. *International Journal of Bilingualism*, 22(4), 447-465.

Laine, M., & Lehtonen, M. (2018). Cognitive consequences of bilingualism: Where to go from here? *Language, Cognition and Neuroscience*, 33(9), 1205-1212.

Svendsen, B. A. (2018). The dynamics of citizen sociolinguistics. *Journal of Sociolinguistics*, 22(2), 137-160.

Pavlenko, A. (2018). Superdiversity and Why It Isn't: Reflections on Terminological Innovation and Academic Branding. In B. Schmenk, S. Breidbach, & L. Küster (Eds.),



PhD fellow Hanna S. Andresen demonstrating the eye-tracker to Vice Rector Åse Gornitzka and Faculty Director Monica Bakken.

Slogonization in Language Education Discourse. Conceptual Thinking in the Age of Academic Marketization (pp. 142-168). *Multilingual Matters*. Bristol: Multilingual Matters.

Major conferences organized

NOA [Norwegian as a Second Language], conference organized by the Department of Linguistics and Scandinavian Studies including several members of the MultiLing team.

Multilingualism and Education:

Interdisciplinary and International Perspectives, conference in collaboration with the Faculty of Educational Sciences.

Expansion of the team

- One Associate professor: Minna Lehtonen
- One Researcher (20%): Björn Lundquist
- Two Postdoctoral Fellows: Pawel Urbanik and Olga Solovova
- One PhD fellow: Ingvild Badhwar Valen-Sendstad
- Two lab engineers: Klaus Wik and Christian-Magnus Mohn

Commissions and Prizes

- Haley De Korne: Joshua A. Fishman Award (second prize) for her dissertation *Imagining Convivial Multilingualism: Practices, Ideologies, and Strategies in Diidxazá/Isthmus Zapotec Indigenous Language Education*.

- Alastair Pennycook: Winner of the BAAL Book Prize 2018 for his book *Posthumanist applied linguistics*. London: Routledge.
- Bente Ailin Svendsen: Winner of the Oslo Knowledge Award for best Oslo-related research for her article "The dynamics of citizen sociolinguistics." *Journal of Sociolinguistics*.
- Pia Lane was appointed to Norway's Truth and Reconciliation Commission to investigate injustices against the Sámi and Kven populations in Norway.
- Unn Røynealand led the Norwegian Language Council Expert Committee to identify the most important challenges for Norwegian language policy in the future. Their report was presented in November 2018.
- Ingebjørg Tonne was appointed to the national group for the renewal of the curriculum for the Norwegian subject in schools.



LIA sápmi – Sámegeala hállangiellakorpus

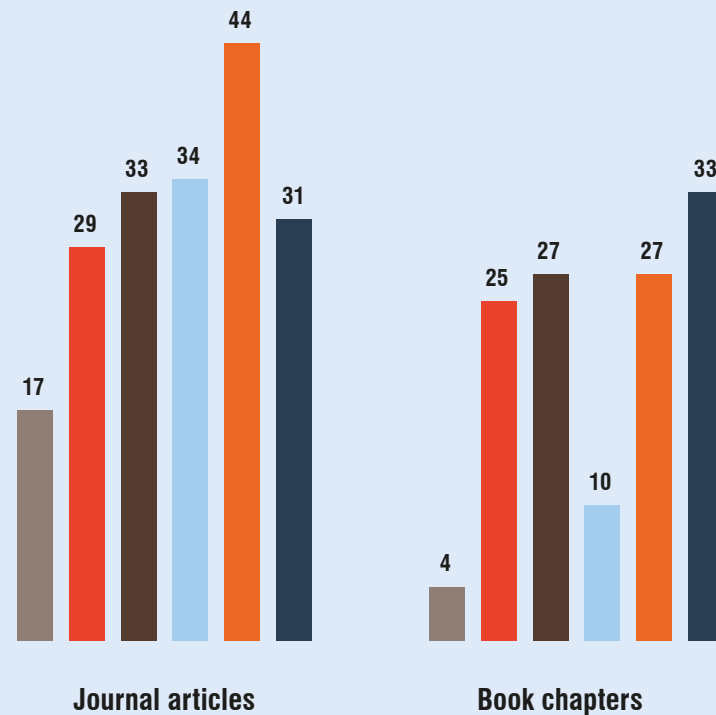
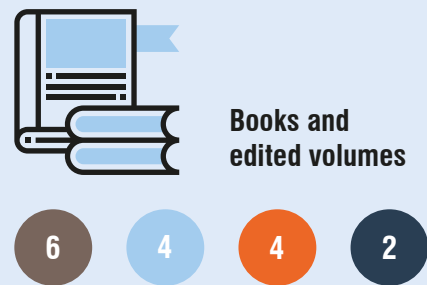
The first available web corpus of Northern Sámi speech, LIA sápmi Sámegeala hállangiellakorpus, was developed as a part of the LIA project (led by Janne Bondi Johannessen). It consists of speech from 55 speakers that is transcribed, tagged, and searchable, with online translation into Norwegian. It will be a great research resource for investigating the Sámi language. The corpus was first presented to students and staff at the Sámi University of Applied Sciences, Kautokeino, in September 2018.



FACTS & FIGURES

We proudly present key accomplishments from MultiLing's first six years as a Center of Excellence.

PUBLICATIONS 2013-2018



MULTILING IN SOCIAL MEDIA

2347

FACEBOOK FOLLOWERS

171

FACEBOOK POSTS



CONFERENCE PRESENTATIONS BY MULTILING TEAM MEMBERS IN 2018

32

COUNTRIES

184

PAPERS AND PRESENTATIONS

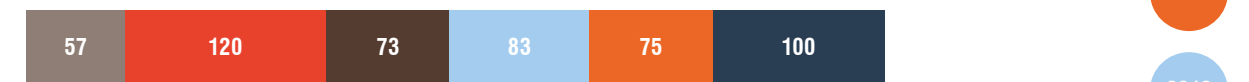


CONFERENCE PRESENTATIONS AND PUBLIC OUTREACH

Conference and workshop presentations



MultiLing in the media



ACTIVITIES AND EVENTS 2013-2018

Guest lectures at MultiLing



Workshops and conferences at MultiLing

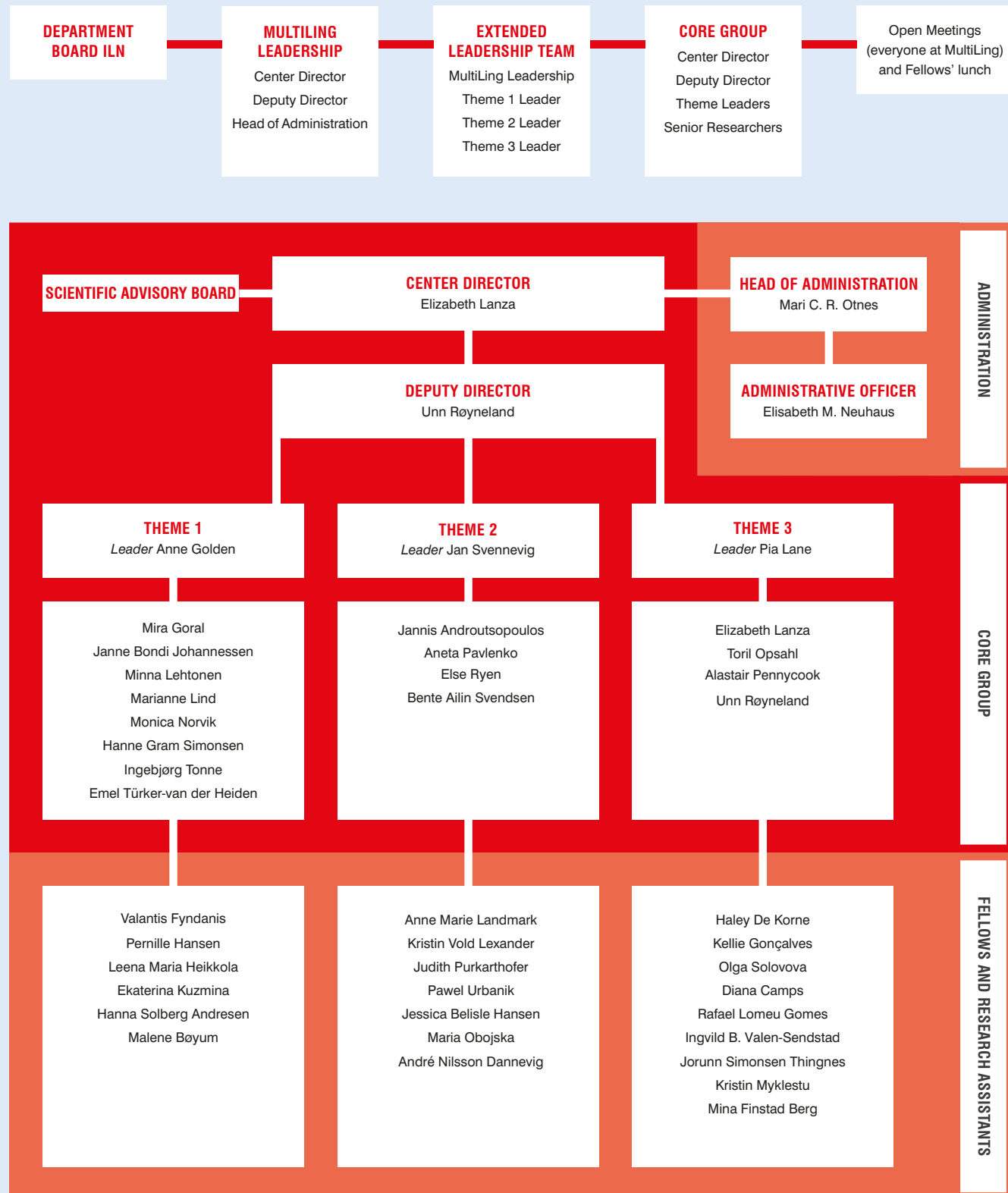


Wednesday seminars at MultiLing



Figures as reported to the Research Council of Norway

ORGANIZATIONAL STRUCTURE OF MULTILING



THE EXTENDED LEADERSHIP TEAM

The Extended Leadership Team (ELT) consists of the Center Leadership and the three Theme Leaders.

Center Director Elizabeth Lanza
Elizabeth Lanza is Professor of Linguistics. Her fields of expertise cover bilingualism/multilingualism, sociolinguistics, discourse analysis, and research methodology. Lanza's most recent work focuses on issues of language, culture, and identity in multilinguals, with a particular focus on family language policy and language socialization, as well as linguistic landscapes.

Deputy Director Unn Røynealand
Unn Røynealand is Professor of Scandinavian Linguistics. Her fields of expertise include dialectology, language policy and planning, language attitudes and ideologies, and computer-mediated communication. Røynealand's most recent research focuses on online and offline propagation and contestation of

multiethnolectal speech styles, language standardization, and language attitudes.

Head of Administration Mari C. R. Otnes
Mari C. R. Otnes holds a Cand. Philol. Degree in Comparative Literature and has studied French, anthropology, and Scandinavian languages and literature. She has 15 years of experience as an administrator at the University of Oslo, working as Research Coordinator at both faculty and department level before becoming Head of Administration at MultiLing in 2013.

Theme 1 leader: Anne Golden
Anne Golden is Professor of Norwegian as a Second Language. Her main field of research is second language literacy, with a focus on vocabulary, cross-linguistic transfer, and learner corpora. In addition, she works with identity in migrant narratives, combining cognitive and socio-cultural approaches using metaphors in discourse analysis. Most recently, she worked on a speaker-centered

approach to second language learning research, e.g. an approach that is emic and biographical.

Theme 2 leader: Jan Svennevig
Jan Svennevig is Professor of Linguistic Communication. His research deals with social interaction in a range of institutional settings, such as healthcare encounters, manual workplaces, business meetings, and social work consultations. His recent work focuses on L1 speakers' accommodation to the proficiency level of L2 speakers, conversations involving persons with dementia, and second language learning 'in the wild.'

Theme 3 leader: Pia Lane
Pia Lane is Professor of Multilingualism. She has investigated multilingualism from a range of theoretical perspectives, primarily drawing on data from Kven-speaking communities in Northern Norway. Lane's main research areas are multilingualism, language policy, and discourse analysis.

THE CENTER BOARD

The Center board is the Board of the Department of Linguistics and Scandinavian Studies.

The Head of Department, Piotr Garbacz, is Chairman of the Board. The other members of the board are:

Permanent scientific staff:
Unn Røynealand
(1st Deputy: Åshild Næss)
Ståle Dingstad
Jon Gunnar Jørgensen

Temporary scientific staff:
Pernille Hansen
(1st Deputy: Kristin Torjesen Matri)

Technical/administrative staff:
Morten Hvaal Stenberg
(1st Deputy: Britt-Marie Forsudd)

Student representatives:
Ida Keihl Olsen
(1st Deputy: Henrik Torgersen)
Joakim Tjøstheim
(1st Deputy: Marit Bjørndal)

External representative:
Guro Sibeko
(Deputy: Arne Martinus Lindstad)

SCIENTIFIC ADVISORY BOARD

International scholars who are specialists in multilingualism in childhood, adolescence, adulthood and aging constitute MultiLing's Scientific Advisory Board (SAB).



PETER AUER is Professor of German and General Linguistics, Section of German Linguistics, and the Hermann Paul Centre for Linguistics, University of Freiburg, Germany.



KEES DE BOT is Professor of Applied Linguistics at the University of Pannonia, Hungary, and an External Research Fellow at the University of Leiden, the Netherlands.



RAJEND MESTHRIE is Professor of Linguistics at the School of African and Gender Studies, Anthropology and Linguistics at the University of Cape Town, South Africa. He holds a Research Chair in Language, Migration and Social Change.



LORAIN OBLER is Distinguished Professor of Speech-Language-Hearing Sciences and in Linguistics, Neurolinguistics Laboratory at the City University of New York Graduate Center, USA.



ELANA SHOHAMY is Professor of Language Education at the School of Education, Tel Aviv University. Her research focuses on multilingual educational policies, multilingual testing, immigration, and linguistic landscapes.



ANNICK DE HOUWER is Professor of Language Acquisition and Multilingualism at the Linguistics Department of Erfurt University, Germany. She is the initiator and Director of the Harmonious Bilingualism Network HaBilNet.



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 department.



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 Centre for Multilingualism and Diversities Research.



BRENDAN WEEKES is Chair Professor in Communication Science and Director of the Laboratory for Communication Science, Faculty of Education at the University of Hong Kong.



LI WEI is Chair Professor of Applied Linguistics at University College London, United Kingdom, and Director of the UCL Centre for Applied Linguistics.

The members of the SAB are internationally acclaimed in their respective fields 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 SAB serves an advisory function.

MULTILING'S ORGANIZATION IN THEMES AND COLLOQUIA

MultiLing is organized into three mutually dependent and interrelated themes. The lifespan perspective is central to all of them, and all activities are organized in two colloquia to ensure cross-thematic collaboration.

MultiLing is organized into three mutually dependent and interrelated themes. The lifespan perspective is central to all of them, and all activities are organized in two colloquia to ensure cross-thematic collaboration. MultiLing's main goal is to generate state-of-the-art scientific knowledge on individual and societal multilingualism across the lifespan. Increased linguistic diversity is one of the major linguistic consequences of globalization. MultiLing addresses the challenges and opportunities that multilingualism creates for the individual in the family, school, workplace, health services, and society in general.

MultiLing's three overarching Themes:

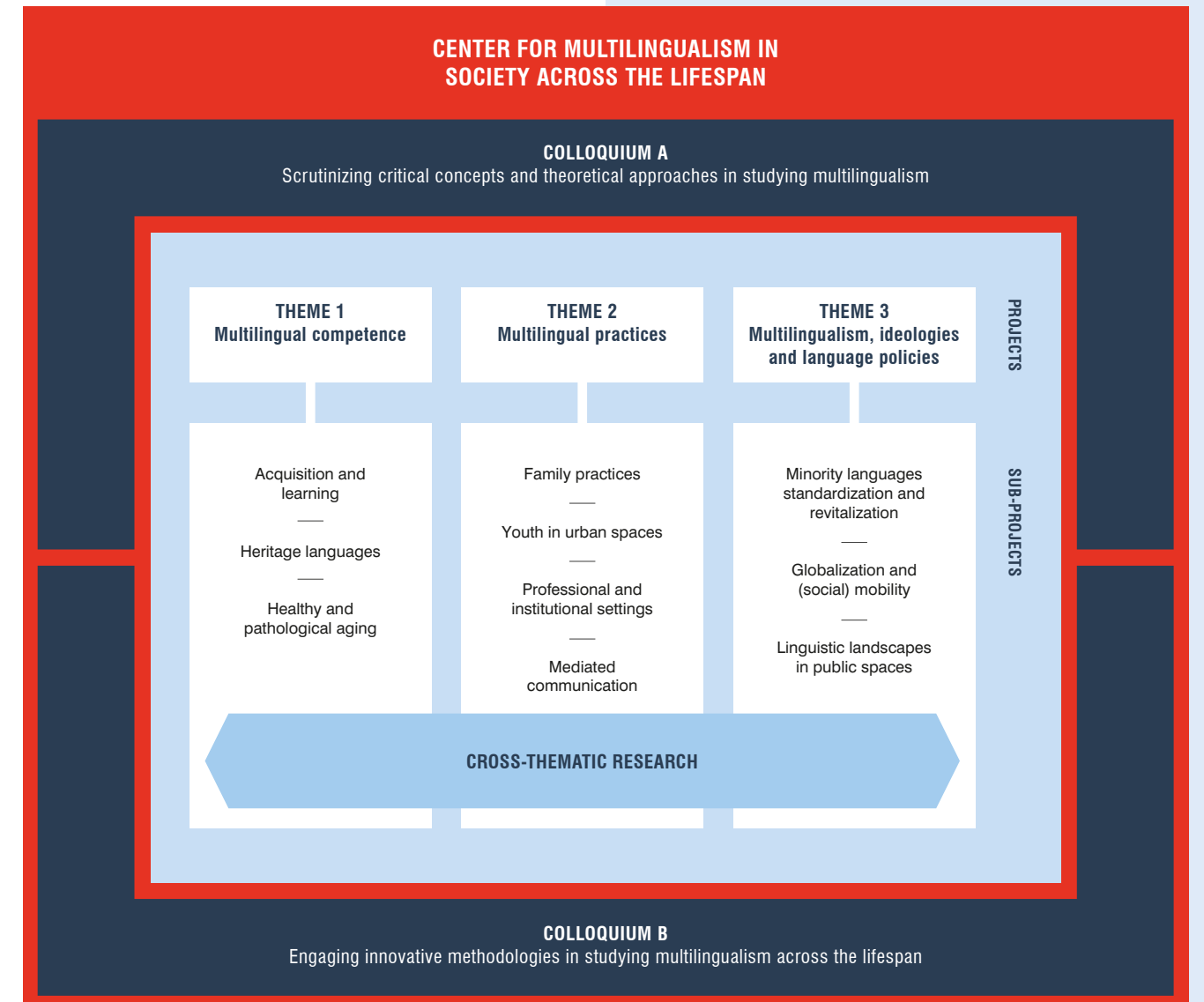
- **Theme 1:** Multilingual competence
- **Theme 2:** Multilingual language practices
- **Theme 3:** Multilingualism, ideologies and language policies

The Themes are constructed to complement one another and are led by three Theme Leaders. MultiLing's researchers and research fellows contribute with projects related to each Theme.

In addition, to ensure opportunities for collaboration and cross-fertilization across the thematic boundaries, activities at MultiLing are organized into two colloquia:

- **Colloquium A:** Scrutinizing critical concepts and theoretical approaches in studying multilingualism
- **Colloquium B:** Engaging innovative methodologies in studying multilingualism across the lifespan

The lifespan perspective is crucial to MultiLing's research objectives. The projects address various phases of the lifespan, such as multilingual acquisition, multilingualism in the family, at school, among adolescents, at the workplace, and among the elderly. Hence, our total project portfolio covers the lifespan. MultiLing's cross-thematic projects make an important contribution toward another essential research objective, namely that of bridging the gap between psycholinguistic and sociolinguistic approaches to multilingualism.



Theme reports

THEME 1

MULTILINGUAL
COMPETENCE

We learn languages in different ways and at different times, and our knowledge of these different languages changes throughout our lives. The researchers in Theme 1 explore the characteristics of multilingual competence, development, and use. We study how languages are acquired, how they affect each other, and how they change throughout the lifespan.



THEME
LEADER
ANNE GOLDEN

MULTILINGUAL ACQUISITION AND LEARNING Bi/multilingual advantage and brain plasticity

A widely investigated question in multilingualism research has been the possible cognitive consequences of bi/multilingualism in executive functions. Minna Lehtonen and Valantis Fyndanis are contributing to this currently very controversial area of research. A large-scale meta-analysis by Lehtonen and colleagues (2018) indicates no systematic bilingual advantages in any of the included executive functions' domains after correcting for the publication bias commonly observed in this field. In their short review, Laine and Lehtonen (2018) also point out problematic methodological issues in this research area and delineate future avenues to overcome the current challenges. One possible remedy is to move from cross-sectional bilingual-monolingual comparisons to investigating how a continuum of specific features of bilingual experience is associated with cognitive performance. In a

study by Lukasik, Lehtonen, Soveri, Waris, Jylkkä, and Laine (2018), participants' bilingualism-related characteristics were not associated with better working memory performance in a large US sample of bilingual adults of different ages. Fyndanis et al. (2018) report on a study on healthy older successive bi/multilinguals in the Norwegian academic context. They included features of the participants' language background, hence responding to the suggestions of Laine and Lehtonen (2018). Interestingly, the results from this study indicate that working memory performance is positively correlated with measures of bi-/multilingualism.

A neuroimaging study by Hämäläinen, Joutsa, Sihvonen, Leminen, and Lehtonen (2018) suggests that early bilingualism is associated with grey matter changes, for example, in the left frontal regions of the brain. However, more research is needed to pinpoint the possible functional significance of such changes.

Assessment

A number of projects in Theme 1 relate to assessment of mono- and multilingual speakers. CDI III (Communicative Development Inventories III) is an assessment of vocabulary, early grammar and metalinguistic awareness, designed for children between three and four years of age. Pernille Hansen and Hanne Gram Simonsen, along with researchers from Oslo Metropolitan University, have been working on the Norwegian adaptation, collaborating with teams from Sweden, Poland, Estonia, Finland, Croatia, and Tromsø for parallel adaptations in different languages. An article from the piloting of the Norwegian CDI III (Flygstad, Milder, Pedersen, Garmann, Romøren, Simonsen, & Torkildsen, in press) addresses the question of the extent to which childcare personnel and parents agree on their ratings. Overall, a high level of agreement was found, but parents rated children's skills slightly higher than childcare personnel did.

Another instrument developed for assessing the language skills of multilingual children, in particular for identifying possible language delay, is LARSP (Language Assessment, Remediation and Screening Procedure). Originally an English tool, it is now adapted to more than 30 different languages, for assessment of children's morphosyntactic development from one to five years based on their spontaneous speech. The Norwegian adaptation, N-LARSP, with a thorough

description of the method used and a final scoring sheet for use by researchers and speech and language therapists, is presented in Ribu, Simonsen, Løver, Strand, and Kristoffersen (in press).

Education-related studies

Even though Finnish education has an excellent global reputation, concerns about young people's literacy skills are increasing, and a demand for a linguistically responsive pedagogy is put forth. Linguistically responsive teaching is grounded in the idea that every teacher is also a language teacher. Jenni Alisaari, Heli Vigren, and Leena Maria Heikkola (in press) discuss how a linguistically responsive pedagogy can promote inclusion and increase language awareness in school with regard to the core curriculum. Multilingual students are also the focus of Alisaari, Acquah, Heikkola, and Commins (in press), based on a survey of 820 Finnish teachers regarding their practices in multilingual classrooms. The results show that Finnish teachers' attitudes toward multilingualism and multilingual students are mainly positive. However, the home languages of the students are seldom considered as learning resources, revealing a need for professional development to promote a move toward multilingual awareness in school. Heikkola and Alisaari (in press) investigate the relationship between language learning and songs.

Emel Türker-van der Heiden and Gözde Mercan (in press) use

Processability Theory to investigate the development of phrasal and clausal (genitive)-possessive structures in L2 Turkish by Norwegian L1 students at the university level. The phrasal structures under scrutiny are possessive noun phrases and nominal phrases/compounds consisting of a bare noun and a following possessive noun. The data comprise translations and exam essays of university students who received Turkish instruction in Norway across four semesters over two years. They provide a detailed description of the acquisition process of these structures in Norwegian learners of Turkish.

A critique of the highly influential document Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) is provided in Anne Golden and Lars Anders Kulbrandstad (2018). Through conceptual metaphor theory, they analyze the Norwegian version of this document that was translated and adapted into Norwegian in 2011. The results reveal that in this document language learning seems to be conceptualized as a linear process, which is controversial in research on second language learning.

Heritage languages

The Scandinavian heritage languages in the US are investigated by Janne Bondi Johannessen and colleagues. In Johannessen (2018), variation and change are studied through the comparison of a battery of predictors against a baseline

Johannessen and colleagues have developed the Corpus of American Nordic Speech (CANS), containing recordings and searchable transcriptions of 183 Scandinavian Heritage speakers in America. They are all L1 speakers and most did not learn English until school age. The language is now moribund, and there are only scattered elderly speakers left, perhaps 5000.

grammar (the grammar of the relevant dialect speakers in the homeland, or of the first immigrants in the new country). The heritage variety is often framed in terms of 'transfer', 'incomplete acquisition' and 'attrition'. Johannessen examines what changes can be attributed to which factors and synthesizes previous research. The results reveal factors belonging to two main categories: 1) factors favoring maintenance and 2) factors more likely to trigger change. The first category comprises structural factors (typically syntax, phonology, and morphology), frequency of use, and external factors. The latter category comprises articulation, language attitudes, and cognitive aspects such as incomplete acquisition and attrition, transfer and convergence, processing, memory, complexity, and overgeneralization.

Johannessen and Larsson (2018) present a study of pronominal gender in Heritage Norwegian and Swedish, using existing recordings and a small experiment that elicits pronouns. Previous studies on gender in Scandinavian heritage languages in America have analyzed noun-phrase internal agreement. It is shown that some heritage speakers have non-target gender agreement, but this has been interpreted in different ways by different

researchers. The results show that the use of pronominal forms is largely target-like, and that the heritage speakers make gender distinctions. There is, however, some evidence of two competing systems in the data, and there is a shift toward a two-gender system, arguably due to koinéization, i.e. the process by which a new language variety develops from different dialects.

LANGUAGE IN THE ELDERLY **Multilingual Aphasia**

In the past year, the Aphasia Project team has worked on several sub-components of the project. A preliminary, exploratory study (Kuzmina, Norvik, Goral, & Simonsen, 2018) addressed the possibility of using eye-tracking for examining auditory comprehension in multilingual aphasia. Results from the two participants showed that both performed worse on the eye-tracking version compared to the offline one, but the difference was significant only for one of them. The strict time constraints of the eye-tracking version may have contributed to the lower performance.

Furthermore, a comprehensive review and meta-analysis of the literature on bilingual aphasia were conducted (Kuzmina, Goral, Norvik, & Weekes, in press). The analysis revealed better performance in L1

compared to L2 in the whole sample. However, the extent of this difference was influenced by whether L2 was learned early in childhood or later: those who learned their L2 before age seven showed comparable performance in both of their languages, whereas the bilinguals who learned their L2 after this age retained better ability in L1 compared to L2. These findings were mildly moderated by premorbid language proficiency and frequency of usage. Finally, similarity between languages did not influence the difference in performance between L1 and L2. The review casts new light on the interactive role of age of acquisition, premorbid proficiency, and language use in bilingual aphasia with implications for neuro- and psycholinguistic theories of bilingual language processing.

Goral, Norvik and colleagues work toward understanding patterns of language mixing in aphasia, arguing for the use of mixing as a communicative strategy (Lerman et al., in press) and toward identifying variables that affect mixing (Conner et al., 2018).

Multilingualism and dementia

The project *Language and Communication in Multilingual Speakers with Dementia* (2016–2020) has collected a data corpus consisting

of linguistic and cognitive tests, spontaneous speech and naturally occurring conversations. An article by Marianne Lind, Hanne Gram Simonsen, Ingeborg Ribu, Bente Ailin Svendsen, Jan Svennevig, and Kees de Bot (2018) analyzes the naming skills of a bilingual English/Norwegian speaker diagnosed with Primary Progressive Aphasia, a form of dementia. The data come from both of his languages across three different speech contexts: confrontation naming, semi-spontaneous narrative (picture description), and conversation, measured at two points in time: 12 and 30 months post diagnosis, respectively. The results show that his performance in his L2 is lower than in his L1, but this difference diminishes as the disease progresses. This is the case across all three speech contexts; however, the difference is smaller in the narrative task. Despite his word finding problems, he is able to actively participate in conversation, particularly in his L1 and more so at the first measurement point. In addition to the task effect, effects of word class, frequency, and cognateness on his naming skills are found.



CDI

COMMUNICATIVE DEVELOPMENT INVENTORY



L1 is the speaker's first language(s). L2 refers to languages learned later. A Heritage language is a minority language that is linked to the speaker's family background.

Theme reports

THEME 2

MULTILINGUAL LANGUAGE PRACTICES

Theme 2 explores how we use our linguistic resources in different ways with different people at home, at school, among peers, at work, and when we communicate face to face or in social media. The researchers in Theme 2 investigate our language use and communication in different phases of life and how we experience and relate to language and the sociolinguistic complexity of the 21st century.



THEME LEADER
JAN SVENNEVIG

Multilingual practices in the family

The MultiFam project (*Family Language Policy in Multilingual Transcultural Families*) is in its final stage, and several publications from the project appeared in 2018. Two special issues on family language practices and policies have been published, with MultiFam researchers as editors and contributors. The first was co-edited by Elizabeth Lanza and appeared in the *International Journal of Multilingualism* with the title “Multilingual families: aspirations and challenges” (Lanza & Curdt-Christiansen, 2018). It was the result of an international panel at the AAAL (American Association of Applied Linguistics) conference in 2017, with contributions by both MultiLing researchers and INTPART partners from South Africa (Coetzee, 2018). The contribution by Maria Obojska and Judith Purkarthofer (2018) addresses agency in language learning, maintenance and management, as constructed by members of two transnational families living in Norway. By analyzing how agency is

talked about and manifested in the grammar of sentences, they demonstrate how speakers realize agency in narratives collected through Language Portraits and semi-structured interviews. The second special issue is entitled “Language management in multilingual families: Efforts, measures and challenges” and appeared in the journal *Multilingua* (Curdt-Christiansen & Lanza, 2018). The theme and the title stem from a thematic colloquium that the editors organized at the 21st Sociolinguistics Symposium in Murcia, Spain, in June 2016.

Lanza also published an article based on her invited address at the 20th International Congress of Linguists in Cape Town in July, focusing on language acquisition and language transmission and socialization across the lifespan, as manifested in the family (Lanza, 2018). The article highlights how bringing together both psycholinguistic and sociolinguistic approaches can contribute to a better understanding of multilingualism as both

an individual and a societal phenomenon. It shows that investigating the family as a space for language can provide vital insights into understanding young multilingual children’s orientation to, learning and use of language(s) in the classroom and to language in education policies in our increasingly multilingual and multicultural societies.

The lifespan perspective is also salient in an article by Purkarthofer and Steien (in press). They study how multilingual parents in Norway relate to change and continuity in their family language policies by examining how they explain their choices of transmitting certain languages to their children in light of their dynamic linguistic repertoires and biographic experiences. All the parents display an attachment to their language(s), their past, and their current family life, and express the wish for continuity across the lifespan. At the same time, they demonstrate a certain flexibility and willingness to adapt to the constantly changing environments that they and their children experience and in which they navigate.

In *The Cambridge Handbook of Bilingualism* (De Houwer & Ortega, in press), Kellie Gonçalves gives an overview of the sociolinguistic studies that have been conducted on bilingual couples, families, immigrants, and other young adults about the challenges of language learning in different countries. It calls for a reconsideration of what the term ‘family’ means within the 21st century and for researchers investigating language learning and language practices of young adults to engage in longer ethnographic studies.

Adolescents’ attitudes to the use of their L1 are studied by Obojska (2018) in her article “Between duty and neglect: Language ideologies and stance-taking among Polish adolescents in Norway.” The article first identifies four common categories of

constructing Polish: Polish as intent, Polish as obligation, Polish as utility, and Polish as unimportant. She analyzes the interactional processes of evaluation, alignment, and positioning embedded in the stance-taking act. The findings suggest that competing language ideologies are at work in the researched cohort and that adolescent boys and girls participating in the study construct Polish language use and maintenance differently.

Rafael Lomeu Gomes (in press) reviews family language policy (FLP) literature from 2008 to 2017 and argues that drawing on a critical approach to family multilingualism could promote engagement with debates and frameworks that have only been marginally tapped into in current FLP scholarship, for instance, more recent concepts of language, intersectionality, and southern theories.

Finally, a methodological contribution by Purkarthofer (in press) describes the development of a recording device for mobile phones for doing multilingualism research in families. The article discusses how qualitative research data is produced through social, technical and spatial practices and how the availability of certain technical features influences the possibilities of multilingualism research in the family.

Multilingualism in professional and institutional settings

The new flagship project *Communicating rights in police investigative interviews* started in 2018, with Aneta Pavlenko and Jan Svennevig as principal investigators. Pavlenko has given several lectures on topics related to the project, including an invited talk to the Norwegian Directorate of Immigration. Pawel Urbanik has been employed as a postdoctoral fellow on the project, starting in August (see presentation of him under New members).

In the field of workplace studies,

Svennevig has co-edited a special issue of the *Journal of Pragmatics* on interaction in multilingual workplaces (Svennevig & Hazel, 2018), based on papers generated from a workshop organized at MultiLing in 2016. He has an article in the issue entitled “‘What’s it called in Norwegian?’ Acquiring L2 vocabulary items in the workplace” (Svennevig, 2018). This study contributes to the growing research field of ‘language learning in the wild’ by describing a conversational practice used by L2 speakers in acquiring new technical terms in the course of everyday workplace interaction on a construction site. It shows how word search sequences may develop into occasions for teaching and learning a new word by sequences of repetition in which L2 speakers display their identification of the linguistic item, check their pronunciation, and rehearse it.

In another study, “Decomposing turns to enhance understanding by L2 speakers,” Svennevig (2018b) analyzes how L1 speakers chunk complex turns into smaller units and present them one at a time, in ‘installments,’ in order to make them more accessible to L2 speakers. They leave a pause between each installment, thereby inviting the recipient to provide acknowledgments along the way, or alternatively, to initiate repair at an early stage. The practice may be used either preemptively, to prevent potential problems of understanding from arising, or in response to an indication of an understanding problem by the recipient.

Multilingualism and mediated communication

A major achievement in Theme 2 is the publication of the book *Multilingual Youth Practices in Computer Mediated Communication*, edited by Cecelia Cutler and Unn Røyneland (Cambridge University Press). This book includes contributions from MultiLing researchers as well as

A methodological contribution by Purkarthofer describes the development of a recording device for mobile phones for doing multilingualism research in families. Her article discusses how qualitative research data is produced through social, technical and spatial practices and how the availability of certain technical features influences the possibilities of multilingualism research in the family.

from our INTPART collaborators from South Africa (Deumert 2018; Bock, Dalwaei, & Stroud, 2018). It analyzes user-generated data from digital interactions to show how communication technologies and multilingual resources are deployed to project local as well as trans-local orientations. With examples from a range of multilingual settings, the contributors explore how youth exploit the creative, heteroglossic potential of their linguistic repertoires, from rudimentary attempts to engage with others in a second language to hybrid multilingual practices.

Røyneland's contribution to the book is entitled "Virtually Norwegian: Negotiating Language and Identity on YouTube." The chapter discusses dialect use and identity negotiations in a YouTube rap video and its comments section. The analysis shows that hybrid identities seem to be particularly difficult to negotiate and are often rejected and policed along with the mixed linguistic practices with which they tend to be associated. The analysis also shows that the use of dialect features may add diametrically opposed social meanings – it can both index local belonging and authenticity, and in other cases, index insularity and lack of authority.

Another chapter in the book is Kristin Vold Lexander's "Nuancing the jaxase. Young and urban texting in Senegal" (2018a). Here, she studies why and how youth in the Senegalese

capital mix French, Arabic, English, Wolof and various local languages when texting. Three of the most clearly defined voices identified in the collected corpus are illustrated: 1) The hip-hop style identity, 2) The romantic voice, and 3) The articulation of ethnic belonging. Through processes of enregisterment and glocalization, African languages are valorized as means for the written expressions of youth identities.

In another article on texting, Lexander (2018b) attempts to identify the conventions and the 'canonical form' of SMS messages in the interactions of Senegalese youth. Although text messages in this community are characterized by a vast variability in orthography as well as in other linguistic and socio-cultural conventions, she manages to discern certain common traits by studying patterns of enregisterment, stylization, language policing, glocalization and intertextuality.

Concerning methods for digital language research, Androusoyopoulos and Staehr (2018) discuss emerging research topics that are closely related to multilingual mediated communication, including the role of mobile media in transnational mobility and practices of mode-switching afforded by smartphone apps. They examine new developments in the field of digital ethnography, e.g. the move toward 'blended' data collection across online and offline contexts.



1. The lab cameras are full HD with PTZ functionality and optic zoom.

2. The studio in MultiLing's Socio-Cognitive Laboratory is ideal for studying language production in individuals, couples, and smaller or larger groups of people of all ages.

Theme reports

THEME 3

MULTILINGUALISM,
IDEOLOGIES AND
LANGUAGE POLICIESTHEME
LEADER
PIA LANE

Prevailing language policy and ideology have a large impact on the scope of multilingualism in society, as well as on how various languages and dialects are valued and used. The way in which multilingualism is managed has an effect on social institutions such as families, workplaces, care institutions, and national authorities. Theme 3 explores how language policies and practices have to be understood in terms of the local engagement of people and communities in relation to language varieties and ideologies.

Minority language standardization, revitalization and reclamation

Studies on minority language standardization and revitalization constituted a large part of Theme 3 during MultiLing's first five-year period. The project *Standardising Minority Languages* ended in 2018 with the defense of Diana Camp's thesis *Legitimizing Limburgish: The discursive construction of a regional language in the Netherlands*. The main publication of the project was the edited volume *Standardizing Minority Languages: Competing Ideologies of Authority and Authenticity in the Global Periphery* (edited by Lane, Costa, & De Korne) with contributions from several of MultiLing's collaborators. Through analyses of minority language standardization processes on three continents, the Routledge Open Access volume responds to the need for greater attention to social actors and a more nuanced approach to minority language standardization movements. The volume received positive reviews in *Journal*

of Sociolinguistics and Language Policy.

The focus on revitalization also continues, particularly through De Korne's work on education in Indigenous contexts (Hornberger & De Korne, 2018; De Korne, López Gopar, & Rios Rios, 2018), and Grenoble and Lane's new collaborative research on New Speakers of Sámi, with a particular focus on urbanization processes and well-being. Hornberger and De Korne's paper "Is revitalization through education possible?" provides an overview of research on the role of schools in supporting minoritized and endangered languages, drawing on scholarship from around the world, highlighting diverse examples where schooling has made a positive impact. In the paper "Changing ideological and implementational spaces for minoritized languages in Higher education: Zapotequización of language education in Mexico" in the *Journal of Multilingual and Multicultural Development*, De Korne and her colleagues perform an action

research study analyzing how an Indigenous language has come to have increased space and respect within a Mexican university context. They find that changes in both ideologies and practices among university authorities, an Indigenous language teacher, and participating students have contributed to bringing about this social change.

Perspectives on Second Language Acquisition research in Norway

Several of MultiLing's researchers contributed to the book *Norsk som andrespråk – perspektiver på læring og utvikling* [Norwegian as a second language – perspectives on learning and development], edited by Ann-Kristin H. Gujord and Gunhild T. Randen (2018). Else Ryen gives, together with Lars Anders Kulbrandstad, an overview of theoretical approaches to SLA and discuss how five central themes in SLA are treated within the different theoretical approaches. Bente Ailin Svendsen introduces the term 'sosiokulturell andrespråkslingvistikk' [sociocultural L2 linguistics] and argues, after an overview of what she considers the three main theoretical directions within the field, that sociocultural L2 linguistics is a fruitful approach to meeting the critique of the monolingual bias within L2 linguistics. Marte Nordanger and Ingebjørg Tonne discuss how the gap between conscious and unconscious knowledge in L2 learning has been explained and how this explanation has developed into today's research-based analyses

of the relation between implicit and explicit knowledge and the automatization of language skills. Anne Golden discusses new insights from current research on the learning of L2 vocabulary in the Scandinavian languages, including learners' input and needs, covering the lifespan perspective from pre-school children to children and adolescents in school age and to adults.

Multilingualism, globalization and [social] mobility

Kellie Gonçalves brings some problematic aspects of globalization to the fore in her publication "The 'Dark Side' of Hypermobility within Queenstown, New Zealand," where she employs the lens of 'lifestyle mobilities' highlighting the intersection of tourism, migration, lifestyles and neoliberal market flows within Queenstown, New Zealand. Gonçalves analyzes the discourse produced by lifestyle migrants currently residing and working in the area exemplifying and problematizing the social consequences of hypermobility experienced by residents locally, which are strongly influenced by the country's past and current national labor and immigration policies.

In an article "Snakke med ved? Snakke med maskin?" [Voksne flyktningers narrativer om norsk-opplæring.] ["Talk to the wood? Talk to machine?"] Adult refugees' narratives from Norwegian classes] Golden and Guri B. Steien (2018) investigate how a group of adult refugees from

the Democratic Republic of Congo – highly multilingual with extensive language learning experience – experienced the language program they attended when they arrived in Norway. The authors have a speaker-centered (emic and biographical) approach to additional language learning, that is, they are concerned with how speakers themselves interpret and discursively construct their personal experiences with language. The participants in the study are self-confident language learners and negotiate different identities: as multilingual experts as well as refugees. Their criticism toward aspects of the language programs they have attended touches exactly on the themes that have been present in the Norwegian discourse: assessment, teacher qualification, number of teaching hours, and language internships at workplaces. Multilingualism in public spaces is also a continued focus for MultiLing. In her article "YO! or OY? – say what? Creative place-making through a metrolingual artifact in the semiotic landscaping of Dumbo, Brooklyn," Gonçalves (2018) examines a local narrative about key players within urban development schemes driving consumer cultures through unique selling propositions, such as metrolingual art, and thereby laying the foundations for language to emerge and become both a cultural and material artifact reflecting global marketing practices and the semiotic landscaping of urban hubs such as Brooklyn, New York. Gonçalves addressed

Hornberger and De Korne's paper "Is revitalization through education possible?" provides an overview of research on the role of schools in supporting minoritized and endangered languages, drawing on scholarship from around the world, highlighting diverse examples where schooling has made a positive impact.

similar issues in her contribution to a volume edited by MultiLing's INTPART collaborators Amiena Peck, Quentin Williams, and Chris Stroud. Her chapter "The Semiotic Paradox of Street Art: Gentrification and the Commodification of Bushwick, Brooklyn" shows that while street art initially appears to contribute to a culturally, linguistically, and ethnically diverse neighborhood, the result becomes a more homogeneous local resident population, who, by means of socio-economic class and other inequalities are being regionally displaced.

The new Marie Skłodowska-Curie Actions (MSCA) project *NEW_WAY: New speakers and use of Russian in Northern Norway*, carried out by Olga Solovova in co-operation with Lane, will investigate language in public space in Kirkenes (a border town in Northern Norway). The project has a particular focus on New Speakers of Russian and Norwegian, and it will employ narrative qualitative methods and nexus analysis to investigate the multifaceted multilingualism in this border area, where speakers of national, indigenous, and immigrant languages meet.

MultiLing's researchers continue examining key concepts of multilingualism and sociolinguistics in

a critical manner. Aneta Pavlenko (2018) takes a critical perspective on the term superdiversity in her discussion of terminological innovation and academic branding in her chapter "Superdiversity and why it isn't: Reflections on terminological innovation and academic branding." The book chapter "Repertoires, registers, and linguistic diversity" (Pennycook, 2018) investigates contemporary use of reinvigorated sociolinguistic terminology, such as registers and repertoires, in relation to the recent emphasis on translingual practices and discusses the implications for understanding diversity and language use. Alastair Pennycook (2018) also takes a critical stance to our field. Drawing on a range of contexts and data sources, from urban multilingualism to studies of animal communication, his book *Posthumanist Applied Linguistics* offers us alternative ways of thinking about the human predicament, with major implications for research, education and politics.



THE SOCIO-COGNITIVE LABORATORY



Deputy Director Unn Røynealand and Head of Administration Mari C. R. Otnes were in charge of planning and developing MultiLing's Socio-Cognitive Laboratory. New Associate Professor Minna Lehtonen (left) has managed the lab since it opened.

Research at MultiLing is continually exploring new methods and tools to gain understanding of how humans learn, use, or gradually lose the languages they know. In order to strengthen and further develop our research, MultiLing opened its Socio-Cognitive Laboratory on March 22, 2018, thanks to an investment from the national funding for world-leading research communities awarded to MultiLing in 2015.

The new laboratory serves to bring together research questions and methodologies from cognitive linguistics, psycholinguistics, linguistic anthropology, and sociolinguistics. The aim is to provide tools and technology to study online processing of languages (e.g. via electroencephalography (EEG) and eye-tracking) and open up possibilities for combining existing and novel methods to explore multilingualism in various groups of speakers. Our participant groups span from infants and adult language learners to aging multilinguals and patients with language loss, as well as speakers of different minority languages.

The laboratory spaces include two testing rooms (for eye-tracking, EEG, and other experiments),

a video-studio (ideal for conducting for instance focus-group interviews, studies of gesture, or collecting conversational data), a control room, a waiting room, and a four-desk office. All the testing rooms have camera(s) and ceiling-mounted microphones supervised from the control room. The four-desk office is especially designed for discreet processing of sensitive data.

Eye-tracking is used to measure the direction and movement of participants' gaze to objects or events by tracking the position of the pupil and one or several corneal reflections. MultiLing has one eye-tracker: the SMI RED 250 mobile. For stimulus presentation, we use Presentation (Neurobehavioral Systems) and E-Prime (Psychology Software Tools).

The laboratory is already in use by various projects, in particular for eye-tracking and behavioral testing. The Aphasia Project team has used the lab to learn more about the usefulness of eye-tracking for examining online auditory processing in multilingual aphasia. Two multilingual speakers with aphasia were assessed with eye-tracking and paper versions of the Bilingual Aphasia Test. The eye-tracker was

also successfully used in Hanna Solberg Andresen's PhD project *With bilingual eyes*, in which she examines the conceptualization of motion events in bilingual children. So far, 24 English-Norwegian bilingual children have been tested in the lab twice (once in each language), as well as 10 Norwegian monolinguals (who are part of the control group). The children express excitement when they arrive at a 'real lab' and are enthusiastic about participating in research. For her MA project, Ane Theimann conducted an eye-tracking experiment employing the visual world paradigm to investigate verb-mediated prediction and its mechanisms in young bilingual Norwegian-English speaking children.

Ingeborg Ribu has used the lab to collect data for her PhD project on language and cognition in aging and dementia. Approximately 35 persons – elderly with dementia as well as young and elderly controls – have been tested through an extensive test battery, with sessions lasting 2–2.5 hours, using both the studio and the eye-tracking room. Both rooms functioned very well for testing, and the participants expressed great satisfaction with the premises.

The rooms have a friendly atmosphere, are comfortably furnished and decorated in warm colors. The participants with dementia in particular were happy that the lab was not at all hospital-like.

In October we secured a new 128-channel EEG system from BrainProducts for the laboratory. With this equipment, we are able to measure electrical activity in the cortex via electrodes on the scalp and investigate online cognitive and sensory processes. EEG is a widely used and safe method that can be applied for various questions spanning from infant language acquisition to language comprehension processes in adults. Advantages of EEG include excellent temporal resolution, meaning the millisecond-level accuracy required to study the time-course of cognitive processes related to language. The brain responses relevant here include those typically assigned for sensory discrimination, i.e. cognitive control processes, semantic processing, and syntactic reanalysis, and they allow us to address a variety of questions in the psycholinguistics of multilingualism.

In December, we had the initial setup and training of the EEG system

for those who already have plans of using this method in their research. At this event, Lassi Juottonen from Clinilab (BrainProducts distributor) gave an introduction on the system parts, including the ActiChamp amplifier and the electrode caps, and the triggering system with which it is possible to time-lock external stimuli to the ongoing EEG activity recorded via electrodes on the scalp. In the second part of the training, course participants got hands-on experience in an actual EEG measurement, including setting up the cap on a test person and inserting gel to the electrodes to improve the signal. Finally, we also saw how the preprocessing and analysis software Analyzer works. Further practice opportunities will be organized in 2019.

With the upcoming recruitment of personnel and visiting scholars at MultiLing, we are enthusiastic to welcome new lab users. The laboratory also aims to facilitate connections between research and teaching: the goal is for students to be involved in the laboratory's activities through course work and MA research projects.



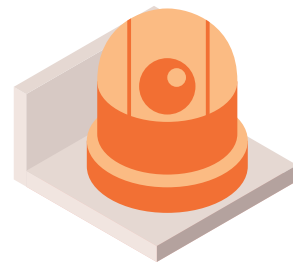


MultiLing's Socio-Cognitive Laboratory consists of four universally accessible rooms placed on the first floor: a large video studio, two smaller test rooms and a control room from which all lab experiments can be recorded or monitored. There is also a small waiting area for participants and their companions. A separate four-desk office designed for discreet processing of sensitive data is placed on the second floor.



1. Video-studio: The test persons appreciate the friendly, non-hospital like atmosphere of the lab.

2. The test rooms "Green" and "Pink" are used for eye-tracking, EEG and other single-participant experiments.

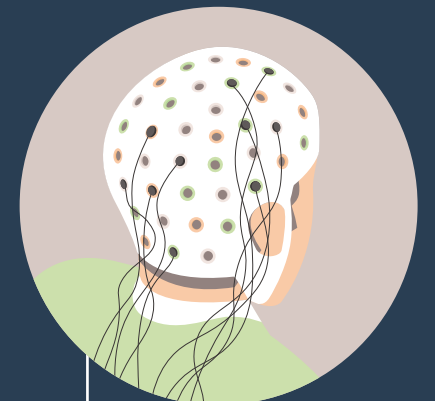


6

FULL HD PTZ CAMERAS



The eye-tracker measures the movement and direction of participants' gaze.



The 128-channel EEG (electroencephalography) system uses electrodes to measure electrical activity in the cortex.



The lab is universally accessible and equipped with a wheelchair-friendly washbasin for removing conductive gel.

The MultiLing team

NEW MEMBERS 2018

**ASSOCIATE
PROFESSOR
MINNA LEHTONEN**

Minna Lehtonen joined MultiLing's core group in 2018 when she was appointed to the post of Associate Professor of Multilingualism. Her background is in psychology, cognitive neuroscience, and psycholinguistics. Before coming to Oslo, she worked at Åbo Akademi University and University of Helsinki in Finland, as well as at University of Maryland in the USA. Her research focuses on adult language processing and on topics such as neurocognitive mechanisms of bilingual word recognition, morphological processing, language switching, and the putative cognitive advantages of bilingualism. Her research has utilized a variety of cognitive neuroscience techniques, including fMRI, EEG, and MEG, along with different behavioral paradigms as well as meta-analysis.

In Helsinki, Lehtonen was the PI on a project investigating neurocognitive aspects of bilingualism

with the aim to better understand how bilingualism shapes the brain and what neurocognitive processes language switching entails. At Åbo Akademi University, she held a research fellowship funded by the Academy of Finland that focused on bilingualism and executive functions. Lehtonen is involved in a cross-disciplinary project with researchers at Aalto University investigating how computational models of morphology can be used to find optimal processing units in the mental lexicon. Together with colleagues in Turku, she is also currently studying morphological processing in immigrants who are learning the morphologically rich Finnish language.

At MultiLing, Lehtonen is in charge of the new Socio-Cognitive Laboratory and works toward strengthening the use of experimental and quantitative methods at the department in both research and teaching.



**RESEARCHER
BJÖRN LUNDQUIST**

Björn Lundquist joined MultiLing as a part-time researcher in October 2018. At MultiLing, he mainly works on the processing of grammatical gender by L2 learners of Norwegian using eye-tracking, in Janne Bondi Johannessen's project *Language processing and representation in healthy bilingual aging*. When Lundquist is not at MultiLing, he is taking care of the LAVA lab at UiT The Arctic University of Norway, where he conducts research on linguistic variation and change, language acquisition, language attrition, and processing using a wide range of methods. Lundquist got his PhD in linguistics at the Center of Advanced Studies in Theoretical Linguistics (CASTL, UiT The Arctic University of Norway) in 2009. Since then Lundquist has been involved in both large-scale Scandinavian dialect projects and psycholinguistic projects. Today his research interests are broad, covering argument structure alternations,

language processing, dialect variation and change, the syntax-prosody interface, language attrition, and language acquisition, but all of his research aims at gaining a better understanding of the architecture of the human language faculty. In his current research, he uses psycholinguistic methods to study linguistic variation and change in real time, with a strong focus on the Scandinavian varieties.



**POSTDOCTORAL
RESEARCH FELLOW
OLGA SOLOVOVA**

Olga Solovova joined MultiLing in September 2018 as a Marie Skłodowska-Curie research fellow. Her postdoctoral project *New Speakers and Use of Russian in Northern Norway* will contribute to one of the flagship projects at MultiLing, *Multilingualism and Globalization: Perspectives from Norway*, which looks into multilingualism and globalization in the North, where Russian, Sámi, Kven, and English are languages for cross-border communication. Her research interests include language ideologies and policies, the discursive construction of cultural identity in multilingual societies, multilingual literacy practices, and semiotic approaches to the social construction of space.

Solovova holds an MA in Descriptive Linguistics (Sociolinguistics and Sociology of Language) and a PhD in Modern Languages and Literatures (Sociolinguistics), both awarded

by the University of Coimbra in Portugal. For over 10 years, she has been part of research teams at the Centre for Social Studies (University of Coimbra, Portugal) working on intercultural active citizenship education, language-in-education, family language policies, language learning through digital platforms, and biographical approaches to migration. Her interdisciplinary research background is reflected in her current research at MultiLing where she focuses on trajectories across the lifespan among Russian-speaking linguistic actors and on the role of speaking/writing Russian in the political economy of Northern Norway around the Russian-Norwegian border.



**POSTDOCTORAL
RESEARCH FELLOW**
PAWEL URBANIK

Pawel Urbanik joined MultiLing in August 2018 as a member of a flagship project within forensic linguistics entitled *Communicating Rights in Police Investigative Interviews* and led by Aneta Pavlenko and Jan Svennevig. His research focuses on the ways police officers inform suspects about their rights against self-incrimination and on the methods of securing the understanding of these rights. He will study the linguistic and interactional details of police interviews with native and non-native speakers of Norwegian, employing Conversation Analysis and Interactional Linguistics as methods. Together with Pavlenko, he will additionally conduct an experimental study that tests the understanding of common wordings by non-native speakers of Norwegian.

Urbanik holds MA degrees in Social Communication and in Scandinavian Philology. In 2017

he defended his PhD in linguistics from the University of Oslo. His academic interests include Polish and Norwegian grammar, pragmatics, semantics, interactional linguistics, and conversation analysis.



LAB ENGINEER
KLAUS WIK

Klaus Wik is head engineer and has worked at the University of Oslo since 1997. He started at MultiLing in 2018 and divides his time between the Center and the Faculty's IT department. Wik provides support for many of the non-standard computer systems at the Faculty, including MultiLing's Socio-Cognitive Laboratory. He has been involved with the development of the laboratory from the beginning.



**DOCTORAL
RESEARCH FELLOW**
**INGVILD BADHWAR
VALEN-SENDSTAD**

Ingvild Badhwar Valen-Sendstad joined MultiLing in August 2018. Her PhD project is part of the flagship project *Multilingualism and Globalization: Perspectives from Norway*. Her project asks how female patients with minority language backgrounds navigate Norwegian state-run healthcare institutions, and explores interactions between patients and public healthcare providers. Badhwar Valen-Sendstad received her MA in Cross-cultural Studies from the University of Copenhagen in 2017. She worked as a research assistant at the Department of Culture Studies and Oriental Languages (University of Oslo) before joining MultiLing. Her research interests include language management and ideologies, ethnographic research methods, nexus analysis, feminist theory, and health communication.



LAB ENGINEER
**CHRISTIAN-MAGNUS
MOHN**

Christian-Magnus W. Mohn is head engineer, dividing his time between MultiLing and the Faculty's IT department. He specializes in AV equipment and the infrastructure surrounding it. Mohn joined the Center in 2018 and has been involved with the development of MultiLing's Socio-Cognitive Laboratory from the beginning. His time is dedicated to providing technical support to MultiLing's laboratory and its equipment.

RESEARCHER TRAINING

In 2018, two PhD candidates successfully defended their theses. Three Graduate school courses were held at UiO, and the third INTPART Summer School took place at the University of Cape Town, South Africa. Three post-docs enrolled in MultiLing's mentoring program and had international mentors.

DOCTORAL DEFENSES IN 2018

Diana Camps: *Legitimizing Limburgish: The discursive construction of a regional language in the Netherlands*

When does a language become a 'real language'? In her doctoral thesis, Diana Camps investigated what experts and lay people say and do to give legitimacy to Limburgish – a regional language in the Netherlands. The study provides new insights into how languages are understood, managed, and developed in a modern western society. Language protection, Camps shows, is not just about language. Ultimately, it is a struggle over who gets to have a voice.

Supervisors: Pia Lane, Leonie Cornips (Maastricht University, Netherlands), and Albert M. Backus (Tilburg University, Netherlands)

Verónica Pájaro: *Who gets to pass? Performances of professional selves and language competence in job interviews in multilingual Norway*

In her doctoral thesis, Verónica Pájaro used video recordings of authentic job interviews to investigate how education, work experience, ethnicity, and linguistic competence are brought up and discussed in the interviews. What does it take for a candidate to behave and be perceived as professional and employable in a job interview setting?

Supervisors: Elizabeth Lanza, Jan Svennevig.

DOCTORAL TRAINING

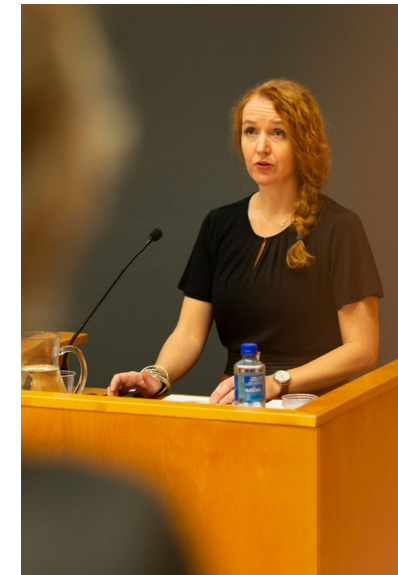
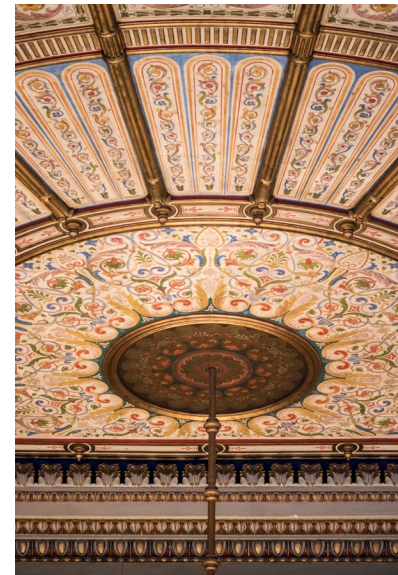
Since the launch in 2014, MultiLing's Graduate School has covered a wide range of approaches to multilingualism, both methodological and theoretical. The experts teaching the courses bring in their unique competence from different international institutions, as well as from MultiLing

and other Faculties at the University of Oslo. In 2018, the courses were devoted to the study of methodology and experimental approaches, whereas the third INTPART Summer School in South Africa had more of an activist focus.

Winter School 2018: "Language policy in multilingual contexts – methodological approaches"

- February 5–9
- Invited lecturers: Cassie Smith-Christmas (University of Limerick), Francis M. Hult (Lund University/Jönköping University)
- Organizer: Pia Lane

The goal of the winter school was to introduce and evaluate key qualitative methods and introduce central concepts in the field of language policy, with a particular emphasis on studies in multilingual settings. 16 PhD candidates from eight countries in Africa, Europe, and North America attended the course. The program consisted of lectures, hands-on seminars, and case presentations. A recurring topic through the course was the role of the researcher, ranging from selecting a topic for our research, our role in the field, and engagement with our research participants. Smith-Christmas' sessions focused on Family Language Policy, while Hult and Lane explained the possibilities and applications of Nexus Analysis in sociolinguistic research. In addition, filmmaker Sirkka Seljevoll from UiT The Arctic University of Norway showed her documentary *The Language of My Heart*, about two Kven speakers in Norway and their struggles with language and identity.



MA SCHOLARSHIPS

MultiLing's MA scholarships for 2018 were awarded to three excellent projects carried out by Ane Theimann, Jenny Gudmundsen, and Tone B. Melzer.

Ane Theimann's MA thesis has the working title *Verb-mediated prediction in young bilingual children*. Using the Visual World Paradigm, Theimann examines whether and how Norwegian-English bilingual children predict upcoming noun arguments based on verb meanings as well as explores whether domain-general (i.e. cognitive control) and/or language-specific (i.e. productive vocabulary) abilities mediate this semantically-based prediction process. Theimann is an MA student in Linguistics at the Department of Linguistics and Scandinavian Studies, and has Pernille Hansen and Ekaterina Kuzmina (both MultiLing) as her supervisors.

Jenny Gudmundsen is working an MA project where she studies informal language training in language cafés. Gudmundsen has conducted video recordings of conversations between Norwegian volunteers and second language speakers of Norwegian at a language café, and in the analysis of the recordings, the focus is on how the participants in the conversations establish new knowledge of different aspects of words, by the use of speech, body language and objects. Gudmundsen is an MA student in Rhetoric, Language and Communication at the Department of Linguistics and Scandinavian Studies, and has Jan Svennevig (MultiLing) as her supervisor.

Tone B. Melzer's MA project examines whether the use of tablets makes the acquisition of vocabulary easier and more efficient for language learners with few years of schooling. Melzer will compare the effect of practicing a word in a digital word-learning program with the effect of practicing the word with the use of pen and paper. Melzer is an MA student in Norwegian as a Second Language at the Department of Linguistics and Scandinavian Studies, and has Pernille Hansen and Anne Golden (both MultiLing) as her supervisors.



In 2018, MultiLing's PhD courses were devoted to the study of methodology, experimental approaches, and multilingualism in education, whereas the third INTPART Summer School in South Africa took more of an activist approach.



Since 2014, MultiLing has organized five Winter Schools and five Summer Schools on a broad range of multilingualism-related topics.

Collaborative PhD course 2018: "Researching Multilingualism in Education"

- University of Oslo, Norway, May 9
- Invited lecturers: Line Møller Daugaard (VIA University College, Denmark), Åsta Haukås (University of Bergen, Norway), Andrea Young (University of Strasbourg, France), Ingrid Rodrick Beiler (University of Oslo, Norway)
- Organizers: Haley De Korne (MultiLing) and Joke Dewilde (SISCO, University of Oslo)

This one-day PhD course was offered in collaboration between MultiLing and the Department of Teacher Education and School Research at the University of Oslo. It was attended by 28 PhD candidates and other early-career researchers. Researchers in education increasingly find that multilingualism is an important issue in the contexts they study, but there are relatively few opportunities for them to gain familiarity with the interdisciplinary theories and methods which have been developed to address these issues. This course aimed to support PhD candidates whose research relates to multilingualism in some way by providing an introduction to multiple theoretical and methodological perspectives from the growing field of multilingual education research, with examples from a variety of contexts.

Following the lectures, the participants worked with the lecturers in small groups to get feedback on their current projects, and those who took the class for credit submitted a paper discussing an aspect of their research in relation to the readings and topics taken up in the course.

Summer School 2018: "Experimental approaches to multilingualism"

- September 10–14
- Invited lecturers: Janet van Hell (Pennsylvania State University, Barbara Mertins (Technical University Dortmund)
- Organizers: Minna Lehtonen and Jan Svennevig

The five-day course explored experimental approaches to multilingualism, and consisted of lectures, workshops, and the students' presentations of their own projects. 13 PhD candidates from nine countries in Africa, Europe, and North America attended the course. Barbara Mertins focused on the use of different methods in the field of experimental (psycho)linguistics and presented several different empirical methods, from offline methods such as elicitation and judgement tasks, to online methods such as eye-tracking and speech onset times. Janet van Hell presented neurocognitive methods in language science, with a focus on the use of

EEG/ERPs. Minna Lehtonen gave a lecture on methodological issues in studies on bilingualism and executive functions. During a workshop held by Mertins, the students were also invited to bring up practical questions concerning their own empirical work.

Third INTPART Summer School 2018: "Liberation, revolution, transformation, decolonization: Reflecting on language activism and language policy"

- University of Cape Town, South Africa, December 3–7
- Invited lecturer: Hubert Devonish (University of the West Indies at Mona, Jamaica)
- Organizers: Ana Deumert and Frieda Coetzee, University of Cape Town, South Africa

This Summer School aimed to continue the South-North conversations that were at the heart of previous project events and involved teaching staff from all five of the INTPART partner universities, as well as a specially invited speaker from the Caribbean. One central question that was explored was what 'language activism' – including activist scholarship – can look like in a multilingual and epistemologically diverse world that continues to be shaped by capitalism and neocolonialism. Each day opened with one of Hubert Devonish's truly inspirational Language and

Liberation lecture series, followed by talks by the other participants on activism, decolonizing the academy, postcolonial perspectives, and politics of space and place. A student field trip was organized, and one day was dedicated to student presentations. A total of 25 MA students and PhD candidates attended the course. Postdocs and senior researchers from the University of Cape Town, Stellenbosch University, the University of the Western Cape, the University of the Witwatersrand, and MultiLing contributed as speakers, chairs and field trip organizers.

POSTDOCTORAL TRAINING

The postdoctoral fellows are a great asset to MultiLing, not only through their competence and publications, but also through their energy, creativity, and openness to new approaches. They organize workshops, guest lectures, and other research activities, and through their contractual 10% duty component, they teach MA courses, supervise students, and contribute to doctoral training courses, thus building their CVs and academic competence. The success of this competence building is evidenced by the track list of positions that MultiLing postdocs obtain after their employment at the Center. In 2018, two of our postdocs, Valantis Fyndanis and Leena Maria Heikkola, were awarded permanent positions at Long

Island University Brooklyn and Åbo Akademi University, respectively.

A mentoring program for MultiLing postdocs has been available since 2016. The postdocs are independent researchers and do not have a supervisor. While female postdocs at UiO have access to a gender equality mentoring program, MultiLing saw a need for a mentoring program open to all the Center's postdocs. Contact with international, experienced mentors in their particular fields of research can be crucial to the success of postdoctoral scholars as they develop original research ideas and move toward greater independence and maturity. Three postdocs at MultiLing enrolled in the program in 2017 and had international mentors in 2018.

MULTILING IN THE WORLD



MultiLing's researchers held 19 keynotes and invited lectures at international conferences, and two in Norway.

INTPART – International Partnership for Excellent Education and Research (2016–2018)

MultiLing wrapped up the third and final year of this research networking project, funded by the Research Council of Norway and the Norwegian Centre for International Cooperation in Higher Education (SIU), in collaboration with four leading South African universities: University of the Western Cape, University of Cape Town, Stellenbosch University, and the University of the Witwatersrand (Wits). Multilingualism and diversity have become defining features of societies across the globe, and through this partnership, MultiLing has highlighted Southern experiences of multilingualism, mobility, and diversity. The main goal of the partnership is for MultiLing to establish, further develop, and strengthen collaboration with scholars at the South African universities, whose work is highly relevant for MultiLing's research agenda. Mobility grants have ensured research exchanges among staff and students across the two countries – for research stays and for participation in research training courses. In December, we received the wonderful news that we were successful with our application for three more years of continued partnership with South Africa. This time our partnership includes Georgetown University, USA.

Linguistic capacity building – Tools for the inclusive development of Ethiopia (2014–2018)

The project *Linguistic Capacity Building – Tools for the inclusive development of Ethiopia* (led by Janne Bondi Johannessen, MultiLing, and Derib Ado, Addis Ababa University, funded by the Norwegian Aid Agency) aims to increase the knowledge and capacity at Ethiopian universities to develop resources for disadvantaged spoken and signed languages. By disadvantaged languages we mean those that are not fully researched, and that lack resources such as orthographies, descriptions of grammar, dictionaries, and teaching material.

In 2018 eleven Ethiopian linguistics PhD students partially funded by the project were given the chance to be guests at the Department of Linguistics and Scandinavian Studies (ILN) for three months to talk to supervisors, other PhD students, and staff at MultiLing and ILN, and to use the library facilities. Two seminars were organized, one for the spoken languages and one for signed languages, the latter of which was hosted at MultiLing. An anthology at a top international publisher is being planned as a result of the stay.



1. Lynn Mario Menezes de Souza contributes to the discussion after the Einar Haugen Lecture.

2. MultiLing's tote bag is popular with our guests and participants.

INTERNATIONAL CONFERENCE HIGHLIGHTS 17th ICPLA Conference

The International Clinical Phonetics and Linguistics Association held its biennial conference in Malta October 23–25 this year, with a substantial participation from MultiLing. Mira Goral, Pernille Hansen, Leena Maria Heikkola, Monica Norvik, Ingeborg Ribbu, and Hanne Gram Simonsen (outgoing President of ICPLA) gave altogether five oral presentations and enjoyed meeting old and new researchers and practitioners within this field from all over the world.

SS22

Sociolinguistics Symposium 22: Crossing borders: South, North, East, West was held at The University of Auckland in June, with plenary talks by among others Alastair Pennycook and SAB member Li Wei. MultiLing was well represented at the symposium by organizing two colloquia, giving seven papers, and having one poster.

ICL 20

The 20th International Conference in Linguistics: The dynamics of language was held in Cape Town, South Africa, in July. It was organized by SAB member Raj Mesthrie with support from the INTPART project. Elizabeth Lanza gave a focus lecture entitled "Multilingualism across the lifespan: competence, practices and policies." MultiLing was also present through chairing a session and giving two papers.



GUEST RESEARCHERS AT MULTILING

From the start, MultiLing has had the great privilege of hosting a number of invited visiting scholars and guest researchers for shorter or more extended periods. Our guests continue to provide important new research insights, friendship, and lively discussions, in return for an office space, access to MultiLing's activities and – what most of them admit to have treasured the most – much-needed time to write up their articles and co-write with MultiLing team members.



Fulbright Arctic Chair: Lenore Grenoble

My stay this fall at MultiLing was sponsored by the US Fulbright Arctic Chair Norway, which funded my project to study the effects of urbanization on language vitality and sustainability for Arctic Indigenous communities, with a particular focus on Sámi living in Oslo. As a contrastive case study, I went on a trip to northern Norway with Pia Lane and Olga Solovova, looking at multilingual contexts in the border regions of Norway, Finland, and Russia. Pia and I reached the conclusion that more research is needed on multilingual identities among Sámi and Kven in the north and in Oslo, and I plan to return in the beginning of 2019 to continue this work.

One longstanding project with researchers at MultiLing is the creation of a new, born-digital publication, *Linguistic Minorities in Europe* or LME (De Gruyter). I have been working intensely with Pia Lane and Unn Rønneberg, along with Kees de Bot of the Scientific Advisory Board. We're preparing an initial launch of the project for August 2019 and made tremendous progress during my stay here.

MultiLing provided an amazing intellectual environment for me, with so much research – and so many researchers – focusing on the study of all aspects of multilingualism. I took advantage of the very rich schedule of talks and workshops, and attended as many as I could manage, including the workshops on Multilingual writing practices, Linguistic landscapes, and Multilingual educational practices in Latin America and Norway. I had the great fortune to arrive in time for the annual Einar Haugen lecture, given this year by Ana Deumert, and for a talk by Jeff MacSwan. It was my regret that I sometimes missed interesting talks because of my own travels and deadlines.

Robert Blackwood

I visited MultiLing three times in 2018, principally for a month in the spring for what became a highly productive writing retreat. While on research leave from the University of Liverpool, I spent the month of May in Oslo, completing two outputs for forthcoming edited volumes and profiting from the intellectually stimulating environment. I also participated in the seminar *Untold Stories: When the Family Dream goes Unrealized* in the spring, and in the workshop *Linguistic Landscapes: Public Signage as an Area of Language Contacts and Conflicts* in the fall.

Anne Pitkänen-Huhta

Some weeks during my sabbatical year were spent in the vibrant and invigorating research environment of MultiLing. The most important part was to collaborate with my host Anne Golden. We have worked together over several years, on conference papers and joint publications. This time we planned and carried out data collection among Finnish-Norwegian multilingual families in Norway, experimenting with multilingual interviewing. I also took part in workshops, weekly seminars and lunch meetings on and around issues of multilingualism, presented my work in seminars, and had informal talks with colleagues and MA students. The weeks spent in Oslo also gave me space to finalize a major research plan and funding application for a project on multiliteracies.

Nancy Hornberger

The centerpiece of my visit to MultiLing was the May 7–8 conference on Multilingualism and education: Interdisciplinary and international perspectives, where I gave the opening plenary. A generous invitation to spend a very rewarding month at MultiLing in conjunction with the conference afforded me the opportunity to work and visit with my former student, MultiLing postdoc and conference co-organizer Haley De Korne, to meet with MultiLing colleagues for discussions around post-graduate supervision experiences and about our common research interests, and to advise PhD students on their research in language education policy.

OTHER VISITING SCHOLARS AT MULTILING 2018

Pawlos Kassu Abebe

PhD Fellow at Addis Ababa University, Ethiopia

Jubin Abutalebi

Associate Professor at the University Vita-Salute San Raffaele, Italy

Derib Ado

Assistant Professor at Addis Ababa University, Ethiopia

Woinshet Girma Ayansa

PhD Fellow at Addis Ababa University, Ethiopia

Thomas Bak

Reader at the University of Edinburgh, United Kingdom

Robert Blackwood

Professor at the University of Liverpool, United Kingdom

David Britain

Full Professor at the University of Bern, Switzerland

Erica Brozovsky

PhD Fellow at the University of Texas at Austin, USA

Cecelia Cutler

Associate Professor at the City University of New York, USA

Kees de Bot

Professor of Applied Linguistics at the University of Pannonia, Hungary

Andargachew Deneke

Demssie at PhD Fellow, Addis Ababa University, Ethiopia

Lenore Grenoble

Professor at the University of Chicago, USA

Nancy Hornberger

Professor at the University of Pennsylvania, USA

Francis Hult

Associate Professor at Lund University, Sweden, and Professor at Jönköping University, Sweden

Annika Hultén

Postdoctoral Fellow at Aalto University, Finland

Abay Tesfaye Kassie

PhD Fellow at Addis Ababa University, Ethiopia

Ioulia Kovelman

Associate Professor at the University of Michigan, USA

Barbara Mertins

Professor at the Technical University of Dortmund, Germany

Lorraine Obler

Distinguished Professor at the CUNY Graduate Center, USA

Stephanie Palmer

University of California, Davis, USA, and the University of Oslo

Elinor Payne

Associate Professor at the University of Oxford, United Kingdom

Anne Pitkänen-Huhta

Professor at the University of Jyväskylä, Finland

Johanna Rendle-Short

Associate Professor at the Australian National University, Australia

Cassie Smith-Christmas

Postdoctoral Fellow at the University of Limerick, Ireland

Elizabeth Stokoe

Professor at Loughborough University, United Kingdom

Janet Van Hell

Professor at the University of Pennsylvania, USA

Flor Maria Ordonez Vilches

PhD Fellow at the Autonomous Benito Juárez University of Oaxaca, Mexico

Michelle White

PhD Fellow at Stellenbosch University, South Africa

Quentin Williams

Senior Lecturer at the University of the Western Cape, South Africa

WORKSHOPS & CONFERENCES AT MULTILING



As in previous years, MultiLing hosted a number of events throughout the year. Our research fellows in particular are keenly involved in organizing theoretical, methodological and career-oriented events.

The NOA conference 2018: Education and learning across the lifespan

The 8th National Research Conference on Norwegian as a Second Language took place on October 11-12 in Oslo. It was a collaboration between MultiLing and the Department of Linguistics and Scandinavian Studies and was financially supported by the Research Council of Norway. The biennial NOA conference has turned into an important meeting place for researchers, educators, students, and publishers. Three parallel paper sessions and one workshop were included in the conference program focusing on second language learning across the lifespan. MultiLing was strongly represented on the organizing committee (Golden, Opsahl, Svendsen, and Tonne), among the paper presentations (Andresen, Golden, Svennevig, Tonne, and Türker-van der Heiden), and in the plenary sessions, where Aneta Pavlenko gave a plenary on teaching the language of rights and Else Ryen was part of a plenary on health journals written by second language users.

Women and Leadership

The Women and Leadership International Roundtable was organized by Kellie Gonçalves and was an opportunity for younger scholars to learn first-hand what leadership means within different academic contexts and what it requires for female scholars in particular. It was open to academics (both male and female) at all levels, who were interested in learning more about the specific demands women have in various leadership positions across a wide range of universities and hierarchical contexts (spanning from departmental, faculty, and university-level administration). The event was successful in providing participants the chance to exchange information about their own academic positions and experiences while simultaneously gaining insight into other institutional traditions and paradigms. Participants included female scholars from across the globe such as Surin Kaur, Helen Kelly-Holmes, Beatrix Busse, Máiréad Moriarty, Virginia Richter, Ellen Rees, Fanny Duckert, in addition to UiO Vice Rector Åse Gornitzka, MultiLing Director Elizabeth Lanza and SAB member Elana Shohamy.

Multilingualism and Education: Interdisciplinary and International Perspectives

This conference brought together over 200 researchers and educators from 14 countries. Following a call for abstracts in fall 2017, a program of parallel presentations, panels, and posters was created for the event held May 7-8, 2018. Participants explored the intersection of multilingualism and education across a variety of disciplines and contexts. Plenary presentations were given by Professor Nancy H. Hornberger (University of Pennsylvania) and Professor Hilde Sollid (UiT The Arctic University of Norway). This conference was organized by Haley De Korne, Judith Purkarthofer, Kristin Myklestu, and André Dannevig at MultiLing in collaboration with Joke Dewilde and Ingrid Rodrick Beiler at the research group SISCO, Department of Teacher Education and School Research.

Sign Language and interpreting

Janne Bondi Johannessen and Jessica Pedersen Belisle Hansen from MultiLing organized a two-day seminar on Sign Language and Interpreting (June 4-5) in collaboration with Rolf Piene Halvorsen and Lindsay Ferrara from NTNU. Four sign language PhD fellows from Addis Ababa University, Ethiopia, visited MultiLing this summer on a research stay funded by the Norad project. In addition to their presentations on Ethiopian Sign Language, PhD fellows and professors from five Norwegian universities presented their projects related to signed languages, linguistics, and interpreting research.

Linguistic landscapes – Public signage as an area of language contacts and conflicts

Aneta Pavlenko and Elizabeth Lanza organized a two-day conference in Oslo on linguistic landscapes (October 4-5), with funding awarded by the Norwegian University Center in St. Petersburg, Russia. It was conceived as an equitable collaboration between Russian and Norwegian colleagues. The conference worked toward developing greater understanding of Russian language policies and minority language politics among Western scholars, sharing the wealth of expertise developed by Norwegian experts on multilingualism and language policy and exchanging experiences and developing potential collaborations for future research. Presentations were given by Russian, Norwegian, and British scholars. The conference was open to the public.

Wednesday seminars

Our series of Wednesday seminars continued with great success in 2018. Ekaterina Kuzmina organized the seminars in the spring, and Leena Maria Heikkola took up the mantle in the fall. Throughout the year, there were 16 Wednesday seminars (one was even on a Thursday). Topics varied from legal recognition of Norwegian sign language to code-switching and translanguaging, and from discussions about visual methods to participant selections. We had both national and international speakers from a variety of countries, including Finland, Mexico, South Africa, and the US. All together 14 of the 17 speakers were external. We are happy to continue MultiLing's tradition of Wednesday seminars and look forward to sharing ideas and research in 2019.

Multilingual and Intercultural Education – Theory and practice from Latin America and Norway

This two-day seminar was held with the support of the Norwegian Latin America Research Network and MultiLing on September 27-28, 2018. Scholars from Mexico, Peru, Brazil, and Guadeloupe engaged in discussion and exchange with scholars representing multiple regions and institutions in Norway. The event was attended by members of the Faculty of Humanities and the Faculty of Education. The seminar was held multilingually, in English, Spanish, and French, and included plenary presentations and group discussion sessions. It was organized and chaired by Haley De Korne, Unn Røyneland, and Anne Golden.

Multilingual writing – methodologies and concepts across fields and contexts

At this two-day workshop on multilingual writing October 10-11, invited experts in the field discussed issues related to education and literacy, identity and creativity, and visibility and materiality. The invited speakers were Jannis Androutsopoulos, Cecelia Cutler, Adam Jaworski, Carla Jonsson, Li Wei, Friederike Lüpke, Marte Monsen, Åsa Palviainen, Anne Pitkänen-Huhta, and Mark Sebba. Speakers from MultiLing were Anne Golden, Kellie Gonçalves, Haley De Korne, Elizabeth Lanza, Kristin Vold Lexander, and Unn Røyneland. The workshop was organized by Vold Lexander, Gonçalves, De Korne, and Elisabeth Neuhaus.

PUBLIC DISSEMINATION AND SOCIETAL IMPACT

Dissemination and societal impact are central to MultiLing's goal and vision. The research results are regularly and frequently communicated to relevant communities, presented to policymakers and stakeholders, to students, and to the general public through the press, social media, open lectures, and debates.

The goal of MultiLing's outreach activities is to raise awareness among the general public of the specific research carried out at the Center, as well as of research on individual and societal multilingualism carried out elsewhere, both nationally and internationally. Moreover, MultiLing aims to address the implications of this research for citizens. MultiLing's outreach activities are framed within and driven by the Center's goal and vision, namely to provide research-based knowledge on multilingualism to central policymakers and stakeholders, and to enhance the capacity of society to address the challenges of multilingualism through increased knowledge, promoting agency, and a better quality of life, no matter what linguistic and social background.

In 2018, MultiLing researchers were very active disseminating their research not only in Norway, but also abroad. As in previous years, the annual lecture celebrating the International Mother Language Day and the annual Einar Haugen lecture were important dissemination events. The language exhibition at Oslo City Museum *Oslo says. Language in the city*, which was an important milestone for MultiLing, was concluded in April 2018 after two years and a total of 155,000 visitors. Parts of the exhibition were since donated to schools and public libraries, and parts were used at *The University of Oslo Science Expo (Forskningsstorget i Oslo)* – a two-day event where the University of Oslo presents its research to the public (September 21–22). The event is part of the *National Science Week in Norway (Forskningsdagene)*, a nationwide event

held every year to make science and research available to the public.

MultiLing dissemination/ societal impact abroad

MultiLing's research has been discussed in newspapers, in broadcast and social media, and also in talks and workshops directed at a broader audience in Mexico, USA, Iceland, Finland, Sweden, Australia, and South Africa. Just to mention some, Haley De Korne worked to support higher education and research in the region of the Isthmus of Tehuantepec in México as they are in the process of rebuilding after devastating earthquakes, both through teaching and presenting in the region and through bringing Mexican colleagues to Norway for exchanges with Norwegian scholars. Among other things, she organized a workshop on sociolinguistics for undergraduate students who missed many classes because of the earthquake. She also gave a public talk with Unn Røyneland at the Biblioteca Juan de Cordova, Oaxaca, on how to eliminate prejudices against minority languages in the 21st century. An extensive article was written about their talk in the magazine *Piedra Papel y Tijeras*. Judith Purkarthofer gave important input about a general curriculum for mother tongue education and how to balance speakers' needs on the local, national, and international level for Icelandic teachers of mother tongues and other languages, arranged by Móðurmál – the Association on Bilingualism. She also published an article on language organization in elementary schools directed at elementary schools, school leaders, and policy



Committee leader Unn Røyneland presents the report "Language in Norway" to the Minister of Culture, Trine Skei Grande. Photo: Ketil Frøland/Ministry of Culture.

makers. Both activities can be summarized by Purkarthofer's interest in bringing research and research results from educational institutions back to those working there. Minna Lethonen gave a number of interviews in Finnish and Swedish media on her recent meta-analysis of cognitive advantages of bilingualism (e.g., YLE radio, Svenska Dagbladet). And Aneta Pavlenko reported on the results from her forensic linguistics research for an audience of lawyers, judges, politicians, and the Deputy Chief of Salt Lake City police in the talk "How non-native speakers of English understand – and misunderstand – their Miranda rights." She also disseminates important knowledge about multilingualism via the blog she runs with Francois Grosjean, *Life as a bilingual*, for *Psychology Today*.

MultiLing dissemination/ societal impact in Norway

MultiLing researchers have also been very active disseminating their research to the broader Norwegian public. During 2018, MultiLing and the Center's researchers had 56 appearances in traditional and web-based written media, as well as on radio and TV. In addition, public lectures on multiple topics on multilingualism at an individual and societal level, such as bilingual first and second language acquisition, linguistic diversity, and language policy and planning, were held on several occasions for different audiences, in particular for educational personnel at all levels, governance agents of the education sector, students in secondary schools and in teacher training, health care and authority personnel, as well as parents. Bente Ailin Svendsen gave a number of

interviews in connection with MultiLing's language exhibition at *Oslo Science Expo* and had a number of media contributions on new speech practices among youth in multilingual areas of Oslo. Toril Opsahl is one of the language experts in the popular weekly NRK radio series on language *Språkteigen*, where she answers listeners' questions about language. Pernille Hansen and Hanne Gram Simonsen drafted submissions from the Department regarding public hearings of two reports ordered by the Norwegian government, both of which suggested closing down Statped (the national service for special needs education). Together with colleagues from the University of Bergen and Oslo Metropolitan University, they also published two opinion pieces on Statped's importance, particularly for collaborative research on multilingualism and language impairment, and the development of better assessment tools for multilingual populations. Janne Bondi Johannessen wrote a feature article on language policy in academia, and Kristin Vold Lexander and Jannis Androutsopoulos were interviewed about their project in the article "How social media can improve our linguistic repertoire" (published on *forskning.no* and internationally disseminated by *AlphaGalileo.org*).

Diana Camps gave an interview about her PhD dissertation to a Norwegian newspaper (*framtida.no*) and Aneta Pavlenko gave an invited talk at the Norwegian Directorate of Immigration entitled "Lost in translation: What investigators need to know about interpreting." Last but not least, Kellie Gonçalves organized a workshop in collaboration with Cristina Archetti at the Department of Media and Communication on what happens when becoming a parent is not what one had expected. The event, which was open to the general public, aimed to contribute new voices, arguments and different angles of approach to the Norwegian public debate on fertility, family and parenthood.



Language in Norway – culture and infrastructure

On November 21, the Norwegian Language Council Expert Committee led by Unn Røyne land handed over the report “Language in Norway – Culture and Infrastructure” to Norway’s Minister of Culture. In the report, the committee identifies the most important challenges for Norwegian language policy in the years to come. The report focuses on five main areas: linguistic diversity at the workplace, language in schools and in higher education, language and new technology, language in the media, and the situation for minority languages and multilingualism more generally in Norway. In addition, the report focuses on what priorities and policy measures need to be implemented to ensure that Norwegian is used on all societal arenas in the future. The Ministry of Culture is in the process of writing a comprehensive white paper on language policy and a new Language Act. The report will be foundational for the Ministry’s future policy work.

The Truth and Reconciliation Commission
The Norwegian Parliament has appointed a commission of inquiry

to document injustices against Sámi and Kven peoples, examine current consequences of oppressive policies, and propose measures for further reconciliation. The purpose of the Commission is to document the history and impact of the official policies carried out to ‘Norwegianize’ the Kven and Sámi population and work toward a recognition of the experiences of Sámi and Kven peoples in the face of these policies. The Norwegian Truth and Reconciliation Commission will deliver a report to the Parliament in the fall of 2022. Pia Lane, who is of Kven and coastal Sámi background and has done research on multilingualism and minority language policies in the High North for 20 years, was appointed a member of the commission.

Revision of the National Language Curriculum

The Norwegian national curriculum for primary and secondary education (LK06) for grades 1–13 is currently undergoing a comprehensive revision. The Ministry of Education and Research appointed Ingebjørg Tonne to the group revising the curriculum for *Norwegian 1*. This is the so-called ‘mother tongue’ subject, which

includes language, literacy, and literature-oriented topics and competences. Norwegian schools and teachers will implement the new curriculum, LK20, in their teaching from the fall of 2020. For LK20 *Norwegian 1*, there is an expressed requirement from the Ministry of Education and Research to strengthen the linguistic aspects of the subject by way of two of six core elements, i.e. ‘Language as systematicity and possibility’ and ‘Language variation’, which will be reflected in the competence goals.

The Humanities Days

MultiLing organized a session during the Humanities Days (October 30–31) – the Faculty of Humanities’ major public dissemination event. The session was entitled “Language, Migration and Health” and included presentations of the Center’s projects on multilingualism and aphasia (Monica Norvik), dementia (Hanne Gram Simonsen and Jan Svennevig) and interpreting in health care contexts (Jessica P. Belisle Hansen). The session also included invited commentaries by three practitioners in the field.

548

SUBSCRIBERS

By the end of 2018, MultiLing Voices had 548 subscribers.

362

NEW FOLLOWERS

On Facebook alone, MultiLing’s page gained 362 new followers in 2018...

2348

FOLLOWERS IN TOTAL

...and had 2348 followers by the end of the year.

Newsletter: MultiLing Voices

In 2018, we published four editions of our newsletter, *MultiLing Voices*. In it, readers can find out more about our PhD defenses, recent publications, media appearances, and upcoming events. The newsletter also features new articles on the Center’s researchers and what they do on a day-to-day basis, in addition to links that let the reader discover fun, language-related trivia and games. By the end of 2018, *MultiLing Voices* had 548 subscribers. Among our most popular news items we find the interesting stories told by our eminent PhD fellows Maria Obojska on “What is it like to do a PhD?” and Rafael Lomeu Gomes on “Networking toward independence.”

MultiLing in social media

The Center works hard to reach out to all who are interested in multilingualism through an active online presence. Through MultiLing’s Facebook, Twitter, and Instagram accounts, we publish new and relevant research, event information, and even live stream some of our events and lectures, in addition to some competitions. One of 2018’s most popular social media publications was the great news that MultiLing passed the mid-term evaluation and secured five new years of funding from the Research Council of Norway. The opening of the Socio-Cognitive Laboratory in April also got a lot of attention, and our posts on PhD dissertations and defenses are always popular! We try to reach all interested parties, such as researchers in similar fields, students, and everyone else who might be interested. On Facebook alone, MultiLing’s page gained 362 new followers in 2018 and had 2348 followers by the end of the year.

The International Mother Language Day

This year, the topic for MultiLing’s International Mother Language Day was language revitalization. Pia Lane gave an inspiring lecture “Taking my language back – A future for the Kven language?” where she addressed the process of reclaiming one’s language and how such a language journey may be

experienced. The visual anthropologist Sirkka Seljevold from UiT The Arctic University of Norway screened her movie *The Language of My Heart* showing how experiences with one’s stigmatized mother tongue may have life-long consequences for one’s identity, self-esteem, and experience of belonging.

The annual Einar Haugen Lecture

Every year MultiLing honors famous American-Norwegian linguist Einar Haugen with a lecture. In 2018, the Einar Haugen Lecture was held by the renowned scholar Professor Ana Deumert from the University of Cape Town, South Africa. Her lecture was entitled “‘Art is not an intellectual way of thinking’ – Poetics and the ecology of language,” and examined Haugen’s ‘ecological questions’ from the perspective of art and poetics. Deumert’s lecture sought to bring Haugen into our times and speak with him and through him from a southern and decolonial perspective. Deumert’s message was that looking at Haugen’s ten ‘ecological questions’ from the perspectives of art and poesis allows us to reconceptualize work on the politics of language and to expand on Haugen’s passing comments about ‘the psychological situation’ of language as part of its ecology.

Student visits at MultiLing

We had visits from groups of high school students who wanted to learn more about multilingualism this year. In September students from Vinstra and Nydalen videregående skole visited MultiLing. They listened to introductory talks on multilingualism and got a taste of the broad range of research that is conducted. They were also treated to a tour of the Socio-Cognitive Laboratory. A local newspaper in Vinstra wrote a news article about their visit (*Dølen*, September 26). At the start of the fall term, a group of new BA and MA students were given a tour of the Socio-Cognitive Lab, which included demonstrations of the lab equipment and an introduction to MultiLing’s researchers and research.



Appendix 1

PUBLICATIONS 2018

BOOKS

Dovchin, S., Pennycook, A., & Sultana, S. (2018) *Popular culture, voice and linguistic diversity: Young adults on- and offline*. London: Palgrave.

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Appendix 2

THE MULTILING TEAM

CORE GROUP



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Director



Unn Røynealand
Professor and Deputy
Director



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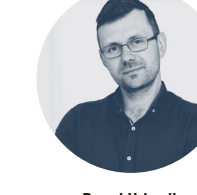
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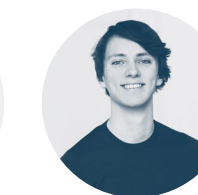
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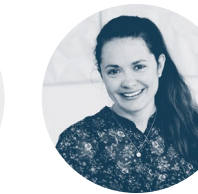
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Appendix 3

INSTITUTIONAL PARTNERS AND COLLABORATORS

MultiLing has formal collaboration agreements with a number of institutional partners, each of which has contributed to the success of the Center's research in its own way. Three new partners were enlisted in 2018 for MultiLing's second five-year period: Inland Norway University of Applied Sciences (HINN), the Norwegian University of Science and Technology (NTNU), and Jönköping University in Sweden.

INSTITUTIONAL PARTNERS

Fafo Research Foundation, Norway
Fafo has been a contributor to the Center's research on multilingual families and instrumental in conducting a survey and collecting data for the MultiFam project.

HINN — Inland Norway University of Applied Sciences, Norway
The collaboration with HINN is mainly related to education research, such as teacher education and Second Language Acquisition in classrooms. Bård Uri Jensen (HINN) provides MultiLing with statistical support.

Jönköping University, Sweden
The collaboration is with Francis Hult and the multi-disciplinary research group Communication, Culture and Diversity, which focuses on issues of learning and communication inside and outside institutional educational settings and places of work.

Lund University, Sweden
In addition to close research collaborators, the Lund University Humanities Lab, led by SAB member Marianne Gullberg, was an invaluable advisor in the process of planning and building MultiLing's Socio-Cognitive Laboratory.

Nanyang Technological University, Division of Linguistics and Multilingual Studies, Singapore
Multilingualism scholars at NTU collaborate with MultiLing researchers to provide an Asian perspective to the study of multilingualism, particularly through work on emotions and language policy and maintenance.

NTNU — the Norwegian University of Science and Technology, Norway
The recently formalized partnership with the Norwegian University of Science and Technology will strengthen collaboration nationally, for instance in research areas such as linguistic diversity in Norway and language practices in digital media.

Språkrådet (Language Council of Norway), Norway
The Language Council of Norway is a source of inspiration for many of our projects and played a major part in the conception, construction, and completion of the language exhibition *Oslo Says. Language in the City*.

Statped (National service for special needs education), Norway
Three members of MultiLing's core team (Monica Norvik, Marianne Lind, and Emel Türker-van der Heiden) divide their time between Statped and MultiLing, bringing valuable user insight, theory, and methodology to MultiLing's research, and the latest research back to the users.

UiT The Arctic University of Norway, Norway
As the host of Norway's first CoE in linguistics, CASTL, UiT The Arctic University of Norway provided MultiLing with inspiration and experience and contributed more concretely to building and developing the Center's competence on Russian-Norwegian children.

University of Copenhagen, Denmark
The University of Copenhagen has organized a number of conferences in collaboration with MultiLing, such as the MultiNord conferences, and many of their researchers work in close collaboration with members of MultiLing's core team on projects and publications.

University of the Western Cape, South Africa
UWC has been in close collaboration with MultiLing through their Centre for Multilingualism and Diversities Research (CMDR), led by SAB member Christopher Stroud. PhD students from UWC participate in researcher training courses organized by MultiLing. Since 2015, an even more active collaboration has come about through the INTPART project. Research collaboration with UWC provides a Southern perspective to the study of multilingualism.

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.

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