

---

# MULTILING

Center for Multilingualism  
in Society across  
the Lifespan

---

---

# ANNUAL REPORT 2020

---



Our vision is to contribute to how society can deal with the opportunities and challenges of multilingualism through increased knowledge, promoting agency for individuals in society, and a better quality of life, no matter what linguistic and social background we have.

DESIGN: Anagram Design

PHOTOS: All photos are owned by the University of Oslo or private and used with permission. All photos taken for this report, including the cover, are by [Nadia Frantsen](#). Other photos: p. 12–13: Private (used with permission); p. 36: Thomas Keilman; p. 60–61: Daniella k on Unsplash; p. 77: Seyed Hadi Mirvahedi; p. 92b: Magnus Heie/UiO.

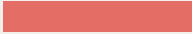
PAPER: 250/130g silk

# Contents



## About Multiling

Highlights 2020	20
Facts and figures	22
Organizational structure of MultiLing	24
The Extended Leadership Team and The Center Board	25
Scientific Advisory Board	26
MultiLing's organization in Themes and Colloquia	28



## Research output

Theme 1 report: Multilingual competence	34
Theme 2 report: Multilingual practices	42
Theme 3 report: Multilingualism, ideologies and language policies	48
The Socio-Cognitive Laboratory	54
New external funding	58



## People and activities

The MultiLing team: New members	66
Researcher training	77
Workshops & Conferences	90



## Appendices

Appendix 1: Publications	102
Appendix 2: The MultiLing team	106
Appendix 3: Institutional partners	108



# The Dean's Introduction

In 2020, the University of Oslo adopted its first strategy for the humanities, highlighting their broad application across disciplines and their crucial role in resolving the societal challenges of our time.

Comprising seven departments and spanning a multitude of disciplines, the Faculty of Humanities at the University of Oslo is the largest of its kind in Norway: a thriving and diverse research hub and an active contributor to the global academic community. 2020 was a challenging and different year due to the Covid pandemic. Nevertheless, the Faculty successfully adapted to a new normal while maintaining a high quality of research. Digital platforms substituted the physical workplace, and teaching, research and dissemination mainly took place online.

In the field of humanities, diversity and identity matters are intrinsic, never more so than in 2020. Throughout the years, these themes have been at the core of MultiLing's research agenda, as well as the Center's annual events. In 2020, Lourdes Ortega addressed the timely topics of race, technology and health in a post-Covid world in MultiLing's first all-digital Einar Haugen Lecture.

The same year, the University of Oslo adopted its first strategy for the humanities, highlighting their broad application across disciplines and their crucial role in resolving the societal challenges of our time. Since its very creation, MultiLing has been devoted to developing innovative approaches to multilingualism, combining research on the individual and society, spanning from language competence to language ideologies. MultiLing's outstanding results are exemplary of the relevance of humanities in academia and in society, and they validate the UiO's ambition to be a leading institution in Northern Europe.

MultiLing's interdisciplinary research continues to investigate key elements in a globalized world, where an understanding of modern society increasingly requires interdisciplinary perspectives. The Faculty of Humanities is proud to host such an innovative and productive Center of Excellence.



**FRODE HELLAND**

*Dean of the Faculty of Humanities*

# The Head of Department's Introduction

As we all know far too well, 2020 was a challenging year. Covid-19 continues to have a tremendous impact on every aspect of our lives, and academia is no exception.

The year was also my last year as Head of the Department of Linguistics and Scandinavian Studies. I would like to take this opportunity to thank everyone at MultiLing for their commitment and dedication. The Center has shown an ability to rise to the occasion and carry on its activities, turning last year's strange circumstances into an opportunity to reach wider audiences and explore new models of research and dissemination online.

I am confident that the incoming Department leadership will continue to treasure MultiLing highly, as the great resource that it is. During my years as Head of Department, I have had the pleasure of seeing how the Center has contributed to the increased international profile of the Department, including introducing a set of more multilingual practices in our everyday worklife. Another area where MultiLing excels is in the professionalism of its leadership and administrative staff.

As the Center is entering its final years, activity is anything but slowing down.

While important projects, such as *MultiLing Dementia*, are coming to an end, new ones are just getting started. The *NorPol* project, launched in February 2021 and led by Toril Opsahl, aims to investigate the factors that enhance or hinder communication between Poles – the largest group of Norwegian L2 users – and Norwegians, with particular emphasis on workplace settings. The results of this project will likely have an impact on future policies regarding inclusion, integration, welfare, and working conditions, as well as lay the groundwork for specialized training in work culture and communication, crucial in sectors such as healthcare that rely heavily on human interaction. Moreover, this project has potential to be extended to investigate other migrant groups and create a more inclusive picture of Norwegian working life.

Contributing to society's understanding of the opportunities and challenges of multilingualism is at the heart of MultiLing's mission. I look forward to joining the *NorPol* team and the Center's research activities for the next three years.



**PIOTR GARBACZ**

*Head of the Department of Linguistics and Scandinavian Studies*



# The Director's Introduction

Like the rest of the world, MultiLing has been impacted by Covid-19. As a result of the pandemic, research projects needed to be altered or postponed, conferences and workshops were cancelled or became virtual events, and our international staff members were not able to go home to visit family and friends because of demanding travel restrictions.

Moreover, new staff members needed to delay their start date. In spite of all this, our researchers and administrative staff have demonstrated exemplary resilience, creativity and empathy in this annus horribilis 2020. As Center Director, I am extremely impressed by this and especially proud to lead such an excellent team.

From Zoom morning coffee meetings and digital Friday happy hours, to just checking in on each other virtually, we have managed to keep in touch and feel a sense of community despite being homebound. And our emphasis on research has stayed on course. In this eighth annual report, our focus is in fact on how Covid-19 affected the research conducted at MultiLing, and the challenges, but also in many cases the opportunities, we all faced (and gained!) in 2020.



↑  
ELIZABETH LANZA  
Center Director

*Elizabeth Lanza*

#### Janne Bondi Johannessen

To begin with, MultiLing experienced a most devastating loss in 2020 – our dear friend and longtime colleague, core group member Janne Bondi Johannessen, Professor of Linguistics. In June, we received the very sad news that she had passed away. To honor Janne and all of the amazing research she had conducted, her colleagues at MultiLing plan a lecture in her memory scheduled for the fall of 2021. In this lecture, we will celebrate Janne and her outstanding work. We also dedicated one of [MultiLing's digital newsletters](#) to Janne. She is sorely missed, but most definitely not forgotten by her many friends and colleagues at MultiLing and beyond.

#### The MultiLing team and Covid-19

In 2020, we were pleased to welcome 15 new members (a few were not actually new, but rather changed roles). These included five doctoral research fellows, three postdoctoral fellows, three researchers, a lab manager, and three

research assistants. Our new international PhD and postdoctoral fellows were met with closed borders at first until they were finally able to join us at MultiLing. The expanded MultiLing team continued to be an exciting research hub for studies on multilingualism in society across the lifespan, as evidenced in this annual report. While Covid-19 considerably hampered planned data collection both in the field and in the lab, it also provided us with the impetus to rethink creatively and innovatively about research methodology.

Covid-19 made demands on the leadership to review and revise strategic plans and budgets for ensuring our pledged research and activities in order to attain our goals. A particularly salient challenge was the delay to doctoral and postdoctoral projects. With the approval of the Faculty, MultiLing was allowed to expand the timeline of these fellowships by a few months, upon application. Due to restricted activities during

In 2020, MultiLing continued to deliver high-quality research on multilingual competence, multilingual practices, and multilingualism, ideologies and language policies. The list of publications boasts of 4 books, 6 edited special issues, 51 peer-reviewed articles in scientific journals, and 23 chapters in books and anthologies. The wide array of research published in 2020 addressed the lifespan, that is, multilingualism in childhood, adolescence, and adulthood, including aging.

the year as a result of Covid-19, we ended up with available funding that we earmarked for project extensions to ensure the completion of their projects. Needless to say, this and other related situations led to increased administrative demands, which were resolved efficiently and professionally by our admirable admin staff.

A first last year was the digital convening of the Scientific Advisory Board (SAB). Although a physical meeting undoubtedly has its advantages, the successful program put together by the MultiLing team and the engaging participation of our SAB members contributed to an inspiring and memorable event.

#### MultiLing's research across the three Themes

In 2020 MultiLing continued to deliver high-quality research on multilingual competence, multilingual practices, and multilingualism, ideologies and language policies. The list of publications boasts of 4 books, 6 edited special issues, 51 peer-reviewed articles in scientific journals, and 23 chapters in books and anthologies. The wide array of research published in 2020 addressed the lifespan, that is, multilingualism in childhood, adolescence, and adulthood, including aging. The Theme reports provide insight into this exciting research.

#### GURT 2020 Virtual

We were all really looking forward to travelling to Washington D.C. in March in order to participate in the prestigious Georgetown University Round Table on Languages and Linguistics (GURT). That event, an international conference entitled [Multilingualism: Global South and Global North Perspectives](#), was inspired by MultiLing's INTPART network project with colleagues at Georgetown University and partner universities in South Africa, and was to be an important milestone for the project. It was in March the pandemic hit us head on, Norway went into lockdown, and both U.S. and Norwegian borders were shut down. However, the two wonderful organizers, Professors Anna De Fina and Lourdes Ortega, did a tour de force in a short amount of time and converted the conference into a digital rebirth of GURT 2020! It focused on the relationship between multilingual learning and multilingual practices, globalization, and social justice, with two goals: (a) to bring together research on multilingualism spanning the full spectrum of psycholinguistic-cognitive and sociolinguistic-critical approaches, and (b) to facilitate discussions about multilingualism as it is lived and investigated across diverse contexts in the Global North and the Global South. Keynote speakers and invited panel organizers included both MultiLing and INTPART scholars, with participation by a number of MultiLing and INTPART researchers, in ad-

dition to a host of others from across the globe.

#### The Einar Haugen lecture

This year's annual Einar Haugen lecture had the appropriate title "Language Learning in a Post-Covid World." Distinguished scholar Lourdes Ortega held the lecture virtually, in which she critically examined how Covid-19 is affecting second language acquisition across three single domains: technology, health, and race. The lecture was very well received, drawing an audience from all corners of the world, with more than 400 participants via Zoom. As a result of the restrictions of Covid, MultiLing could actually go even more global than ever.

#### Externally funded projects

We congratulate Toril Opsahl and the rest of the team whose project *NorPol Second-language communication in workplace settings – The case of Polish migrants in Norway* was awarded prestigious FRIPRO funding by the Research Council of Norway. We also congratulate one of our most recent members of MultiLing, Natalia Kartushina, on her Young Research Talents FRIPRO grant from the Research Council of Norway for her project *The role of parental speech in early language development*.

#### Doctoral defenses

Several of MultiLing's doctoral research fellows and some affiliated doctoral

research fellows successfully defended their thesis in 2020. **Rafael Lomeu Gomes'** dissertation *Family multilingualism: Language practices and ideologies of Brazilian-Norwegian families in Norway* looked at families in Norway consisting of couples in transnational marriages who raise their children multilingually. It explored the connections between multilingual practices in the home and the broader social, cultural, socio-economic and political processes through a combination of interview analysis, participant observation, and audio recordings of interactions. **Jorunn Simonsen Thingnes'** dissertation, *To choose or not to choose minoritised languages. Language policy and language choices in academia*, drew attention to minoritized languages in Norwegian academia, more specifically Nynorsk and Northern Sámi. The thesis deepens our knowledge about language policy as process, the relationship between agency and structure, and the role of legitimacy in language policy. Three MultiLing affiliates also defended their thesis:

**Ingeborg Ribu:** *Language and cognition in healthy aging and dementia.*

**Alexander K. Lykke:** *Variation and Change in the Tense Morphology of Heritage Norwegian in North America*

**Yvonne van Baal:** *Compositional Definiteness in American Heritage Norwegian*

#### MA program in Multilingualism

We are pleased to announce that the Department of Linguistics and Scandinavian Studies' Board has approved MultiLing's MA Program in Multilingualism. The next step is to work with the Faculty study administration to develop the program further, with the subsequent milestone being to get the program approved at both the faculty and university levels. We are very hopeful that in August 2022 we will be able to welcome the first cohort of MA students in multilingualism to our campus in Oslo!

As you will see in this eighth annual report, MultiLing continues to be the vibrant and leading center it has been throughout the years, delivering research at the international forefront. Each and every year that I have served as the Center Director, I experience ever more strongly that it is an honor and a privilege for me to work with such an inspiring and talented group of people.

**ELIZABETH LANZA**  
Center Director

## Covid and language learning

This year's annual Einar Haugen lecture had the appropriate title "Language Learning in a Post-Covid World." Distinguished scholar Lourdes Ortega held the lecture virtually, in which she critically examined how Covid-19 is affecting second language acquisition across three single domains: technology, health, and race.





## In memoriam: Janne Bondi Johannessen (1960–2020)

↑  
**JANNE BONDI JOHANNESSEN**  
*Professor of Linguistics  
at the University of Oslo*

Janne passed away on June 15, 2020, at the age of 59.

📖 **BAUTA: JANNE BONDI JOHANNESSEN  
IN MEMORIAM**

*Oslo Studies in Language 11(2)*

Editors: Kristin Hagen, Arnstein Hjelde,  
Karine Stjernholm, & Øystein A. Vangsnes.

When we received the news that Janne had passed away on June 15, only 59 years old, it came as a shock. Many knew that Janne had been seriously ill for a few years, but this was not something that she would focus on herself. On the contrary, as usual, she put all of her energy into publications and research funding applications, and it was almost impossible to imagine that she, who was so full of life, could be terminally ill. It is still hard to understand that we will never again hear her hearty laughter in the hallways of the Henrik Wergeland Building.

Janne Bondi Johannessen was Professor of Linguistics and Language Technology at the Department of Linguistics and Scandinavian Studies, University of Oslo. As Head of the Text Laboratory for almost 30 years, she was in fact an institution.

Academically, Janne's main interest was in morphology, syntax, and research methodology, especially in the development

of written and oral corpora. Within these areas, she was a widely recognized international name and a pioneer in the field. At the beginning of the 2000s, her research interest turned to North Germanic dialects, and, in the past decade, to Heritage Norwegian in North America. With this focus, Janne made great strides in collecting and preserving indispensable spoken language data for posterity and introducing young research talents to the field.

From 2013 onwards, when MultiLing was established, Janne was a key member of its core group of researchers, where she was the leading figure in the field of Heritage Languages, and especially Heritage Norwegian in America. Learning and using heritage languages is highly relevant to all three Themes at MultiLing. In 2019, Janne was elected a member of the Norwegian Academy of Science and Letters, and in 2019–2020, she was also a participant in the prestigious project *MultiGender: A Multilingual Approach to*



*Grammatical Gender* at the Center for Advanced Studies (CAS) in Oslo.

As a researcher, Janne was extremely productive, full of resolution. She had an amazing ability to start up and run fruitful collaborations and research projects that concerned both fundamental research and infrastructure. She led several large Norwegian and Scandinavian dialect projects funded by the Research Council of Norway, in addition to the large National Research Infrastructure project *Language Infrastructure made Accessible (LIA)*.

Janne had a strong commitment to both people and research, and in the NORAD-funded development project Linguistic Capacity Building — Tools for the Inclusive Development of Ethiopia, this commitment really came into its own. From an academic point of view, the project was a great success, but also at a more interpersonal level, Janne gave everything. When a large group of younger Ethiopian research-

ers were on one of several research stays in Norway, she not only organized the academic program, but also made sure that everyone could borrow warm clothes and winter shoes.

At MultiLing, Janne was highly appreciated for her outspokenness, but also for her unusual warmth and interest in people. She could be boldly honest, but she was also genuinely interested in people. She cared and took on an almost maternal responsibility for younger researchers, and she felt a special responsibility for young female doctoral fellows. Everyone was safe under Janne's wing! At the same time, Janne was never afraid of a frank exchange of ideas. She was very straightforward, and her professional opponents had great respect for her, even though they might strongly disagree with her views.

**Janne was dearly loved, she will be sorely missed — but her voice lives on in her work and through the people with whom she collaborated.**





# Covid and me

---

In order for the reader to gain insight into how the pandemic affected individual MultiLing staff members in 2020, we have incorporated in this report short vignettes from a representative sample across our team. These snippets of life at MultiLing during Covid-19 highlight the challenges and opportunities that the pandemic presented to us.



# Covid and me

Some people say that life is what happens to you while you are busy making other plans. Well, this year I learned that a global pandemic is what happens while you are busy planning a PhD. I moved to Oslo in August 2019 to start my PhD at MultiLing. I was excited to move to a new city and do all things PhD-related: the traveling, the conferences, the talks, the networking, and the working side by side with knowledgeable colleagues. Little did I know what was ahead of me. For most of 2020, I felt like I had been robbed of the biggest learning experience of my life.

Yet again, most of what you do not plan for in your life is what eventually shapes you the most. Last year was not the learning experience I had planned for, but it certainly became the biggest learning experience of my life. I learned to be as resourceful as one can be. From the very onset of the pandemic, I took the initiative to carry out a study on how lockdown measures had affected multilingual families, which culminated in international recognition and a feature article in The New York Times. So, while I did not do what I had planned for, what life had planned for me exceeded my expectations in many ways.

## Elisabet García González



# About MultiLing

---

MultiLing brings together psycholinguistic and sociolinguistic approaches to language and multilingualism. The Center also unites different fields of research such as linguistics, sociology, psychology, education, anthropology and brain research.



# Highlights 2020

## MAJOR EVENTS AND NEW PROJECTS

In 2020, MultiLing's team can boast of 84 high-quality publications and five doctoral defenses.



# 84

high-quality  
publication



# 05

doctoral  
defenses



# 44

conference  
presentations

## Expansion of the team

- Three new core group members: Haley De Korne, Natalia Kartushina, and Ingeborg Ribu
- Three new postdoctoral fellows: Rafael Lomeu Gomes, Samantha Goodchild, and Seyed Hadi Mirvahedi
- Four new PhD fellows: Mari J. W. Andersen, Nuranindia Endah Arum, Jenny Gudmundsen, and Magdalena Solarek-Gliniewicz
- One new affiliated PhD fellow: Ane Theimann
- One new affiliated researcher: Ingrid Lossius Falkum
- Three new research assistants: Zahir Athari, Michela Iacorossi, Simen G. Aamodt

## LINGUISTIC MINORITIES IN EUROPE



Pia Lane, Unn Røynealand, and Lenore Grenoble (University of Chicago, United States) spearheaded the project Linguistic Minorities in Europe Online (LME), a unique online reference resource on linguistic minorities that launched on the De Gruyter website in July 2020.

[▶ DISCOVER LME ONLINE](#)

2020

Highlights

Highlights

2020

## New external funding

**NorPol:** *L2 Communication among Polish migrants in Norway* (PI: Toril Opsahl)

**BABYLEARN:** *Role of infant-directed speech in early language development: Insights from Norwegian 6 to 18-month-old infants* (PI: Natalia Kartushina)

## Researcher Training Program

Summer school: "Issues in second language learning (with)in marginalized populations: Research methods, language policy, teacher education, ideologies"

Hybrid winter school: "Second language learning and interaction"

## The Annual Einar Haugen Lecture

Lourdes Ortega (Georgetown University, Washington, D.C., United States) held our first all-digital Einar Haugen Lecture, "Language Learning in a Post-Covid World."

## Doctoral degrees

Rafael Lomeu Gomes defended his thesis *Family multilingualism: Language practices and ideologies of Brazilian-Norwegian families in Norway*.

Jorunn Simonsen Thingnes defended her thesis *To choose or not to choose minoritised languages. Language policy and language choices in academia*.

Ingeborg Sophie Ribu defended her thesis *Language and cognition in healthy aging and dementia*.

Yvonne van Baal defended her thesis *Compositional Definiteness in American Heritage Norwegian*.

Alexander K. Lykke defended his thesis *Variation and Change in the Tense Morphology of Heritage Norwegian in North America*.

## Workshops and conferences

**GURT 2020 Virtual**, a virtual edition of the canceled Georgetown University Round Table. GURT was originally to take place in Washington, D.C., in March and co-organized by Anna De Fina, Lourdes Ortega (both Georgetown University) and MultiLing.

**MultiLing Dementia Closing Conference.** Our flagship project MultiLing Dementia (2016–2020) hosted a two-day closing conference with events especially for healthcare professionals, carers, and peers in academia.

**The Multilingual Mind Across the Lifespan.** MultiLing organized this outreach event as part of the Research Council of Norway's annual festival, Research Days [Forskningsdagene].

**8th biennial Explorations in Ethnography, Language and Communication conference (EELC8).** MultiLing and the Department of Teacher Education and School Research at the University of Oslo co-hosted this conference of the Linguistic Ethnography Forum.

## Major Publications

Auer, P., & Røynealand, U. (Eds.). (2020). Special Issue: Migration and Dialect Acquisition in Europe. *Journal of Multilingual and Multicultural Development*.

de Bot, K., Plejert, C., Simonsen, H. G., Fyndanis, V., Hansen, P., Norvik, M. I., Svendsen, B. A., & Svennevig, J. (2020). *Multilingualism and Ageing: An Overview*. Brill.

Gonçalves, K., & Kelly-Holmes, H. (Eds.). (2020). *Language, Global Mobilities, Blue-collar Workers and Blue-collar Workplaces*. Routledge.

Lanza, E., & Lomeu Gomes, R. (2020). Family language policy: Foundations, theoretical perspectives and critical approaches. In A. Schalley & S. Eisenclas (Eds.), *Handbook of Home Language Maintenance and Development: Social and Affective Factors* (153–173). De Gruyter Mouton.

Lexander, K. V., Gonçalves, K., & De Korne, H. (Eds.). (2020). Special Issue: Multilingual literacy practices: Global perspectives on visibility, materiality, and creativity. *International Journal of Multilingualism*, 17(3).

Liu, L., Chen, A., & Kager, R. (2020). Simultaneous bilinguals who do not speak a tone language show enhancement in pitch sensitivity but not in executive function. *Linguistic Approaches to Bilingualism*.

Quist, P., & Svendsen, B. A. (2020). Urban speech styles of Germanic languages. In M. T. Putnam & B. R. Page (Eds.), *The Cambridge Handbook of Germanic Linguistics* (714–735). Cambridge University Press.

Sevinç, Y. (2020b). Anxiety as a negative emotion in home language maintenance and development. In A. Schalley & S. Eisenclas (Eds.), *Handbook of Home Language Maintenance and Development: Social and Affective Factors* (84–108). De Gruyter Mouton.

## Prizes and Commissions

An article by Aneta Pavlenko, Elizabeth Hepford, and Scott Jarvis, (2019), "An illusion of understanding: How native and non-native speakers of English understand (and misunderstand) their Miranda right," published in *The International Journal of Speech Language and the Law*, was in December 2020 awarded the 2021 AAAL Research Article Award for best article in the field of applied linguistics.

**15**  new MultiLing members in 2020

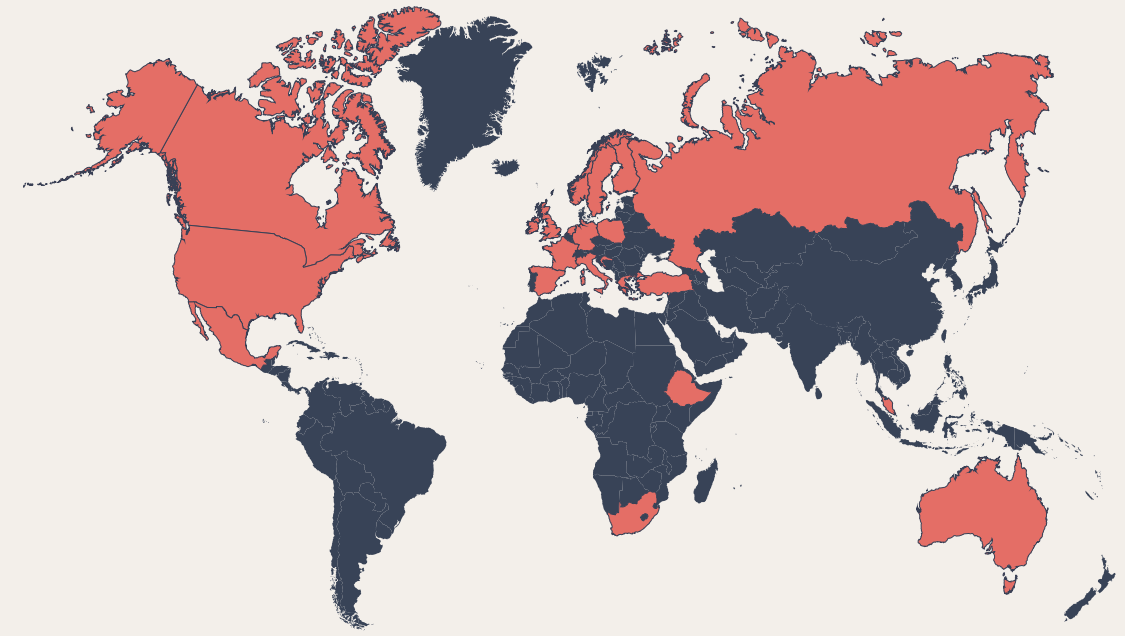
# Facts & Figures

**8**  **Years**

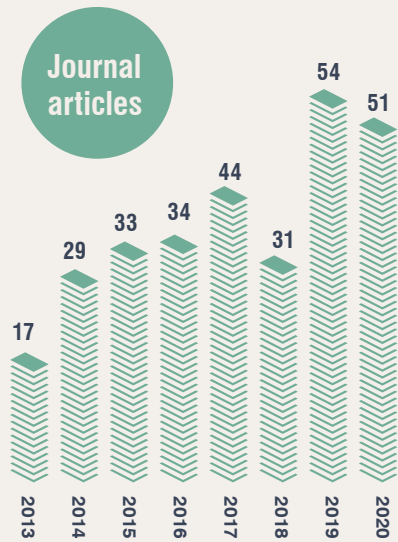
We proudly present key accomplishments from MultiLing's first eight years as a Center of Excellence.

International research collaboration in 2020

**23**  
countries



## Publications 2013–2020



## Conference presentations and public outreach



## Activities and Events 2013–2020



## MultiLing in social media

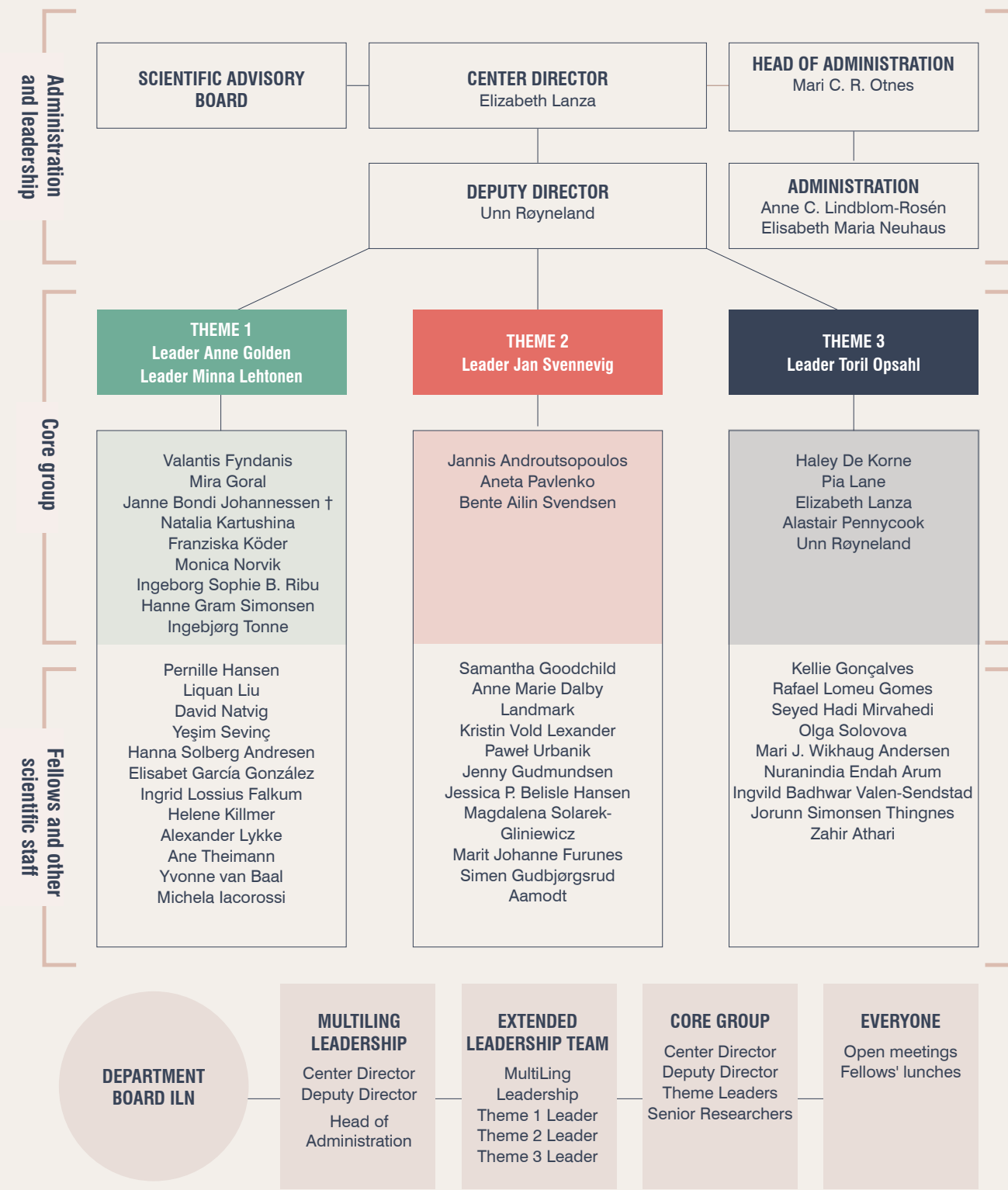
**3044**  
Facebook followers

**143**  
Facebook posts

 Facebook 2020



# Organizational structure of MultiLing 2020



# The Extended Leadership Team

The Extended Leadership Team (ELT) consists of the Center leadership and the 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 policies and practices, language socialization, identity in migrant narratives, as well as linguistic landscapes.

## DEPUTY DIRECTOR

**Unn Røynealand**  
Unn Røynealand is Professor of Scandinavian Linguistics. Her fields of expertise include dialectology, language attitudes and ideologies, language policy and planning, and computer-mediated communication. Røynealand's most recent research focuses on dialect acquisition in migratory contexts, multilectal practices online, and online and offline propagation and contestation of multiethnolectal speech styles.

## 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 17 years of experience as an administrator at the University of Oslo, working as a research coordinator at both faculty and department level before becoming MultiLing's Head of Administration in 2013.

## THEME 1 LEADER

**Minna Lehtonen (January–July)**  
Minna Lehtonen's research focuses on psycholinguistic aspects of multilingualism and utilizes both neurocognitive techniques and behavioral methods. Recent research interests include the putative advantages and disadvantages of bilingualism, cognitive control in language processing, and the language-cognition interface more generally. In August 2020, Lehtonen left MultiLing and started a new position as

Professor of Speech and Language Pathology at the University of Turku, Finland. From 2021, she is a Research Professor (20%) at MultiLing.

## THEME 1 LEADER

**Anne Golden (August–December)**  
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 sociocultural approaches using metaphors in discourse analysis. Most recently, she has been involved in focus group interviews with Polish speakers representing various professions to explore the role of attitudes and negotiation of identity in situated interaction and to find out what stereotypes exist in these encounters.

## 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 police investigative interviews. His recent work focuses on L1 speakers' methods for accommodating to the proficiency level of L2 speakers, conversations involving persons with dementia, and second language learning "in the wild."

## THEME 3 LEADER

**Toril Opsahl**  
Toril Opsahl is Associate Professor of Scandinavian Linguistics with an emphasis on Norwegian as a Second Language. Opsahl is a sociolinguist, and her research areas include a range of topics including linguistic practices among young people in multilingual urban spaces, language in the workplace, language and social mobility, multilingualism in education, and phenomena associated with the grammar-pragmatics interface.

## The Center Board

MultiLing's board is the Board of the Department of Linguistics and Scandinavian Studies.

### Chairperson

Head of Department  
**Piotr Garbacz**  
(Deputies: Head of Studies Annelly Tomson and Head of Research Aasta Marie Bjorvand Bjørkøy)

### Representatives for permanent academic staff

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

### Representative for technical/administrative staff

Britt-Marie Forsudd

### Representative for temporary academic staff

Kristin Torjesen Marti  
(1st Deputy: Jessica Pedersen Belisle Hansen)

### Student representatives

Henrik Torgersen and Anne Gisvold  
(1st Deputy: Marit Bjørndal;  
2nd Deputy: Lena Singh)

### 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). The 13 members of the SAB are internationally acclaimed scholars 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. Scholars are located across the globe. The SAB serves an advisory function.



↑ **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.



↑ **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 HaBiNet.



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



↑ **LORENZA MONDADA**  
is Professor of Linguistics at the Department of French and General Linguistics at the University of Basel, Switzerland.



↑ **SARI PIETIKÄINEN**  
is Professor of Discourse Studies at the Department of Language and Communication Studies at the University of Jyväskylä, Finland.



↑ **LYNN MARIO T. MENEZES DE SOUZA**  
is Professor of English at the Modern Languages Department of the University of São Paulo, Brazil.



↑ **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.



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



↑ **PIA QUIST**  
is Professor at the Department of Nordic Studies and Linguistics of the University of Copenhagen, Denmark.



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



↑ **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. At the University of the Western Cape, he is Director of the Centre for Multilingualism and Diversities Research (CMDR).



← **BRENDAN WEEKES**  
is Chair Professor in Communication Science, Faculty of Education at the University of Hong Kong and a visiting scholar in the Department of Psychology (Centre for Speech, Language, and the Brain) at the University of Cambridge, United Kingdom. He is an Honorary Professor at the School of Psychology at the University of Melbourne, Australia.

# 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 activities are also organized into two Colloquia to ensure cross-thematic collaboration.

**DISCOVER MORE ONLINE**

MultiLing's five year research strategy plan (2018–2023) sets forth the Center's strategic way forward in the coming years, but also functions as a guide to national and international researchers who seek to collaborate with our researchers and MultiLing as a Center of Excellence.

MultiLing's main goal is to generate state-of-the-art scientific knowledge on individual and societal multilingualism across the lifespan. Increasing language 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 practices
- **Theme 3:** Multilingualism, ideologies and language policies

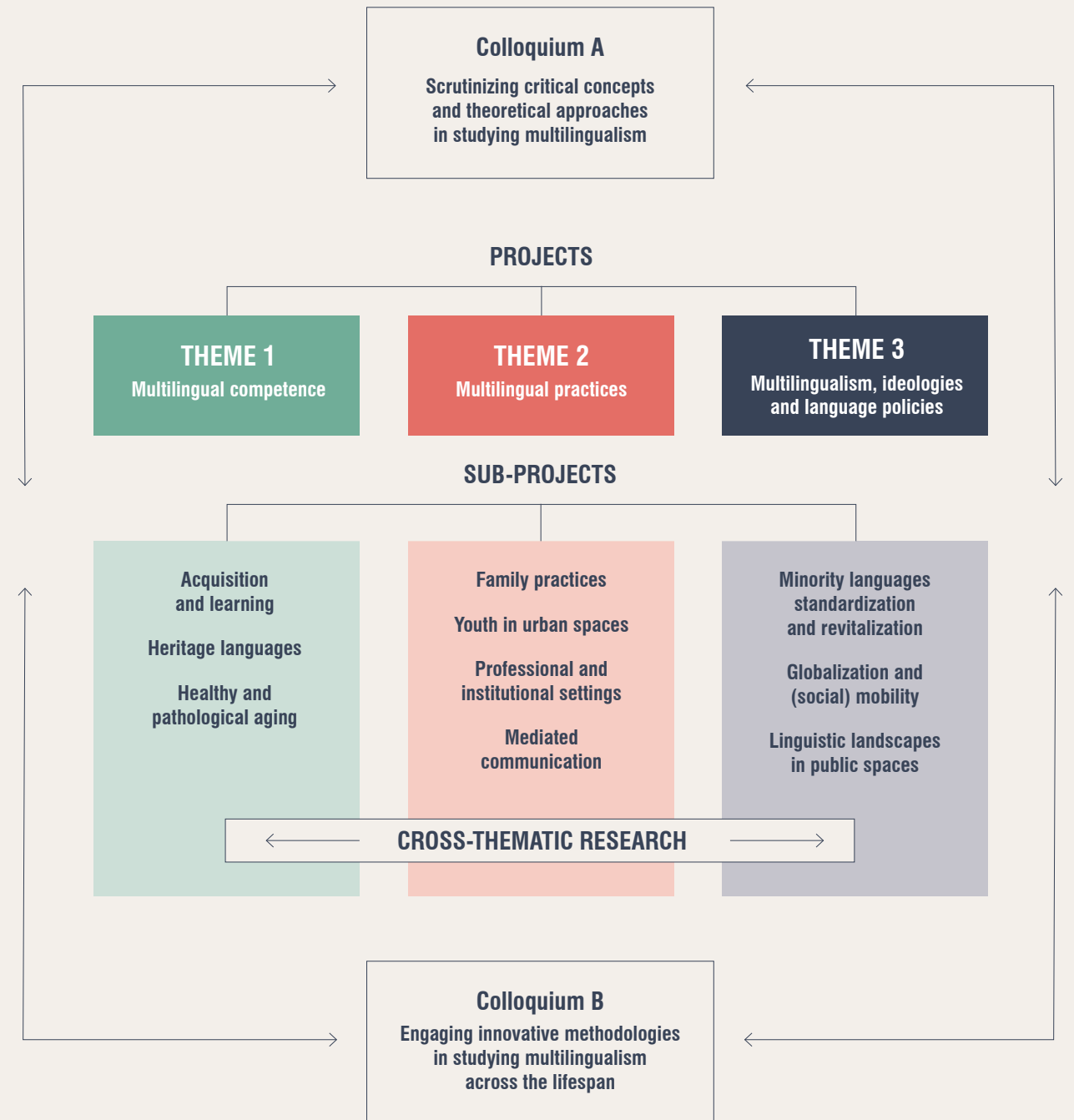
The Themes are constructed to complement one another and are led by three respective Theme leaders. MultiLing's researchers and research fellows contribute with projects related to each Theme.

In addition, to ensure opportunities for collaboration and cross-fertilization across 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. 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. 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.

## Center for Multilingualism in Society across the Lifespan





# Covid and me

---



# Jenny Gudmundsen

Starting my PhD on March 30, 2020, I soon discovered I would need to collect data digitally. The language café where I was planning to record videos of second-language interactions had moved to Zoom. This turned out to be an excellent opportunity to obtain a unique set of data. However, recording in breakout rooms posed wholly new data security challenges. Moreover, the timeline was tight: I needed to start recording before the language café closed for summer holidays. If Covid would allow for the participants to meet physically again, I might miss my chance to collect Zoom data!

On May 14, I got the go-ahead to start documenting the beginnings of what by now has become the new normal of social interaction. That same day, I recorded the first Zoom conversation from my living room. Was it going to work? Meeting dismissed, converting file. 99... 100%... Time to watch the result! In a new video-mediated space, the participants used their phones and the chat when they had trouble understanding each other — how fascinating! The pandemic had given rise to new and interesting phenomena, which fit well with my existing research interest in interaction and technology. 2020 had a silver lining after all!

## Zooming in on new technology



A man wearing a black puffer jacket, black pants, black gloves, and a white and black patterned beanie is walking from left to right across a snowy sidewalk. He is in front of a red building with several windows. To the left, there is a dark-framed glass entrance to a restaurant. The restaurant's name, "ARNO Ristorante", is visible on the glass, along with a red fleur-de-lis logo above it. The ground is covered in snow, and a silver downspout is visible on the red wall.

ARNO  
Ristorante

## Research Output

---

In this chapter, we present MultiLing's most important research output from 2020, through the Theme Leaders' reports from Theme 1: Multilingual competence, Theme 2: Multilingual practices, and Theme 3: Multilingualism, ideologies and language policies, as well as an update from our Socio-Cognitive Laboratory and on new external funding.



# THEME 01

## 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.



↑  
**MINNA LEHTONEN**  
Theme leader



↑  
**ANNE GOLDEN**  
Theme leader

### Multilingual acquisition and learning

Multilingual acquisition and use are at the core of our research. We study these with a variety of methods, goals, and settings, and in people of different ages and with different backgrounds. This year we present publications from work with infants, young children, and adults from the MultiLing researchers that contribute to this valuable field of research. As part of his Marie Skłodowska-Curie postdoctoral project, *Language-affect interface in parent-infant communication*, Liqun Liu investigated how a multilingual environment changes our perception across domains of language, music, cognition, and social emotion. Liu, Chen, and Kager (2020) found that multilingual speakers (N=24) outperformed their monolingual peers (N=24) in (non-native) linguistic and musical pitch perception tasks but not in executive function tasks. Findings suggested that this “multilingual advantage” may stem from experience-related perceptual rather than cognitive factors. Fikkert, Liu, and Ota (2020) conducted a comprehensive review of infants’ acquisition of three main components of word prosody: stress, pitch accent, and tone. In this study, Liu discussed the effects of multilingualism on infants’ tone perception and learning. In collaboration with 37 scholars from around the globe, Liu compared lab-matched samples of 333 bilingual and 385 monolingual infants’ preference for North-American English infant-directed speech over adult-directed speech (Byers-Heinlein et al., 2020). While infants across language backgrounds preferred infant-directed speech, among bilingual infants who were acquiring North-American English as a native language, those who had more experience with North-American English also paid more attention to it during the experiment. This suggested that infants

are exquisitely sensitive to the nature and frequency of different types of language input in their early environments.

In a cross-linguistic study by Garmann, Simonsen, Hansen, Holm, Post, and Payne (2020), children’s consonant cluster simplification strategies in Norwegian and English were investigated and compared with adults’ cluster productions in the two languages. Omission or substitution of one of the consonants in a cluster are common simplification strategies used by young children; however, earlier data from Norwegian have shown vocalic insertion to be an additional, frequent strategy. Therefore, the authors focused on children’s use of vocalic insertions to see to what extent this strategy depended on the ambient language. They analyzed word-initial cluster production in nine Norwegian-speaking and nine English-speaking children, aged 2;6–6 years, and in eight adults, four from each language, and found that the Norwegian-speaking children used this strategy significantly more often than the English-speaking children. The same pattern was found in Norwegian-speaking versus English-speaking adults. The authors concluded that a phonetic difference between English and Norwegian – open transition between consonants in Norwegian vs. close transition in English, sometimes resulting in the intrusion of a short vowel between the consonants in a cluster in Norwegian – forms the basis for the differences in the children’s strategies. This language-specific tendency, perceived by the children, is strengthened through the child-specific tendency of slower articulation and difficulties with gestural timing, paving the way for the use of vocalic insertion as a simplification strategy for Norwegian-speaking, but not for English-speaking children.



Ingebjørg Tonne investigated the use of pseudo-coordination (“sitte og skrive”, ‘sit and write’) by adult learners (aged 19–56) of Norwegian (Tonne, 2020). The data source is the Norwegian Second Language Corpus, ASK (approximately 750,000 words), with text complexity assessed to range from a low-medium to a high level. Tonne found that the distribution of pseudo-coordination used by second language writers is relatively similar to the first language distribution of this construction (Faarlund et al., 1997; Tonne, 2001). Namely, the construction mainly combines with atelic sentences, that is, without an expressed endpoint. An additional finding is that the construction is overwhelmingly well-formed, contrasting with several non-grammatical forms found in other parts of the learners’ written sentences. The findings represent a step towards understanding what types of constructions or forms are easier to acquire in a second language, what characterizes “easier” constructions,

and whether the important underlying features are formal, semantic, or pragmatic – or a combination thereof.

#### Education-related studies: Teachers’ beliefs

The *Common European Framework of Reference for Languages* (CEFR) has become very influential all over Europe. In follow-up research of their 2019 study, in which Golden and Kulbrandstad investigated teachers’ views concerning this framework for teaching and assessing languages through a survey on Facebook, their 2020 article analyzed the comments some teachers gave in addition to the answers. Out of the more than 200 teachers who answered the survey, eleven teachers who used the opportunity to comment most often were chosen for this new study. The topics selected in this analysis referred to (a) how teachers perceived what purposes the CEFR is suitable for, and (b) how teachers assumed that a second language is learned. Theoretical developments in studies of teacher beliefs,

In 2020, MultiLing scholars studied heritage languages from different environments and perspectives. Marie Skłodowska-Curie postdoctoral researcher David Natvig studied the sound patterns among heritage language bilinguals in the United States, while postdoctoral researcher Yeşim Sevinç addressed socio-psychological and pedagogical aspects of multilingualism in different social contexts.

professional studies, and key concepts from Basil Bernstein’s (2000) sociology of knowledge formed the starting point for the study. The findings showed that teachers used the Facebook comments to clarify, differentiate, and elaborate on their chosen alternatives, hence indicating that there were no easy answers. The teachers most often expanded on experiences in practice and less often on relevant theories. At the same time, teachers made significant use of professional language. The academic terms and concepts used by the teachers came from the fields of linguistics, second language theory and didactics, and general pedagogy and didactics. This reveals that the teachers employ theoretical terms from the different areas of study, even though their arguments are based on practice.

#### Heritage languages

In 2020, MultiLing scholars studied heritage languages in different environments and from different perspectives. As part of a Marie Skłodowska-Curie postdoctoral project about the American Norwegian Sound Systems and Language Contact, David Natvig studied the sound patterns among heritage language bilinguals in the United States. As a part of this research, he examined the phonetics and phonology of r sounds. In “Rhotic underspecification: Deriving variability and arbitrariness through phonological representations” (2020), Natvig integrated heterogeneous rhotic patterns in a framework that modeled cross-linguistic variability within a cohesive representa-

tional category. This article formed the theoretical foundation for a new analysis of variation and change in American Norwegian r sounds over time, currently under review.

In her 2020 publications, postdoctoral researcher Yeşim Sevinç addressed socio-psychological and pedagogical aspects of multilingualism in different social contexts. In a handbook chapter on the family context, Sevinç (2020b) outlined emotional issues and psychological dimensions of heritage language maintenance and called for the attention of family language policy research to the crucial role that negative and positive emotions play in heritage language development and family language policy. In an interdisciplinary article, Sevinç (2020a) examined heritage language anxiety in diverse social settings as experienced by three generations of people from the Turkish immigrant community in the Netherlands. She explored the multifaceted interplay of immigrants’ heritage language anxiety, their daily sociolinguistic and socio-emotional challenges and physiological responses (that is, skin conductance reactivity). In another context, namely that of the school, Sevinç, Krulatzm, and Christison (2020) developed a multidimensional model for education in multilingual settings: “the Multilingual Approach to Diversity in Education (MADE)” – a tool for multilingual classroom observation and teacher professional learning. Drawing on observation data from classrooms for newly-arrived multilingual students

#### ▶ DISCOVER MORE ONLINE

The Common European Framework of Reference for Languages (CEFR) provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. One of the main objectives of the CEFR being to promote plurilingualism and diversification in the choice of languages in the curriculum, this tool has become very influential for education-related studies at MultiLing, and indeed all over Europe.



## Aging multilinguals

The project *Language and communication in multilingual speakers with dementia* was completed in 2020, and offers a unique combination of psycholinguistic and sociolinguistic approaches.

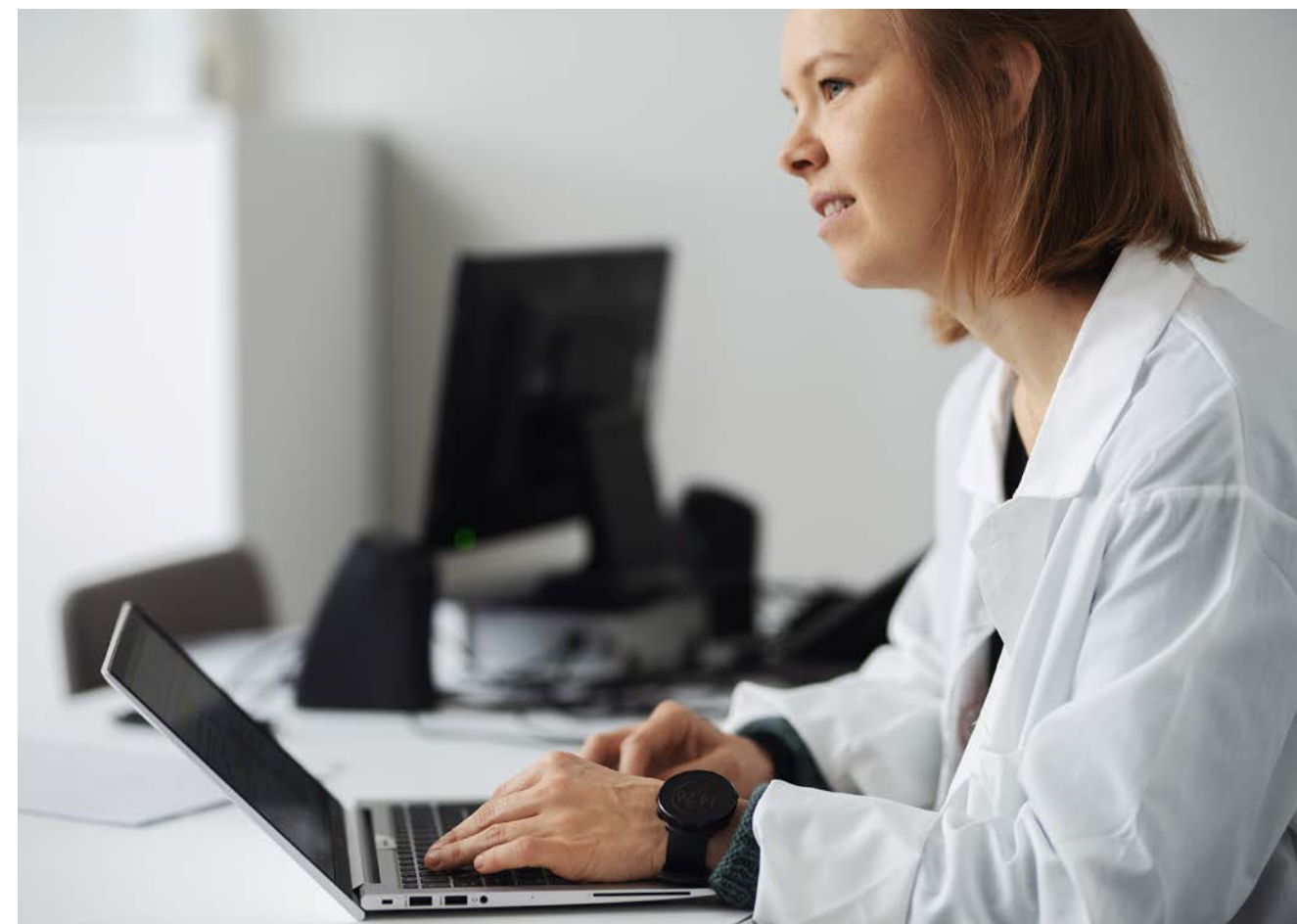
in grades 4 to 7 in Norway, the authors illustrated the model and concluded with an array of strategies for working with linguistically and culturally diverse learners.

### Clinical linguistics

While cognitive changes in aging and neurodegenerative disease have been widely studied, language changes in these populations are less well understood. Nikolaev, Higby, Hyun, Lehtonen, Ashaie, Hallikainen, Hänninen, and Soininen (2020) studied the production of novel inflectional forms in healthy older adults, persons with mild cognitive impairment, and persons with Alzheimer's disease (AD). Inflectional choices in both the AD and healthy group were governed by, for example, phonological resemblance to regularly and irregularly inflected real words, supporting theories of inflection by phonological analogy (single-route models), as opposed to theories advocating for formal symbolic rules (dual-route models). Fyndanis, Messinis, Nasios, Dardiotis, Martzoukou, Pitopoulou, Ntoskou, and Malefaki (2020) investigated the ability of Greek-speaking persons with Multiple Sclerosis (MS) to produce verb inflections (mostly "endings") that express tense, subject-verb agreement, and grammatical aspect. There were four groups: a group of 25 individuals with relapsing-remitting MS, a group of 14 individuals with secondary progressive MS, and two groups of healthy participants, matched by age, education, and gender. There was no difference

between the two MS groups. Participants with MS were found to be impaired in the production of verb inflection. However, their pattern of performance (that is, aspect was more impaired than tense/agreement) was identical to that exhibited by the groups of healthy participants. It appears, thus, that the performance of individuals with MS on tasks tapping into the production of verb inflection differs from that of healthy controls quantitatively but not qualitatively. It remains to be investigated to what extent these monolingual findings can help to inform data from multilinguals.

In three articles, Mira Goral and colleagues explored aspects of aphasia in multilinguals. In an intervention study, Lerman, Goral, Edmonds, and Obler (2020) demonstrated that treating verb production in a sentence context had beneficial outcome for a trilingual person with severe aphasia, as measured by elicited connected language tasks. Lerman, Goral, and Obler (2020) and Goral and Lerman (2020) examined the variables and mechanisms that account for the patterns of results observed for multilinguals with aphasia following language intervention. Specifically, Lerman, Goral, and Obler (2020) focused on the complex relations among critical variables and their measurements (for example, presumed pre-onset proficiency; observed post-stroke abilities), and Goral and Lerman (2020) focused on such variables and their contribution to language intervention outcomes.



The Research Council of Norway funded project *Language and communication in multilingual speakers with dementia* was completed in 2020. The project bridged across Themes 1 and 2. One of the landmark publications from the project is the book *Multilingualism and Ageing: An Overview*, published in the series Brill Research Perspectives in Multilingualism and Second Language Acquisition. The publication is a joint, cross-disciplinary venture of MultiLing researchers and associates: Kees de Bot, Charlotta Plejert, Hanne Gram Simonsen, Valantis Fyndanis, Pernille Hansen, Monica I. Norvik, Bente A. Svendsen, and Jan Svennevig. It provides an overview of research on a wide range of topics relating to language processing and language use from a lifespan perspective. It is unique in covering and

combining psycholinguistic and sociolinguistic approaches, addressing questions such as: Is it beneficial to speak more than one language when growing old? How are languages processed in multilinguals, and how does this change over time? What happens to language and communication in multilingual aphasia or dementia? How is multilingual aging portrayed in the media? Furthermore, instead of looking at aging mainly as decline, the basic perspective in the book is a "non-deficit view" that sees aging as change and as an accumulation of experiences. This is also important in a clinical setting: Through focusing on what is there, instead of focusing on what possibly is lost, the full repertoire of a multilingual person can be activated and encouraged.

## Non-deficit view on aging

Instead of looking at aging mainly as decline, the "non-deficit view" sees aging as change and as an accumulation of experiences. Through focusing on what is there, instead of focusing on what possibly is lost, the full repertoire of a multilingual person can be activated and encouraged.



# Covid and me



# Anne Golden

The 13th conference for the Association for Researching and Applying Metaphor (RaAM2020), hosted by the Inland Norway University of Applied Sciences and co-hosted by MultiLing, was scheduled for the end of June, 2020. “Should we postpone?” or “Should we cancel?” — these questions loomed over us throughout the spring. Making the conference digital was a brave suggestion by Susan Nacey, and once the decision was made, an amazing energy emerged.

All co-workers, members of all kinds of committees, as well as the international research community, were willing to give it a go and pressed their creativity button. As Nacey later expressed it in her evaluation: “The most important thing was to maintain your sense of humor.”

There were a number of benefits: lower cost and accessibility are the obvious ones. People with all kinds of commitments and restrictions — family, work, health and geographical considerations, geopolitical and bureaucratic barriers (such as getting a visa) — were able to attend. We ended up hosting 300 participants at RaAM2020 Virtual. Of the 13 RaAM conferences, this one enjoyed the highest attendance by far.

In retrospect, I conclude that, while I really missed the physical get-togethers with all the metaphor enthusiasts and experts, there were also upsides. As expressed by some of the delegates: “To those with limited budgets, the conference allows us to stay plugged into the field without breaking the bank!” and “It is democratic: everyone is in the same size box on the screen.”

Of course it involved lots of planning, and the local organizers at Hamar did the lion’s share of the work, both before and during the conference. Along with most of the delegates, I was able to relax in my armchair most of the time, and enjoy metaphors and chat — and dream about real-life conferences!

# THEME 02

## Multilingual practices

Theme 2 explores how we use our linguistic resources in different ways with different people at home, at school or at work, when we communicate face-to-face or through digital media. Our researchers investigate language use and communication practices at different phases of life and in various professional and institutional arenas.



↑  
**JAN SVENNEVIG**  
Theme leader

### ▶ DISCOVER MORE ONLINE

In 2020, Theme 2 researchers organized a highly influential workshop about Citizen Science (CS). Topics ranged from the scientific quality and validity of the data collected by citizens, to discussions of whether and how CS can lead to empowerment and democratization for lay people. The recorded presentations are available on our website.

A major focus of interest in Theme 2 in 2020 was on video-mediated communication, a topic that is highly pertinent in the year of Covid-19 and fits well with the special focus of this year's annual report. In addition, several studies were published on multilingualism in legal and educational contexts.

### Mediated communication

MultiLing's flagship project *Multilingualism in mediated communication* had a very fruitful year. Kristin Vold Lexander rounded off her postdoctoral project with a series of publications. Lexander (2020a) studied translanguaging and orthographic repertoires in digital communication by investigating the resources three young women activated when they spelled Wolof, a West African language they usually used more in spoken than in written communication. Three contexts of use were studied: (1) texting by Senegalese university students; (2) discussion forum posts; and (3) transnational digital family interaction. Spelling practices were examined with reference to the colonial history of spelling in Senegal, other contemporary informal literacies in West Africa, and the sociolinguistic context of the writers. In another article, Lexander (2020b) studied Norwegian as a second language through an analysis of its role in digital interaction in the migrant family context. Based on interview data, interactional and observational data collected with four Senegalese-background families, the article discussed how digital communication was used to develop Norwegian language competence in the family as well as the relations between the family members' perspectives on identity and their use of Norwegian. Finally, in a handbook chapter, Lexander (2020c) discussed two types of initiatives to enhance the use of African lan-

guages in ICT: technology and internet content development projects based on standard language, and linguistically diverse grassroots literacy practices that stem from users' communication needs and motivations, like interpersonal texting or social media interaction. She showed that both dimensions may have important consequences for the African languages' roles and values as written languages.

Based on a workshop on multilingual writing in October 2018, Kristin Vold Lexander, Kellie Gonçalves, and Haley De Korne co-edited a special issue of the *International Journal of Multilingualism*. In their introduction to the issue, they discussed the history of multilingual writing research and examined the research presented in the issue in light of three cross-cutting themes – visibility, materiality, and creativity – to contribute to our understanding of shifting multilingual literacy practices in the twenty-first century. One of the articles in the special issue, Androutsopoulos (2020), introduced the term “trans-scripting” to examine fleeting practices of writing a language in a non-canonical script. The example studied was English written in the Greek script (Hellenized English), as occurring in social media data of various kinds. The article drew on translanguaging theory to work out the creative and performative dimension of script choice as part of multilingual practices in digital communication.

Using the mediagram methodology developed in the MultiLing flagship project, Artamonova and Androutsopoulos (2020) studied smartphone-based language practices among refugees in Hamburg, Germany. The article presented a comparison of the mediational





# 1 532

students participated in a study on dialect use in social media

# 42

upper secondary schools across Norway were represented

repertoires in two families and showed generational differences. It also included a qualitative examination of social media sources for informal language learning.

Also within the flagship project, Jessica P. Belisle Hansen published the first article in her PhD project on video-mediated interpreting (Hansen, 2020). In the context of hospital encounters, she studied how onsite participants and online interpreters organized visual space and used it as a resource for video-mediated interpreting. Her article explored how participants oriented to the technology and materiality of the setting in order to achieve mutual visibility and audibility in the service of facilitating interpreting.

Other MultiLing researchers also contributed to the field of mediated communication in 2020. Unn Røynealand and Øystein A. Vangsnes (UiT The Arctic University of Norway) received funding from the Research Council of Norway for a new project entitled *Multilectal Literacy in Education (MultiLit)*. Røynealand leads the work package on the development of norms for dialectal writing among multilectal and monolectal youth. The goal is to chart the patterns of dialectal writing in different parts of the country, and to investigate how and why youth write in dialect on various social media platforms and how norms of dialect writing are negotiated. Røynealand and Vangsnes (2020) published an article on the topic based on questionnaires and text samples pro-

duced by adolescents (n=126) from the four main dialect areas of Norway. The data were drawn from a larger study in which a total of 1532 students from 42 different upper secondary schools in all regions of Norway took part. The authors found that private messages contained a high degree of local or regional dialect features, as well as other deviations from standard orthography, whereas formal messages were mostly written in one of the Norwegian written standards (Bokmål or Nynorsk). The choice of social media platform also seemed to influence the choice of features, as messages to the teacher by SMS or Snapchat typically contained more dialect features than messages sent via email. Importantly, their study showed that adolescents were typically creative, flexible, and adaptive in their choice of features and codes in different situations and for different purposes, and that they exploited the symbolic potential of different features while creating new potential meanings.

In another study of social media, Lanza (2020) presented theoretical background and methodological issues in studying the multilingual family online as a (public) space, examining how these families have figured in mediatized discourses as well as in blogging and vlogging. She focused on multilingual parents' blogs and vlogs as narratives of family language policy and argued for the importance of addressing these new digital arenas of discourse and pointed to directions this line of inquiry could take in further research.

In a study on norms for dialectal writing on social media platforms among youth, Røynealand and Vangsnes found that private messages contained a high degree of local or regional dialect features. They also found that the choice of platform seemed to influence the choice of features, as messages to the teacher by SMS or Snapchat typically contained more dialect features than messages sent via email.

#### Police investigative interviews

The project *Communicating rights in police investigative interviews* has collected a large corpus of audio recordings of authentic investigative interviews with L2 speakers of Norwegian and the participating researchers (Paweł Urbanik, Aneta Pavlenko, Jan Svennevig, and Aafke Diepeveen) are in the process of completing a series of studies on rights communication. In addition, in an article on teaching legal rights to ESL students, Pavlenko, Hepford, Tavella, and Michalovic (2020) outlined a research-based approach to the integration of Miranda rights and other legal topics in ESL curricula. Drawing on their collective experience of research, teaching and public advocacy, the authors discussed activities that provide students with knowledge about their legal rights and help them develop the linguistic means and procedural knowledge necessary to exercise their rights. The article also identified a plethora of resources teachers can use to engage students in critical reflection on power inequalities in the criminal justice system. Pavlenko also contributed a chapter (Eades & Pavlenko, 2020) to an Open Access book in Portuguese introducing the "Guidelines for Communicating Rights to Non-native Speakers of English" and explaining their applications beyond the English-speaking world.

#### Multilingualism in educational settings

Finally, a series of studies analyzed multilingual practices in various educational contexts. Ryen and Svendsen

(2020) reviewed the status of multilingualism in primary education in Norway in research and in the curriculum. Their study is part of the Bloomsbury Education and Childhood Studies initiative, which provides systematic and comprehensive coverage of education and childhood studies around the world. Ryen and Svendsen emphasized the need for qualified bilingual teachers and for further research on bilingual subject training. Furthermore, they argued for a strengthened focus on the pupils' linguistic, social, and cultural backgrounds, for instance how the pupils experience and navigate in a school where Norwegian is the dominant, and often the only, language of instruction. In another article, Svendsen, Ryen, and Ims (2020) reviewed the research on multilingualism in education in Norway and presented data from the first two national projects on multilingualism in Norwegian schools, which included approximately 10,000 pupils and 450 teachers (*Ta tempen på språket!* [Take the temperature of language!], 2014, and *Rom for språk?* [Room for Languages?], 2015). The authors found that most of the participating pupils reported having multilingualism at home and in everyday life, and that the pupils were eager to learn more languages. However, the research review as well as the data from the two studies showed that the limited bilingual instruction was organized without much foresight and that there was great opportunity for valuing and applying the pupils' multilingual resources and repertoires for teaching and learning purposes.

In the context of so-called "language cafés," informal arenas where migrants can practice their skills in Norwegian, Gudmundsen and Svennevig (2020) investigated multimodal displays of understanding in vocabulary-oriented sequences, in which participants deal with a problem of comprehension or perception of a lexical item. The analysis showed that understanding is displayed not just by verbal tokens (such as "oh"), but typically by a more encompassing multimodal *gestalt* involving upwards torso and head movements, raised eyebrows and widened eyes, and gestures demonstrating the concept involved. Multimodal means are thus crucial to establishing the success of vocabulary-oriented sequences and returning to the main business of the talk.

# OH!

Understanding is displayed not just by verbal tokens (such as "oh"), but by a multimodal gestalt involving upwards torso and head movements, raised eyebrows and widened eyes.



# Covid and me

---



## Jan Svennevig

Last year was the final year of the research project Language and communication in multilingual speakers with dementia. The pandemic turned out to offer both challenges and opportunities in this respect. On the bright side, the closing down of academic activities at the university made space for longer periods of concentrated writing, which was much needed to finalize articles from the project. Our research team discovered that meeting on Zoom and writing together in the same document turned out to be an effective way of co-authoring. Secondly, our project closing consisted of two seminars: a full-day academic conference with presentations of our results and contributions by our collaborators, and an evening event for healthcare personnel and the general public. Having these seminars as digital events turned out to enable participation by academics and practitioners from outside Oslo who would not otherwise have had the opportunity to attend. So our project actually profited from some of the effects of the pandemic. The downside was that we had to cancel several research stays that were planned with our international collaborators, so we had limited opportunities to meet in real life and develop ideas and analyses together over time. We long to meet our colleagues again face to face when the world returns to normal!

# THEME 03

## Multilingualism, ideologies and language policies

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 ways in which multilingualism is managed has an effect on social institutions like families, workplaces, care institutions, and governmental agencies.



↑  
**TORIL OPSAHL**  
Theme leader

### ▶ DISCOVER MORE ONLINE

Read more about the project *Family language policy in multilingual transcultural families (MultiFam)* online. This flagship project formally ended in 2019, but our rich tradition within this field continues through many influential publications and activities.

### Transitions

2020 saw theme members leaving, new members joining us, and some members taking on new roles. Two theme members defended their thesis, and two new PhD candidates embarked on projects that in different ways examine multilingual practices and ideologies in Norwegian professional settings (see “The MultiLing Team”, p. 66). Further exploration of cross-thematic research possibilities took place, such as in the *NorPol* project led by Toril Opsahl (see p. 60) and the *MultiLit* project presented in the Theme 2 report, where Unn Røynealand’s study of the development of norms for dialectal writing among multilectal and monolectal youth involved both practices and ideologies. In addition, Pia Lane started a ten-year project in close collaboration with Kven and Sámi language centers, which aims to investigate personal and emotional consequences for individuals reclaiming a language and how they attempt to resolve tensions that are inherent in such a process.

### Family language practices and policies

The project *Family language policy in multilingual transcultural families (MultiFam)* formally ended in 2019, but also in 2020, our rich tradition in FLP research continued through several publications and activities. Rafael Lomeu Gomes’ PhD dissertation concerned language ideologies and practices of Brazilian parents in Norway. In one article (Lomeu Gomes, 2020a), he analyzed naturally occurring interactional data in a household comprising a Brazilian mother, a Norwegian father, and their 3-year-old Norwegian-born daughter. He argued that parental discourse strategies (PDS) that make explicit references to named languages or interlocutors do not necessarily lead to more use of Portuguese, as intended by the mother. In turn, PDS

that could be interpreted as implicit requests to use Portuguese allowed the daughter to draw more freely on her multilingual linguistic repertoire. Analyzing parent-child interactions from a “translingual lens” challenges a traditional understanding of *one-parent-one-language (OPOL)* as a strategy to raise children bilingually. Instead, Lomeu Gomes proposed that *one-parent-one-language-one-nation (OPOLON)* can be better understood as an ideology that informs language negotiation in the home. In another article (Lomeu Gomes, 2020b), he drew on semi-structured interview data and participant observations to better understand how Brazilian parents made sense of their transnational, multilingual experiences in Norway, and what discourses informed parental language practices in the home as they were raising their children multilingually. Drawing on theories of decoloniality, southern epistemologies and southern theory, he proposes that a southern perspective for family multilingualism can be conceived of as an analytical vantage point that reframes debates about language practices and ideologies, family-making, national affiliations, and identity construction, negotiation, and enactment.

Novel theoretical and methodological explorations are also characteristic of the contribution by Seyed Hadi Mirvahedi on Iranian Azerbaijanis (Mirvahedi, 2020). Through examining the linguistic ideologies and practices of thirteen mothers of young children in Tabriz, Iran, he illustrates how family language policy emerges in interaction with, and in response to, structural powers. He argues that realist social theory can help us better understand the interaction between social structure and human agency in the context of FLP. Realist





# FLP

## Family Language Policy

# PDS

## Parental Discourse Strategies

social theory advocates the analytical separation of structure and agency, and attributes causal powers to both social structures and individual agency. This conceptualization of structure and agency prevents us from falling into structural determinism or individual voluntarism, according to Mirvahedi.

Finally, Lanza and Lomeu Gomes (2020) present an overview of the roots of the study of family language policy and document the growth of the field from 2008 to the present, indicating the diversity of populations and languages studied. They argue for relevant theoretical perspectives and critical approaches to the field as it has developed thus far, aiming to pave the path for future innovative and socially grounded approaches to the study of multilingual transnational families.

### Globalization, minoritized languages, and language policy processes

The topic of minoritized languages in Norwegian academia was highlighted in Jorunn Simonsen Thingnes' PhD defense. In her latest article (Thingnes, 2020b), she explored the tension between the ideal and reality in policy negotiations. The article contributes to the discussion of language status and national language policy by showing that the lesser used variety of Norwegian, Nynorsk, is part of a minority language discourse in which language choices must be constantly explained and defended. The article provides a unique window into language policies in the

making and strengthens our understanding of the theoretical concept of *minoritized* languages.

Yet another contribution related to the relationship of language policies to language varieties and ideologies is an article by Golden, Opsahl, and Tonne (2020). They analyzed the use of the term *morsmål* [mother tongue] in official Norwegian documents and in media texts to identify if, and how, its conceptualization has changed in the era of increasing globalization. Building on critical discourse analysis and conceptual metaphor theory, they explored how the conceptualizations reveal certain aspects of ideologies and may have consequences for the management of multilingualism in society.

Indigenous language reclamation is central in Haley De Korne's commentary article (De Korne, 2020a) and in an empirical article (De Korne, 2020b) in which she drew on her long-term ethnographic research into communication practices in the multilingual Isthmus of Tehuantepec, Mexico. With a focus on the Isthmus Zapotec language, she examined what members of the Isthmus Zapotec speech community viewed as "good" or "bad" speech. She argued that understanding the ideologies about speech within the community is important in both education and research initiatives.

### Globalization and (social) mobility

Kellie Gonçalves edited a special issue

In her latest article, Thingnes gives an important contribution to the discussion of language status and national language policy by showing that the lesser used variety of Norwegian, Nynorsk, is part of a minority language discourse in which language choices must be constantly explained and defended.

of *Language Policy*: the first special issue to investigate formal and informal language policies within blue-collar workplaces around the world from both employers' and employees' perspectives. Her own contribution in this issue (Gonçalves, 2020c) investigates both multilingual and multimodal practices of a hotel kitchen crew from an ethnographic perspective and calls for scholars in the field to expand their epistemological knowledge about how language is conceived. Results indicated that for language-marginal occupations such as dishwashers, linguistic entrepreneurship is resisted since relying on shared semiotic repertoires and material objects for communicative purposes is preferred, given the physically demanding occupation and stressful moments in a restaurant kitchen. Gonçalves and Schluter (2020) is a special issue of the *International Journal of the Sociology of Language*, the first special issue dedicated to language and global domestic workers. This area of sociolinguistic research is still in its infancy given the methodological difficulties with gaining access to transnational domestic workers, many of whom are undocumented and working in private and thus "hidden" contexts outside the purview of nation-state regulation. Last, but not least Gonçalves (2020a), *Labour Policies, Language Use and the 'New' Economy – The Case of Adventure Tourism*, is the first book within the field of sociolinguistics and discourse studies that investigates adventure tourism from a comparative perspective. Based on 10

years of ethnographic work, this book analyzes precarious labor, hypermobility and multimodality within the adventure tourism meccas of Queenstown, New Zealand, and Interlaken, Switzerland, and investigates what Gonçalves calls a "post-precarious" workforce. A "how-to guide" chapter is included in this book aimed at younger scholars wanting to carry out their own global ethnographies. As such, the study makes both theoretical and methodological contributions to the fields of sociolinguistics, tourism studies, and mobility studies.

### Linguistic landscapes in public places

2020 was the final year of Olga Solovova's Marie Skłodowska-Curie (MSCA) postdoctoral project *NEW\_WAY: New speakers and the use of Russian in Northern Norway*. Her time was devoted to processing, analyzing, and disseminating findings of her research on the use of the Russian language in Kirkenes at the Norwegian-Russian border. One of the main findings from her data collection in the borderland area was an awareness of the need to incorporate materiality as a dimension in the analytical framework in linguistics. A first take on materiality resulted in an interdisciplinary publication (Amelung, Gianolla, Solovova, & Sousa Ribeiro, 2020). By introducing the notion of "material citizenship politics," the article outlines a way to differentiate three different constitutive forms between technologies, infrastructures, and citizenship in migrations. Technologies and infrastructures can

(1) constrain acts of citizenship in migration and border regimes, (2) constitute contestation and participation over citizenship, or (3) enable and shape alternative acts of citizenship in migration and border regimes.

New approaches to materiality are also characteristic of one of the several 2020 publications from Alastair Pennycook. In an article on the translingual entanglements of English (Pennycook, 2020), he argued that new approaches to materiality and the interconnectedness of things can take us forward in a search for alternative ways of thinking about the distribution of unequal linguistic resources. A translingual perspective is also highlighted by Pennycook and Otsuji (2020) in their chapter about the mundanity of metrolingual practices. Gonçalves (2020e) draws on mobility studies, human geography, and global ethnography in the investigation of place-making practices in Queenstown, New Zealand, considered to be the adventure capital of the world. Gonçalves critically studied individuals' discourses about how place is socially constructed while also analyzing guidebook texts as master narratives.



# Covid and me

## Mari C. R. Otnes

When Norway went into lockdown on March 12, 2020, the MultiLing community was not completely unprepared. Two weeks earlier, we had decided to cancel an outreach event intended to gather hundreds of multilingual families in Oslo. Then came the cancellation of GURT in Washington, D.C. Up until this point, the mingling of an international conference crowd had been associated with all things good — all of a sudden it was high-risk behavior of the first degree. From the mundane perspective of MultiLing's administration, however, these cancellations primarily meant spending hundreds of hours on hold with UiO's travel agents, who turned out to be just as clueless about cancellation rules during a global pandemic as everyone else. New problems constantly arose and had to be solved.

Yet, going into lockdown was something else. For one thing, it is not easy to juggle an efficient workday with happy homeschooling or worrying about your loved ones in another country. Although after the initial hardships, most of us experienced that you can do your work perfectly well from the loneliness of your bedroom desk (Zoom meetings are so much more efficient! Concentration tasks are no longer interrupted!), the sudden deprivation of an IRL work life came as something of a shock. I believe those of us who used to think of working at home as a rare privilege, came to understand that the real privilege is having a proper, designated and ergonomic workspace with coffee and colleagues. At a certain point, you even get to go home! It is hard to sense how your co-workers feel about things on video, and even harder to be there for someone who is going through a rough time, not to speak of mourning a beloved colleague online. Under these difficult circumstances, I am impressed by the ways in which my fellow MultiLingers worked around obstacles to support and care for one another. I feel proud and blessed to be part of such an amazing work family.



# The Socio-Cognitive Laboratory

## Developments in the lab

2020 saw a rise in the number of researchers and projects attached to the Socio-Cognitive Laboratory, and the lab has become a vibrant hub for research in sociolinguistics and psycholinguistics. Despite the lockdown between March and June, 2020 was the busiest year in the lab since it opened in 2018.



A number of different methodologies are employed in the lab, from language assessments, (group) interviews and eye tracking and ERP/EEG studies. The lab welcomes participants from all walks of life – the youngest participant in 2020 was only four months old.

In January and February, the lab also doubled as a treatment lab for participants in the MultiLing Aphasia study, who received part of their aphasia treatment with a speech-language therapist in the lab.

Later in the year, we received our new eye tracking system, an Eye Link 1000+

from SR research. The lab team set up the system after the summer holiday with assistance from a technician at SR Research who provided online support for installation of the system. In August, we hosted a successful online workshop for students and researchers, where we introduced and demonstrated the experimental software attached to the eye tracker system.

Throughout the year, the lab team has tried to make lab work run smoothly for all researchers; therefore, we have developed new handbooks for the audio-visual system, a participant pool, and an experiment bank, so experiments

can be reused in multiple projects. The team members are also working on a data management plan and guidelines for running online studies, so as to make all aspects of lab use easier for all researchers.


### The lab team

In 2020, we saw a few changes in the lab team. Most notably, we were sorry to see Minna Lehtonen leave the MultiLing team in the summer to take up a position at the University of Turku, Finland. Fortunately, we could welcome a new Associate Professor of Psycholinguistics, Natalia Kartushina, in December. Kartushina will take over

Lehtonen's responsibilities as lab leader in 2021. In July, Lab Manager Franziska Köder went on maternity leave and was substituted by Ingeborg Ribu. Lastly, the lab team also said goodbye to Christian-Magnus Mohn, who worked on tech support for the lab since its opening.

### The lab and the virus

Due to the ongoing pandemic, the lab was forced to close down from March 12. Minna Lehtonen and Franziska Köder were quick to establish guidelines for working in the lab under strict infection prevention routines. The Socio-Cognitive Lab was one of the first research labs

**480.5**  
HOURS  
spent in the  
lab in 2020 

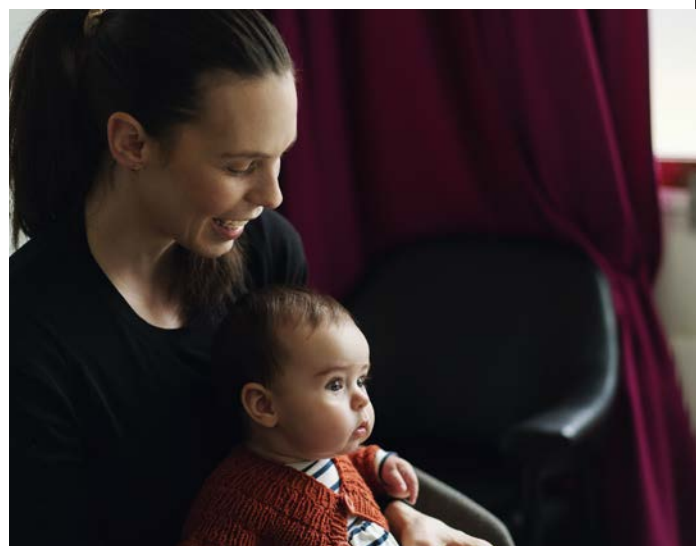
  
**59**

**WORKING DAYS  
IN LOCKDOWN**

**7** ACTIVE LAB  
PROJECTS



## Hours in the lab 2020



### DISCOVER MORE ONLINE

Are you interested in participating in a lab study? On our "For participants" webpage you can find information on how to sign up for current studies or our participant pool.

[Get a virtual lab tour here](#)

allowed to reopen at the University of Oslo in early June, and the Covid-19 protocol developed by Lehtonen and Köder received praise from the Department and the Faculty for being thorough and concise.

These guidelines include rules for booking and cleaning the lab space, a reduction in the number of participants that can be in the different lab rooms at the same time, and the use of personal protective equipment for both researchers and participants. Furthermore, researchers and visitors to the lab need to fill out a pre-visit screening survey.

Throughout the whole year, volunteer participants were willing to take part in all the interesting projects in the lab.

Even though local and national authorities recommended to keep social interaction to a minimum, participants still wanted to come to the lab. As a result, 2020 was our busiest year thus far.

#### Hybrid and online events

To accommodate infection prevention measures in and outside of the lab, many events that would have previously been held on-site were offered in a hybrid or fully online format. For instance, since group visits to the lab are not possible under the current Covid-19 protocol, Lab Manager Ingeborg Ribu put together a lab presentation that can be given to larger groups online (e.g., students).

Several of our lab researchers also participated in fully online or hybrid events to disseminate research from our lab. One such event was the *Forskningsdagene* [The Research Days], organized by the Research Council of Norway, where Liqun Liu, Elisabet García González and Yeşim Sevinç talked about the multilingual mind in childhood and adolescence, and Hanne Gram Simonsen, Monica I. Norvik, and Ingeborg Ribu presented on multilingualism in aging, aphasia and dementia.

**4 MONTHS**  
Youngest participant



**74 YEARS**  
Oldest participant



**102**  
Number of participants in 2020



**33**  
Number of languages spoken in the lab





# New external funding

In 2020, we were happy to welcome two new larger projects to MultiLing with prestigious funding from the Research Council of Norway; Our very first FRIPRO Researcher Project for Young Talents and one FRIPRO Researcher project, both intended to support scientific renewal and advance the international research front.



↑  
**PI:**  
**NATALIA KARTUSHINA**  
 (MultiLing, UiO)

**COLLABORATORS:**  
 Julien Mayor (BabyLing Lab, Department of Psychology, UiO),  
 Alex Cristia (École Normale Supérieure, Paris, France)

**DURATION:**  
 May 1 2020–March 1 2024

## BABYLEARN

Role of infant-directed speech in early language development: Insights from Norwegian 6 to 18-month-old infants.

Intuitively, many parents use Infant-Directed Speech (IDS) when talking to their infants: they lengthen sounds, exaggerate and vary their voice pitch, and hyper-articulate sounds. Previous research suggests that IDS is present in

a number of languages and that it facilitates early language development by rendering parental speech clearer. Yet, a number of limitations in previous research (mostly in English) and the results of recent advanced acoustic analyses of IDS challenge this interpretation.

The current longitudinal study examines the acoustic properties of Norwegian (Urban Eastern dialect) IDS and their role in speech sound discrimination, word comprehension, and word production in 100 6 to 18-month-old Norwegian-learning infants, assessed, in an eye tracking paradigm, at the ages of 6, 9, 12, 15 and 18 months. Norwegian uses pitch and lengthening to convey meaning. Do these Norwegian-speaking

parents emphasize them even more while talking to infants? How does variation in parental IDS relate to infants' language skills? Finally, if parents do not exaggerate pitch or hyper-articulate while talking to infants, what other cues facilitate language learning in Norwegian infants?

The project will attempt to answer these questions and thus represents a unique opportunity to examine, longitudinally, infant-directed speech in Norwegian (so far unstudied) and to assess its role in early language development. This project will bring in new lab technological dimensions to MultiLing's earlier research on Norwegian children's acquisition of word comprehension and production.



### Participants

100 6 to 18-month-old Norwegian infants, tested longitudinally



8 million

Funding source/ amount: Research Council of Norway, FRIPRO (Researcher Project for Young Talents) funding. NOK 8M.



# NorPol:

## Second-language communication in workplace settings — the case of Polish migrants in Norway



↑  
**PI:**  
 Toril Opsahl (MultiLing, UiO)

**COLLABORATORS:**  
 Piotr Garbacz (Department of Linguistics and Scandinavian Studies), Anne Golden, Jan Svennevig, and affiliated researchers

**POSTDOCTORAL FELLOWS:**  
 Oliwia Szymanska and Aleksandra Ita Olszewska (starting 2021)

**PHD FELLOW:**  
 Magdalena Solarek-Gliniewicz

**DURATION:**  
 2020–2024

One central dimension of our contemporary working lives in Norway consists of communicating with speakers of Norwegian as their second language. Poles in Norway constitute a highly relevant case towards gaining a better understanding of the interplay between language skills, inclusion, and welfare in professional settings. What are the characteristics of Poles' L2 Norwegian skills in communication, and how does their communicative style affect communication and social relations? To what extent do different stereotypes of

Poles and Norwegians affect negotiations of legitimacy and agency in interaction? How do Norwegian L1 speakers design their utterances in order to ascertain adequate comprehension in professional settings involving Poles? The project adapts a multi-layered approach, including (a) a socio-cultural level of analysis, which focuses on the role of cultural representations in communication between Poles and Norwegian, (b) an interactional level of analysis, which focuses on the structural organization of L2 communication, and

(c) a linguistic level of analysis, which focuses on the lexical, grammatical and stylistic characteristics of communication involving Polish speakers of Norwegian L2. By providing knowledge of various factors that enhance or inhibit communication in the workplace, the project is likely to have impact on policy and practice pertaining to inclusion, welfare, and secure working life for all citizens.



**Poles constitute the largest group of migrant workers in Norway.**

**12 million**

**Funding source/amount: the Research Council of Norway, FRIPRO funding, NOK 12M.**



# Covid and me

---



# Toril Opsahl

The research project Second-language communication in workplace settings — the case of Polish migrants in Norway (NorPol) started in the fall of 2020. Getting a project started during a global pandemic provided some challenges, but also rich

learning opportunities. For starters, data collection was delayed. It was hard enough to access workplaces in the first place, but even harder once we were all regulated by strict and necessary infection control measures. We were able to conduct a series of group interviews in our lab, now adjusted to a digital format that is feasible, but we long for the chance to meet people face to face again. On the bright side, the digital arenas provide room for meetings involving the whole research group, and

for planning future online activities with broad participation. A downside when it came to recruitment was that promising candidates were hesitant about moving to Oslo. The necessity of dealing with lockdowns and quarantines is one thing, but the pandemic went in tandem with a long-term strike among security guards, affecting public services necessary for establishing oneself in a new country. However, all went well: PhD student Magdalena is here, and rumor has it that a second postdoctoral candidate is on her way!

## Getting a project started during a global pandemic





# People

The international recruitment and training of researchers have a high priority for MultiLing. In the following, we are very pleased to present to you the 15 excellent new team members who joined the Center in 2020.



# The MultiLing team: New members



↑  
**NATALIA KARTUSHINA**  
CORE GROUP

Natalia Kartushina joined Multiling's core group in December 2020, when she was appointed to the post of Associate Professor of Psycholinguistics. She has a background in speech therapy, cognitive psychology, and psycholinguistics. She did her PhD at the Experimental Psycholinguistics Lab at the University of Geneva, Switzerland, where she examined phonological acquisition in second language learners and interactions between native and non-native languages. Then, at the Basque Center on Cognition, Brain and Language, Spain, she held a research fellowship funded by the Swiss National Foundation that focused on behavioral and neural plasticity resulting from articulatory-feedback training to produce non-native speech sounds, in addition to examining factors affecting non-native language learning (e.g., native category preciseness and variability in speech input). Later, at the BabyLing Lab at the Department of Psychology, University of Oslo, her work focused on factors influ-

encing language acquisition in infants and toddlers and, in particular, on the role of input (dialect) variability on early language development. Today, her research interests cover first- and second-language phonological/lexical acquisition and the role of environment in shaping language learning. She has attracted considerable external funding. Currently, Kartushina is Principle Investigator for a FRIPRO grant (*The role of parental speech in early language development*) awarded by the Research Council of Norway and a research grant (*The relationship between language development and emotion understanding*) awarded by the Russian Science Foundation.



↑  
**HALEY DE KORNE**  
CORE GROUP

Haley De Korne joined the core group in January 2020, taking up a post as Associate Professor of Multilingualism at the Department of Linguistics and Scandinavian Studies. She is also affiliated with the areas of Linguistics and Norwegian as a Second Language, where she teaches topics in additional language learning/second language acquisition, sociolinguistics, and qualitative research methods. De Korne conducts research and advocacy at the intersection of linguistics, education, and anthropology to examine and contribute to language learning, literacy practices, language politics and social justice in multilingual education contexts. She has conducted primarily ethnographic and action research, with a focus on Indigenous and minoritized language education. Her forthcoming book, *Language Activism: Imaginaries and strategies of minority language equality* (to appear in 2021), examines Indigenous language education and activism in southern Mexico. Her ongoing research looks at teachers' critical language awareness

and imaginaries of social change in multilingual regions.

De Korne first joined MultiLing in 2016, working as a researcher and then post-doctoral fellow with the *Multilingualism and Globalization* project (2016–2019). Prior to finding her niche in Oslo, she completed a doctorate in Educational Linguistics (University of Pennsylvania, US, 2016), an MA in Applied Linguistics (University of Victoria, Canada, 2009), and a BA in Anthropology, Linguistics, and Human Geography (Durham University, UK, 2005). Along the way, De Korne held positions as Fulbright research fellow at the University of Luxembourg, as research fellow with Save the Children, as pre-doctoral fellow with the Smithsonian Institute Department of Anthropology, and as adjunct lecturer at the Autonomous Benito Juárez University of Oaxaca, Mexico, among others.



↑  
**INGEBORG RIBU**  
CORE GROUP

Ingeborg Ribu defended her PhD at the Department of Linguistics and Scandinavian Studies in May 2020 and stepped right into the role of interim lab manager at MultiLing from July to December. In her role as lab manager, Ribu was responsible for the daily running of the lab, supporting researchers in their lab projects, and facilitating (digital) lab tours and trainings. She was involved in setting up the new Eye Link 1000+ eye tracking system, which arrived in the summer of 2020. In the fall, she provided training for researchers and students in the use of eye tracking and EEG.

Ribu's main research interests are psycholinguistics, experimental linguistics and clinical linguistics. She did her PhD on language and cognition in healthy aging and dementia, investigating language impairments in two types of dementia: Alzheimer's disease and Primary progressive aphasia. Findings from her dissertation show that there are subtle changes in language use and behavior between

neurologically healthy persons and persons with dementia, which cannot be captured by the traditional tools used for dementia screening in Norway.

At MultiLing, she is involved in the *MultiLing Aphasia* project. She was also involved in *MultiLing Dementia* from the start, first as a research assistant and later as an affiliated PhD fellow. In addition to her research on healthy aging, dementia, and aphasia, Ribu has also worked on child language acquisition, and her research thus covers the whole lifespan.



↑  
**SEYED HADI  
 MIRVAHEDI**  
**POSTDOCTORAL  
 RESEARCH FELLOW**

Seyed Hadi Mirvahedi joined MultiLing in August 2020 as a postdoctoral research fellow. His project, *Family Language Policy in Afghan and Iranian Migrants in Norway*, seeks to understand migrant families' lived experiences with a focus on their linguistic ideologies, proficiency and practices. These are considered to be key elements in children's academic success and families' integration processes in the new host country.

Seyed Hadi Mirvahedi received his PhD in Applied Linguistics from Victoria University of Wellington, New Zealand, in 2014, and he was a postdoctoral fellow at Nanyang Technological University in Singapore from 2017 to 2019. His recent publications entitled "Examining family language policy through realist social theory" in *Language in Society* (2020), and "Siblings' play and language shift to English in a Malay-English bilingual family in Singapore" in *World Englishes* (2019) reflect some of his research interests, in-

cluding language policy, language ideologies, and language practices in multilingual contexts with a focus on agency and social justice.



↑  
**RAFAEL LOMEU  
 GOMES**  
**POSTDOCTORAL  
 RESEARCH FELLOW**

Rafael Lomeu Gomes is a postdoctoral research fellow at MultiLing. He holds a PhD in Sociolinguistics (University of Oslo), an MA in Linguistics (Queen Mary, University of London, UK), and BA in Social Sciences (Pontífca Universidade Católica de São Paulo, Brazil). His current research interests include multilingualism, digitally-mediated communication, and media discourse. In his latest research project, Lomeu investigated the language practices and ideologies of Brazilian-Norwegian families raising their children multilingually in Norway. His research has been published in international, peer-reviewed journals such as *Multilingual Margins*, *Multilingua*, and the *Journal of Multilingual and Multicultural Development*. He has taught language-related courses (e.g. Language Acquisition, Language Policy, and Multilingualism) at BA and MA level.



↑  
**SAMANTHA  
 GOODCHILD**  
**POSTDOCTORAL  
 RESEARCH FELLOW**

Samantha Goodchild joined MultiLing in August 2020 as a postdoctoral research fellow. Her project, *Urban multilingual spaces: Oslo in the 2020s*, is designed as a collaborative intergenerational sociolinguistics project to investigate the contemporary use of Norwegian-based urban speech in Oslo and surrounding areas. The project is inspired by citizen science initiatives, meaning that participants will actively take part in the research at all stages to document and analyze their linguistic practices and how they perceive that language is related to space and the city.

Goodchild holds a PhD in Linguistics (2019) from SOAS, University of London, UK, during which she researched the practices and perceptions of multilingualism in a village in Senegal, West Africa. She earned an MA in Language Documentation and Description (2012) from SOAS, University of London, UK, and a BA (Hons) in Modern Language Studies

(2007) from the University of Nottingham, UK. She is co-director of Language Landscape, a UK-based not-for-profit organization, which aims to document and raise awareness of language diversity through an online platform, outreach events, and educational programmes.



↑  
**MARI J. WIKHAUG  
 ANDERSEN**  
**DOCTORAL  
 RESEARCH FELLOW**

Mari J. Wikhaug Andersen first joined MultiLing in May 2019 as a full-time research assistant, and then as a PhD research fellow in May 2020. Her academic background is in linguistics and education at the University of Oslo, and she has previously worked as a teacher in Norwegian upper secondary school. She completed her MA in Scandinavian Studies in the spring of 2014, and wrote her Master's thesis on attitudes to, and the comprehension of, Norwegian dialects among young Swedes residing in Oslo.

Her doctoral research focuses on multilingualism in mainstream vocational classrooms, investigating practices, beliefs, and linguistic citizenship. Using a linguistic ethnographic approach, she explores the perspectives of both vocational program subject teachers and their newly arrived multilingual students.





↑  
**NURANINDIA  
 ENDAH ARUM**  
 DOCTORAL  
 RESEARCH FELLOW

Nuranindia Endah Arum joined MultiLing as a PhD research fellow in August 2020. Her current research project seeks to investigate the multilingual practices and Norwegian language learning experience of Indonesians in Norwegian professional settings using a linguistic ethnographic approach. She earned her BA in French Studies from the University of Indonesia (2014) and an MA in Italian Studies and Linguistics from the University of Bologna, Italy (2019), with a thesis on Italian language teaching in Indonesia, the first study on the topic. She has several years of Italian, French, and Indonesian language teaching experience. Her research interests include language teaching, second language acquisition, issues related to language and migration, and language on social media.



↑  
**MAGDALENA  
 SOLAREK-GLINIEWICZ**  
 DOCTORAL  
 RESEARCH FELLOW

Magdalena Solarek-Gliniewicz joined MultiLing in November 2020 and works on the *NorPol* project. The subject of her PhD dissertation is communication between Polish doctors and Norwegian-speaking patients. Solarek-Gliniewicz' dissertation will focus on language barriers that Polish doctors encounter during their consultations. Her ambition is to define strategies and patterns used by Polish doctors in various hospitals in different parts of Norway. In her research, she will apply Conversation Analysis and qualitative interviews.

Magdalena holds an MA in Norwegian Language Studies from the University of Adam Mickiewicz in Poznań, Poland, and completed postgraduate studies in Polish-Norwegian Interpretation in the Public Sector at Oslo Metropolitan University. After her studies, she worked as a Norwegian teacher conducting intensive language courses for health personnel and as a lecturer at the University of Social Sciences

and Humanities in Warsaw. Simultaneously, she worked as a Polish-Norwegian interpreter at Oslo University Hospital.



↑  
**JENNY GUDMUNDSEN**  
 DOCTORAL  
 RESEARCH FELLOW

Jenny Gudmundsen joined MultiLing in March 2020. Her PhD project focuses on informal language learning. Using the methodology of multimodal Conversation Analysis (CA), she studies video recordings of naturally occurring interactions at digital and physical language cafés in Oslo.

Gudmundsen earned her MA in Rhetoric and Communications (2019) at the University of Oslo with an exchange at the University of Copenhagen. She holds a BA in Media Science (2014) from the University of Oslo including an exchange at the American University in Washington, D.C. Her work experience has been mostly in internal and external communications, public relations, and journalism.

Before Gudmundsen joined MultiLing, she worked as a communications consultant at Gambit Hill+Knowlton Strategies. Previously, she was a part of the Public Affairs division of the Royal Norwegian Air Force

staff. During her BA studies, she worked as a journalist for the student newspaper *Universitas*.



↑  
**ANE THEIMANN**  
 AFFILIATED DOCTORAL  
 RESEARCH FELLOW

Ane Theimann joined the Department of Linguistics and Scandinavian Studies as a PhD research fellow in September 2020, and she is an affiliated PhD fellow at MultiLing. Her main research interests are language processing, language prediction, and language acquisition in both monolingual and multilingual children. Before starting her PhD, she worked as a research assistant, mainly collecting data on projects about language acquisition in babies, pragmatic development in childhood, and prediction during language comprehension in adults and patients with aphasia. In her PhD project, she investigates semantic and grammatical prediction during language comprehension in children and adults.



↑  
**INGRID LOSSIUS  
 FALKUM**  
 AFFILIATED  
 RESEARCHER

Ingrid Lossius Falkum is Associate Professor of Linguistics and Philosophy of Communication at the University of Oslo. Her position is shared between ILN (linguistics) and IFIKK (philosophy), and she is affiliated with MultiLing and the Centre for Philosophy and the Sciences (CPS). She is currently PI on the European Research Council Starting Grant project *DEVCOM (The Developing Communicator: Pragmatics, Sense Conventions and Non-Literal Uses of Language, 2020–2025)* and the Research Council of Norway FIN-NUT project *Creativity and Convention in Pragmatic Development (2020–2024)*. Her research interests lie in the semantics and pragmatics of verbal communication, specifically how children acquire their pragmatic abilities, enabling them to use language as a means to express their own intentions and make inferences about the intentions of others, and the consequences of multilingualism on the development of pragmatics. She has a PhD in Linguis-

tics from University College London, UK, and was a visiting scholar at Stanford Linguistics, US, during her postdoctoral fellowship.



↑  
**MICHELA IACOROSI**  
 RESEARCH  
 ASSISTANT

Michela Iacorossi joined MultiLing in August 2020 as a full-time research assistant. She holds an MA in Linguistics and its Applications for a Multilingual Society from the University of Oslo and the University of Louvain-la-Neuve, Belgium, and she has a BA in Linguistic and Cultural Mediation from the University of Rome, Italy. Her main academic interests are corpus linguistics, translation, and second language acquisition.

Before joining MultiLing, she worked as a freelance translator for a Norwegian startup company and as a language teacher in a primary school for bilingual children in Oslo. She also worked as a flight attendant for a Norwegian airline for 3 years.

At MultiLing, she is affiliated with Theme 1: Multilingual Competence, and with the Socio-Cognitive Laboratory, where she gathers data for the *MultiLing Aphasia* project. She is also part of the research group in Clinical Linguistics and Language

Acquisition. When needed, she also assists with the other themes, helps to organize events, and creates content for the Center's social media accounts.



↑  
**ZAHIR ATHARI**  
 RESEARCH  
 ASSISTANT

Zahir Athari joined MultiLing as a research assistant in August 2020. He holds an MA in Media Studies from the University of Oslo, and a BA in Journalism from HiOA (now Oslo Metropolitan University). At MultiLing, Athari is affiliated with Theme 3: Multilingualism, ideologies, and language policies, and Theme 2: Multilingual practices. As part of MultiLing's team of research assistants, Athari provides research assistance to a number of projects and organizes events and researcher training courses, for example the 2020 Summer School. He is also part of the team that manages the Center's social media accounts.



↑  
**SIMEN  
 GUDBJØRGRUD  
 AAMODT**  
 RESEARCH ASSISTANT

Simen Aamodt has specialized in political science with a BA in European Languages (Russian). He has experience working in foreign and security policy with an emphasis on Eurasia. Studies in the United States, South Korea, and Russia have given him a strong interest in cultural diversity, languages and geopolitics. Traveling across the world, observing and interacting with locals increased his awareness of the importance of both multiculturalism and multilingualism. With his background, he may incorporate various disciplines in his approach to multilingualism. Linguistically, he is particularly interested in translation, syntax, and language learning methods. At MultiLing, he assists researchers with both qualitative and quantitative tasks, mainly within Themes 2 and 3.



# Covid and me



## Jannis Androutsopoulos (Hamburg / Oslo)

The Covid outbreak found me preparing two spring-term courses on linguistic landscape: a teacher-training seminar on “Schoolscapes” and a lecture on “Language in public space”. These are part of my linguistic landscape research, supported by [LinguaSnappHamburg](#), a digital tool for photographing, annotating and geo-charting signs. As teaching moved online, I used this tool to foster student engagement

with Covid-related signs, eventually creating a collaborative resource for research, teaching, and transfer. Students eagerly grasped this opportunity to reflect on how the pandemic transforms public space. Thanks to their enthusiasm, around 700 fully-annotated photos of Covid signs are now publicly available on the [LinguaSnappHamburg online map](#). I used this database in my spring-term teaching to illustrate basics of linguistic landscape analysis, such as composition, materiality and spatial placement of signs, and to show how signage practices during the pandemic both comply with and challenge established research classifications.

Then came transfer, with media interviews and participation in knowledge-transfer events, where I discuss [how citizens use public space to communicate during the lockdown](#). Research-wise, I’ve examined this corpus to [identify functions of signs in the pandemic dispositive](#), and am currently working through a subset of signs, that is, requests to wear a mask, to find out how this request is performed semiotically, and whether language-image relationships shifted between the first and second wave of the pandemic.

## Snapping Corona signs for teaching and research



## MA grants

Since 2014, MultiLing has annually awarded three grants to MA projects that aligned with MultiLing’s vision and overall strategy. The application process is competitive and the applications received have been of high research quality. A number of the recipients of the grants have gone on to pursue their PhD at MultiLing or become research assistants at the Center.



↑ **CAMILLA CHO**

Camilla Cho’s MA project investigates the spelling of Koreans who learn Norwegian as their second language. Her aim is to expand the view on L2 spelling, and to divert from the traditional error analysis approach, which mainly focuses on orthographic errors. The thesis employs “graphematic solution space” as a framework, and Cho will attempt to map out both spelling that is considered wrong and spelling that is considered correct. Furthermore, she will examine why potential cases of errors or correct spelling occur when multilingual influence is in focus. Her supervisor is Oliwia Szymanska (Department of Linguistics and Scandinavian Studies, University of Oslo).



↑ **KAROLINE HATVIK**

Karoline Hatvik MA project is “Multilingualism as a reading resource in social science teaching,” a qualitative study describing how a group of students who have not lived in Norway for long read texts about the social sciences. She maps out students’ language backgrounds using a language portrait, and further examines whether texts translated to their mother tongue or strongest language may be used as a supplementary resource for understanding the text in a Norwegian textbook. The thesis is connected with the Mi Lenga project, a research and development project aiming to strengthen multilingualism in education at the Department of Teacher Education and School Research at the University of Oslo. Hatvik is a student at the Graduate Teacher Education Program at the Department of Teacher Education and School Research. Hatvik’s supervisor is Joke Dewilde (Department of Department of Teacher Education and School Research, University of Oslo).



↑ **ADRYANI LANDUM**

Adryani Landum is doing her MA in Higher Education with a project entitled “Norwegian Undergraduate STEM Students’ Attitudes towards English-Medium Instruction in Higher Education.” Her thesis deals with MST students (students in mathematics, science and technology) and their attitudes toward EMI (English-Medium Instruction) within higher education. Despite the increased usage of English in Norwegian universities during the last decades, little is known about Norwegian MST students’ attitudes toward the usage of English learning resources. Far too often, applicable policies and programs do not adequately reflect the students’ experiences and perspectives. Therefore, this study aims to clarify the understanding of EMI within Norwegian higher education and contribute to research within multilingual practice, internationalization of higher education, and linguistic tensions in the multicultural classroom. Landum’s supervisor is Joshua Lawrence (Department of Education, University of Oslo).

## Researcher training

In 2020, Rafael Lomeu Gomes and Jorunn Simonsen Thingnes successfully defended their PhD dissertations, as did affiliated PhD fellows Ingeborg Ribu, Yvonne van Baal and Alexander K. Lykke. MultiLing organized two PhD courses, and four postdoctoral fellows had international mentors through our Postdoctoral Mentoring Program.





# Doctoral defenses

Five candidates successfully defended their PhD thesis at MultiLing in 2020, including three affiliated doctoral research fellows. For the first time, four out of five defenses had to be digital or hybrid events.



↑  
**INGEBORG RIBU**  
*Language and cognition in healthy aging and dementia*

**DEFENSE:** May 6, 2020 (digital)

**SUPERVISORS:** Minna Lehtonen, Monica I. Norvik and Hanne Gram Simonsen

In her doctoral thesis, Ingeborg Ribu investigated how changes in language performance in Alzheimer's disease (AD) and primary progressive aphasia (PPA) can shed light on theories of language processing and the mental lexicon, and how the study of language impairments in dementia can give a more comprehensive understanding of the complex difficulties associated with the different diseases. Her thesis contributes new knowledge on deficits in lexical retrieval and sentence comprehension in AD and PPA, as well as in healthy aging. Ribu argues for a more comprehensive language screening when diagnosing dementia, as subtle changes in language function can distinguish between persons with and without dementia.



↑  
**RAFAEL LOMEU GOMES**  
*Family multilingualism: Language practices and ideologies of Brazilian-Norwegian families in Norway*

**DEFENSE:** June 15, 2020 (digital)

**SUPERVISORS:** Pia Lane, Elizabeth Lanza and Alastair Pennycook (University of Technology Sydney, Australia)

Rafael Lomeu Gomes' doctoral thesis combined analyses of interviews, participant observation, and audio recordings to investigate the interconnections between multilingual language practices in the home and broader social, cultural, economic, and political processes. Taking a transdisciplinary approach informed by theories in anthropology, sociology, and sociolinguistics, this sociolinguistic thesis proposed that attending to the intersection of social class, gender, and race/ethnicity can help us gain a more in-depth understanding of how national affiliations are negotiated in the home, what parents take into consideration when choosing what languages to use with their children, and how parent-child ties are forged in everyday multilingual interactions.



↑  
**JORUNN SIMONSEN THINGNES**  
*Å velje minoriserte språk. Språkpolitikk og språkval i akademia / To choose or not to choose minoritized languages. Language policy and language choices in academia / Våljet unnitlogu gielaid. Giellapolitihkka ja giellavåljen akademijjas*

**DEFENSE:** October 9, 2020 (hybrid)

**SUPERVISORS:** Unn Røynealand, Pia Lane, and Alastair Pennycook (University of Technology Sydney, Australia)

In her doctoral thesis, Jorunn Simonsen Thingnes draws attention to minoritized languages in Norwegian academia, more specifically Nynorsk and Northern Sámi. The thesis deepens our knowledge about language policy as process, the relationship between agency and structure, and the role of legitimacy in language policy. The study shows that despite the many constraining structures, it is possible to choose minority languages in academia in Norway today. This is made possible by supporting language policies and individual and collective agency.



↑  
**YVONNE VAN BAAL**  
*Compositional Definiteness in American Heritage Norwegian*

**DEFENSE:** January 6, 2020

**SUPERVISORS:** Janne Bondi Johannessen (†) and Ida Larsson (Østfold University College, Norway)



↑  
**ALEXANDER K. LYKKE**  
*Variation and Change in the Tense Morphology of Heritage Norwegian in North America*

**DEFENSE:** September 25, 2020 (hybrid)

**SUPERVISORS:** Janne Bondi Johannessen (†) and Ida Larsson (Østfold University College, Norway)



# Covid and me

---

# Ingvild Badhwar Valen-Sendstad

When an unknown virus throws us into a global pandemic, how do we modify our everyday lives to the best of our (very limited) knowledge? I was in the middle of fieldwork. All my appointments were canceled, of course, and like most people, I needed to reassess my plans. People struggled to practice good health literacy; for months, we sifted through overwhelming amounts of information on various public sector websites and in news channels. Sym-

toms? Facemasks: good or bad? How did the virus spread? Quarantine or isolation? National or local guidelines? How long would this pandemic last? What had previously been considered “good practice”, even the norm, was no longer advised, certainly not “good”, and often not allowed. We needed to revise our health literacy practices. Eventually, I resumed fieldwork by launching video interviews. But more fun-

damentally, the pandemic primed me to rethink the social phenomena I study, namely: How do women with migrant backgrounds practice health literacy to maneuver Norwegian institutional systems, roles, and languages? How do they find and comprehend information? The Covid-19 pandemic elucidates just how complex and contextual health literacy practices really are: the challenges that arise when everything — languages, information and jargon, systems and rules — is new and unknown.

## Being health literate in a pandemic





## Doctoral training

Since its launch in 2014, MultiLing's Graduate School has covered a wide range of approaches to multilingualism, both methodological and theoretical. MultiLing brings in experts from international institutions who, together with researchers from MultiLing and other departments at the University of Oslo, combine their unique competences to provide participants with high-quality research training.

## Winter School 2020

*Issues in second language learning (with)in marginalized populations: Research methods, language policy, teacher education, ideologies*

February 24–28 at MultiLing, Oslo

**EXTERNAL INVITED LECTURER:**  
Martha Bigelow (University of Minnesota, United States)

**MULTILING LECTURERS:**  
Anne Golden, Kristin Vold Lexander, Toril Opsahl and Ingebjørg Tonne

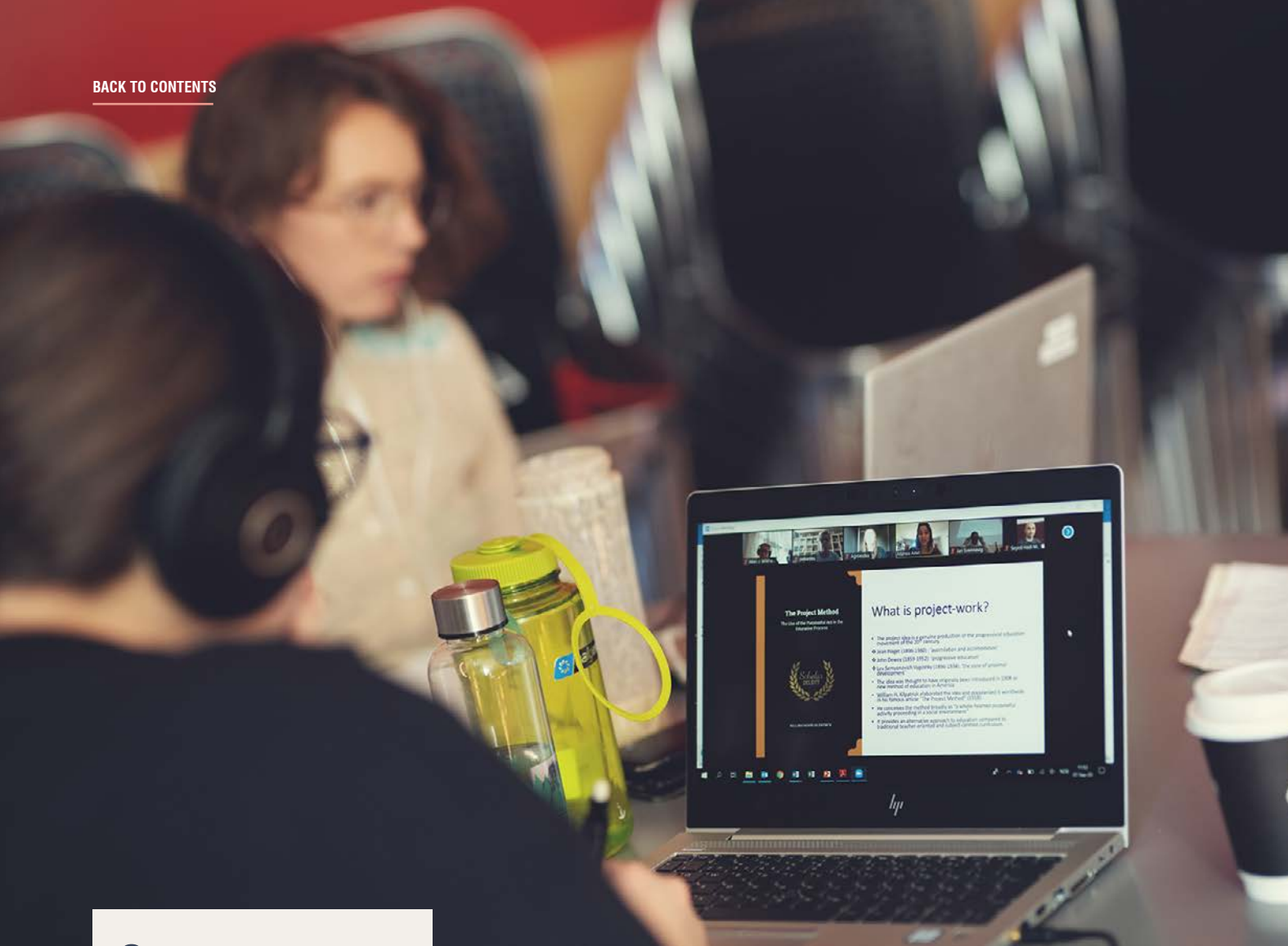
**ORGANIZERS:**  
Anne Golden, Toril Opsahl and Ingebjørg Tonne

In 2020, MultiLing organized a successful Winter- and Summer School, though the latter had to be converted into a hybrid course due to travel restrictions. Nevertheless, participants and organizers were very pleased with the outcome. Sadly, the planned INTPART Summer School that was supposed to be held at University of the Witwatersrand in December had to be cancelled due to Covid-19. However, we are hopeful that it will go on as planned in 2021.

The topics of the 2020 Winter School spanned educational linguistics, language policy, teacher education, and second language acquisition, emphasizing literacy development. The 16 participants individually presented their own research. The research interests of Martha Bigelow, our invited lecturer, were central to this year's topic: she investigates policies, research ethics, and schooling practices for refugee and immigrant English learners. Bigelow commented constructively on each student's presentations, and focused specifically on research method-

ology in terms of ethics, tools, representation of multilingual data, and the researcher's positionality. She alternated with MultiLing organizers Golden, Opsahl and Tonne, as well as postdoctoral fellow Kristin Vold Lexander, in giving lectures based on the selected Winter School reading list. The Winter School included students from all over the world, with representatives from all continents. In hindsight, we are delighted to have been able to convene, to see everybody safely through the week and then back home, days before the national lockdown.





# Summer School 2020

## Second language learning and interaction

September 7–11 at the University of Oslo and online

**EXTERNAL INVITED LECTURERS:** Simona Pekarek Doehler (University of Neuchâtel, Switzerland) and Søren Wind Eskildsen (University of Southern Denmark)

**MULTILING LECTURER:** Jan Svennevig

**ORGANIZER:** Jan Svennevig

The 2020 Summer School was organized as a hybrid event, with eight on-site participants and eleven international participants attending via Zoom. The PhD course gave an introduction to the conversation analytic approach to second language learning and interaction. It was concerned with methods for accomplishing learning in conversation and how the development of interactional competence can be traced by longitudinal studies of conversational behavior. The data came from both formal, pedagogical activities and informal conversations outside the classroom (“in the wild”). Addressing methodological issues and challenges, the course gave hands-on experience through the analysis of video- and audio-recorded conversations.

**MultiLing’s summer school 2020 was organized as a hybrid event. The 19 participants (online and IRL) thought the hybrid format worked surprisingly well.**





# 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.

Through their contractual 10% duty component, they organize workshops, guest lectures, and other research/academic activities. Furthermore, they may teach BA and 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 postdoctoral fellows obtain after their employment at the Center.

MultiLing provides access to training and financial resources to support its postdoctoral fellows' professional development.

Postdoctoral fellows are independent researchers and do not have supervisors. While female postdoctoral fellows at the University of Oslo have access to a gender-equality mentoring program, MultiLing saw a need for a more broadly conceived mentoring program open to all. Since 2016, MultiLing has had its own Postdoctoral Mentoring Program. 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.

## Postdoctors with international mentors in 2020



↑  
**LIQUAN LIU:**  
Gabrielle Weidemann,  
Western Sydney  
University, Australia



↑  
**PAWEŁ URBANIK:**  
Jakob Steensig,  
Aarhus University,  
Denmark



↑  
**KELLIE GONÇALVES:**  
David Britain,  
Bern University,  
Switzerland

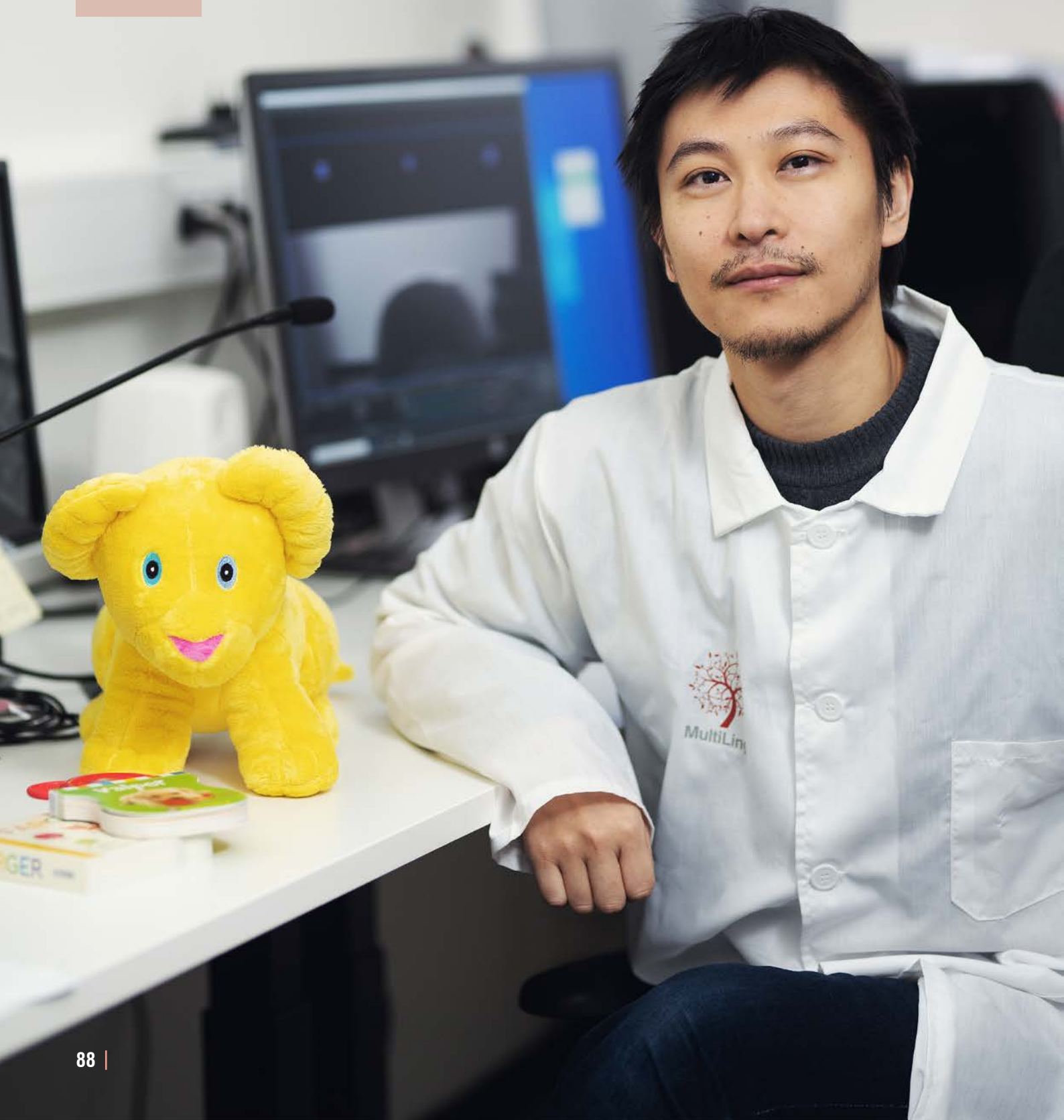


↑  
**YEŞİM SEVINÇ:**  
Lourdes Ortega,  
Georgetown University,  
Washington D.C.,  
United States





# Covid and me



I work with babies, exploring their language and cognitive development through lab-based experiments. When Covid came, my research halted: no incoming babies meant no data, and work became difficult. I was also concerned that lockdown would affect the quantity and quality of information that babies received from the ambient environment.

## Liquan Liu

We decided to fight back and work together to find a way through the difficult situation. Our Socio-Cognitive Lab designed a new protocol, creating a safer environment for visitors and ourselves. I also received substantial support from MultiLing, from research assistance to a project extension. My projects started recovering, slowly but surely — many thanks to my colleagues and all the visiting families that contributed to science.

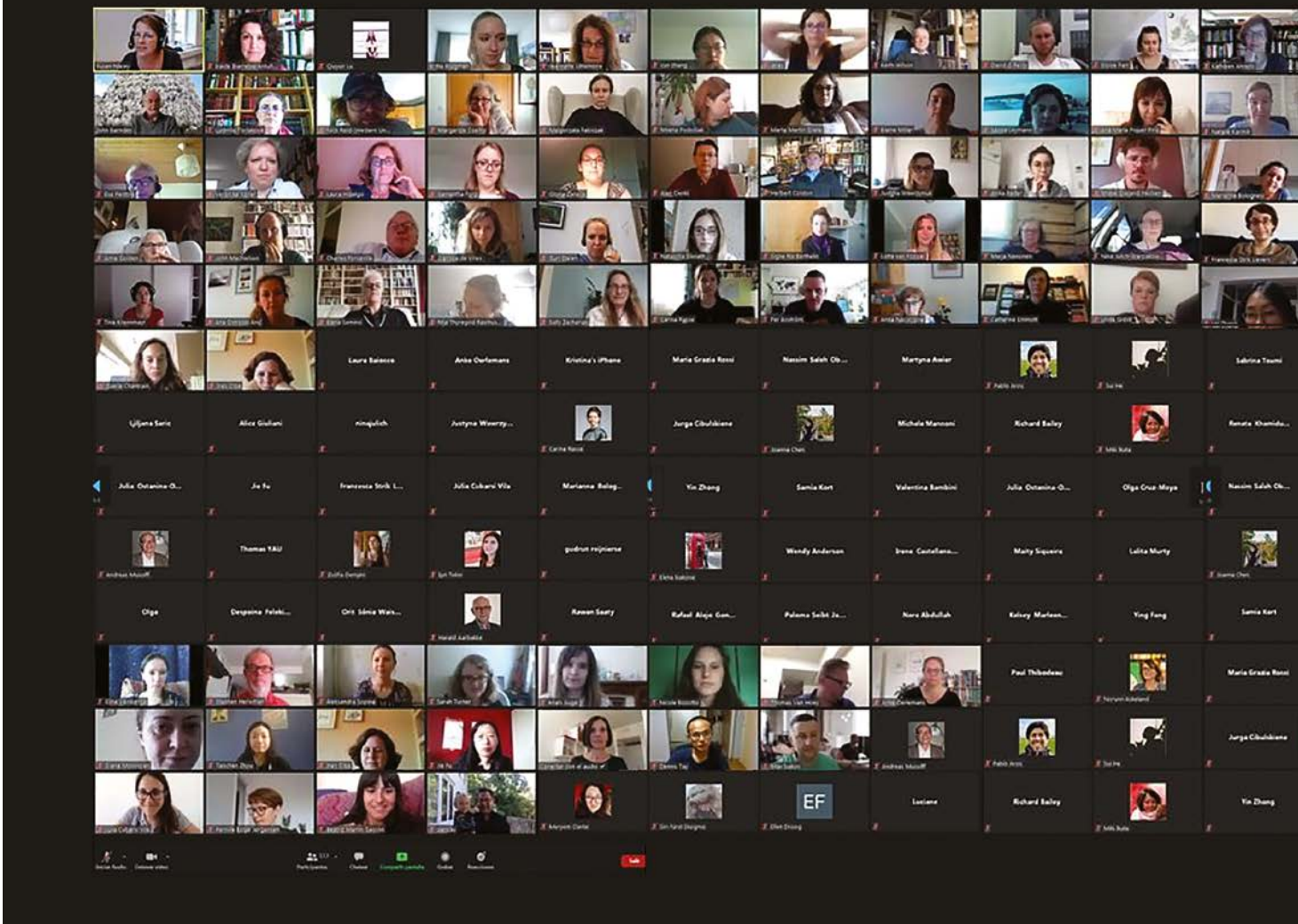
Covid also pushed scientists to rethink and reevaluate their research. I worked with Elizabeth Lanza and Elisabet García González on how language use in multilingual families changed during the pandemic. In my upcoming grant proposals, I am planning for babies' linguistic experience to be measured regardless of their language backgrounds. I am also exploring new learning environments (e.g. extended reality) for our young learners.

There is still a long way to go, but the future is bright. Together we will overcome research difficulties just like we will overcome Covid.



# Workshops and Conferences

In previous years, MultiLing has always hosted myriad smaller and larger workshops and seminars, and the Center’s researchers have attended all of the most important international conferences. In 2020, as travel bans made it impossible to carry out most kinds of mobility, this research activity was dramatically reduced, although quite a few conferences and local MultiLing events went digital.



## DISCOVER MORE ONLINE

GURT2020, “Multilingualism: Global South and Global North Perspectives,” was to be an important milestone for MultiLing’s INTPART collaboration. Many participants from the six partner institutions had been looking immensely forward to meeting up in Washington, D.C., to discuss this hot topic.

### GURT 2020 Virtual

In March, the Georgetown University Round Table (GURT 2020) was canceled at the last minute due to Covid-19. This year’s title was “Multilingualism: Global South and Global North Perspectives,” and the conference was to be an important milestone for MultiLing’s INTPART collaboration. Many participants from the six partner institutions were looking forward to meeting up in Washington, D.C., to discuss this hot topic. Nonetheless, thanks to the quick thinking of the organizers, we were still able to do so through a virtual conference: In “GURT 2020 Virtual,” a private Facebook group, registered conference participants were able to upload their PowerPoint presentations, papers, and other syntheses of their research for sharing. Furthermore, plans are in place for publications on different themes and topic clusters covered in the GURT 2020 program.

**DIGITAL EVENT:**  
March 13–15

**ORGANIZERS:**  
Anna De Fina and Lourdes Ortega  
(Georgetown University, United States)  
along with MultiLing



### RaAM 2020 Virtual

The 13th conference for the Association for Researching and Applying Metaphor (RaAM 2020), with the theme “Metaphorical creativity in a multilingual world,” was scheduled to take place on June 18–21, 2020, in Hamar, Norway. It was hosted by the Faculty of Education at Inland Norway University of Applied Sciences in collaboration with MultiLing. However, instead of postponing or canceling it due to the pandemic, the conference went virtual. This was not a scaled-down, second-rate event. Rather, this was a full-blown 4-day international scientific conference, with sessions running from early in the Norwegian mornings to late in the Norwegian nights in order to accommodate delegates in time zones across the world. It was a *bona fide* conference that strengthened the metaphor research community for the future.

RaAM 2020Virtual included keynote addresses from Marianna Bolognesi (Uni-

versity of Bologna, Italy), Daniel Cassanto (Cornell University, New York, United States), Jeannette Littlemore (University of Birmingham, United Kingdom), and Tony Veale (University College Dublin, Ireland). In addition, there were three plenary sessions, 110 full papers presented live in three parallel sessions, 20 posters, 16 works in progress, three pre-conference workshops, three conference prizes, as well as social and networking events.

**DIGITAL EVENT:**  
June 18–21

**LOCAL ORGANIZERS AT INLAND NORWAY UNIVERSITY OF APPLIED SCIENCES**  
Susan Nacey (chair), Anne Bergliot Øyehaug, Leon Dekker, and Guri Bordal Steien

**MULTILING ORGANIZER:**  
Anne Golden

### Wednesday seminars

Our series of Wednesday Seminars continues to build an international and interdisciplinary forum where both invited speakers and members of MultiLing present their research. Although meeting in person in 2020 was a challenge, the series continued its success in a virtual setting. In total, there were 15 seminars. In addition to presentations from MultiLing postdoctoral fellows, researchers, affiliates, and PhD fellows, we had international speakers from Australia, Luxembourg, Germany, and Portugal.

**ORGANIZERS:**  
Postdoctoral fellows Yeşim Sevinç and David Natvig organized the seminars in the spring of 2020, and David Natvig and Seyed Hadi Mirvahedi took over during the fall semester.



## Virtual Meeting of the Scientific Advisory Board

The 2020 Scientific Advisory Board (SAB) meeting was moved from its original date and plan for a 2-day event in May, to a ½ day digital event in September 2020. The SAB meeting committee aimed to develop a program that would benefit all members of MultiLing, and had collected input to determine what kind of activities and topics would be most of interest. When the event had to be moved online, some aspects of the plan had to be cut out, but we were pleased to accomplish our core goals, including discussion of the strategic direction for the Center among the leadership, brief presentations of current research priorities and vision by the SAB members, and “talking shop” in thematic research groups. Additionally, one-on-one



meetings between MultiLing members (in particular postdoctoral and PhD fellows) and SAB members were held individually in the weeks surrounding the SAB meeting. We missed the chance to sit down with SAB members face to face, but also appreciated the chance to meet them virtually in their homes and offices around the world.

**DIGITAL EVENT:**  
September 16

**ORGANIZERS:**  
Haley De Korne (committee leader), Hanna Solberg Andresen, Valantis Fyndanis, Minna Lehtonen, Pia Quist (SAB), and Yeşim Sevinç.

## MultiLing Dementia Closing Conference

The flagship project MultiLing Dementia, which came to an end in 2020, was celebrated with two digital events in the fall, both broadcasted from the University of Oslo. First, a two-hour webinar was organized the afternoon of October 28. It was open to the general public, but the main target group was healthcare professionals. The program comprised eight short presentations, the premiere of a series of videos on language awareness in dementia care, and a discussion on impact and future directions led by medical doctors and dementia experts Anne-Brita Knapkog and Anne Rita Øksengård. The webinar attracted 60 participants.

University Hospital, the Danish Dementia Research Center, Aarhus University, Linköping University, Cardiff University, CUNY Graduate Center, and Oslo Metropolitan University. The program covered all the major sub-projects of the MultiLing Dementia project as well as several projects by our collaborators. There were around 50 participants from more than ten countries, many of whom participated actively in discussions.

**DIGITAL WEBINAR:**  
October 28

**HYBRID CONFERENCE:**  
October 29

**ORGANIZERS:**  
Pernille Hansen, Anne Marie Landmark, and Jan Svennevig.

A full-day closing conference of ten presentations was organized on day two, with presentations from MultiLing, Oslo Uni-

### DISCOVER MORE ONLINE

All the conference presentations from the MultiLing Dementia closing conference are available as PDFs online. Another very useful result of the project was the adaptation into Norwegian of Alison Wray’s (Cardiff University) series of videos about dementia communication help for carers and people with dementia, available on YouTube.

- Watch Norwegian version here
- Watch English version here

## Explorations in Ethnography, Language and Communication (EELC8)

- Discover more online
- Watch video here

MultiLing and the Department of Teacher Education and School Research at the University of Oslo co-hosted the 8th biennial Explorations in Ethnography, Language and Communication conference, a conference of the Linguistic Ethnography Forum.

Originally planned to be held in Oslo from September 24–25, the conference was held digitally, with a slightly adjusted schedule to allow for participation from presenters in North America in particular.



Although we missed the opportunity to connect with colleagues in person, the digital event allowed for a greater number of participants overall, with over 200 participants from more than 30 countries. The keynote lectures by Quentin Williams (University of the Western Cape, South Africa), Christine Hélot (University of Strasbourg, France) and Bente Ailin Svendsen (MultiLing) are available to be viewed on our website.

**DIGITAL EVENT:**  
September 24–25

**ORGANIZERS:**  
Joke Dewilde, Ingrid Rodrick Beiler, Alfredo Jornet Gil (all Department of Teacher Education and School Research), and Haley De Korne (MultiLing).

## Citizen Science and Citizen Sociolinguistics

In early November, we hosted a digital workshop on citizen science (CS) and citizen sociolinguistics. The workshop involved participants from the University of Oslo and international colleagues. It consisted of keynotes, shorter invited talks, and discussion sessions. The presentations were recorded and are available to watch on MultiLing’s website.

the quality of citizen data, the ability of citizens’ protocol to produce valid data, the level of citizen involvement in the research process, as well as the extent to which and how CS can lead to empowerment and democratization as stated in many recent international research policy papers. The workshop also included discussions of the role of CS as part of an open science policy.

**DIGITAL EVENT:**  
November 3–4

**ORGANIZERS:**  
Bente Ailin Svendsen, Samantha Goodchild, and Zahir Athari

The workshop explored what citizen science is, and particularly what citizen sociolinguistics is. It presented examples of different CS initiatives and discussed the epistemological rationale for CS, in particular CS projects within the humanities. Important topics for discussion concerned





# Public dissemination and communication

Dissemination is central to MultiLing's goal and vision. We communicate our research results to relevant communities, policymakers and stakeholders, to students, and to the general public through the press, social media, open lectures, and debates.

## ▶ DISCOVER MORE ONLINE

### Einar Haugen Lecture

Lourdes Ortega (Georgetown University) held this year's digital Einar Haugen Lecture on the very timely topic of «Language Learning in a Post-COVID world». With more than 400 Zoom participants from all over the world, the lecture had a larger audience than ever.

📺 Watch the lecture here

The goal of MultiLing's outreach activities is to increase knowledge and raise awareness about linguistic diversity and multilingualism among the general public. In spite of the lockdown and difficult working conditions, researchers at MultiLing were very active in disseminating their research through various channels not only in Norway, but also abroad. Here we wish to highlight a selection of the many small cases from 2020 that contribute to the dissemination of MultiLing's specialist competence in issues regarding linguistic diversity and multilingualism. This includes a broad range of engagement across different contexts such as in radio interviews and debates, videos, print and online newspapers, public seminars, and popular science journals.

### Einar Haugen Lecture

The eighth annual Einar Haugen Lecture (September 23), held in connection with the European Day of Languages (September 26), among our most important dissemination events each year, was fully online for the first time ever. Lourdes Ortega, Professor of Linguistics at Georgetown University, gave the very thought-provoking, inspiring, and timely lecture: "Language Learning in a Post-COVID World." In her lecture, Ortega asked how Covid-19 is affecting second language acquisition. In her abstract, she stated: "Covid-19 has shaken the safety and livelihood of millions, also putting a spotlight on systemic inequities that beg to be addressed. There is potential for all nations and all communities to be either

painfully united by the experience of the pandemic, or painfully fragmented by it." Ortega singled out three domains to be addressed in her lecture: technology, health, and race in multilingual learning. The lecture was followed online by more than 400 listeners all over the world — from New Zealand, Australia and South Africa, various parts of Europe to Brazil and the United States. Delivering the lecture online made it possible to reach far beyond Norway, and we were very pleased to see that the lecture in honor of Einar Haugen had a larger audience than ever.

### MultiLing dissemination in Norway and beyond

As in previous years, MultiLing researchers were active in disseminating their research to the wider public. We organized public seminars and talks both online and offline, we wrote opinion pieces, newspaper articles, and were active in public debates on TV and radio. Some of our researchers successfully explored new channels like podcasts, Snapchat, and YouTube, in order to reach a younger audience.

Two of our core group members were particularly visible in the public eye during 2020. Bente Ailin Svendsen wrote opinion pieces, gave a number of interviews, and

participated in debates on national TV and radio about the spread of multiethnic features to adolescents in rural areas far away from the urban multilingual environments where these features originate. She made a [podcast](#), a [YouTube video](#), and a [TV clip on Snapchat](#) with VG, Norway's most-read newspaper, on the same topic. VG's YouTube channel is highly popular among young people and the video had more than 90,000 views. Toril Opsahl was also highly visible in the media in 2020. Among other appearances, she answered listeners' questions about language in the popular weekly radio program [Språkteigen](#) by the Norwegian Broadcasting Company (NRK). In 2020, she took part in no fewer than 17 programs.





80 %

of our Facebook followers – and those who engage the most – are women, and people from 45 countries across all continents have engaged with our content.

Two of our PhD fellows were also very active disseminating their research last year: Jorunn Simonsen Thingnes gave several newspaper and radio interviews and wrote a popular science article about her dissertation on language policy and the use of minoritized languages in higher education. Jessica Belisle P. Hansen wrote an opinion piece warning against the suggestions put forward by right-wing politicians to remove the legal right to free interpreters for immigrants who have lived in Norway for more than five years, and another piece about the pitfalls of online interpreting in health encounters.

Two of last year's major MultiLing events were hybrid online/offline seminars. In September we organized the public seminar "The Multilingual Mind Across the Lifespan" where a group of MultiLing researchers gave talks addressing some of the major questions within the field: how multilingualism affects brain development in early childhood and later, and whether it is true that older people who speak several languages get dementia later than others. The event gathered many interested participants at the House of Literature in Oslo and even more people fol-

lowed the event online. The second major event was the closing conference of the Research Council of Norway-funded project *MultiLing Dementia*, led by Jan Svennevig. As part of the conference, an online public dissemination event was organized: "Language and communication in multilinguals with dementia," where the results from the project were presented in short talks directed at health personnel, family of dementia sufferers, and other interested parties. Three of the *MultiLing Dementia* project members, Pernille Hansen, Anne Marie Landmark, and Jan Svennevig also contributed to a *Nordic handbook* for the general public on healthcare for immigrants with dementia and a series of YouTube videos about dementia and communication across languages and the development of language awareness (originally written by Alison Wray, Cardiff University, UK). In addition, Landmark co-authored an opinion piece with the telling title "People with dementia do not want to play bingo, they want to chat."

MultiLing researchers have also disseminated their research beyond the borders of Norway. Notably, MultiLing research is featured in the New York Times article

In 2020, MultiLing research was featured in the New York Times article "In Quarantine, Kids Pick Up Parents' Mother Tongues". The article presents research results from Elisabeth García González, Liqun Liu, and Elizabeth Lanza's timely study about the effects of the pandemic on language practices in multilingual families.

"In Quarantine, Kids Pick Up Parents' Mother Tongues." Here we can read about research conducted by Elisabeth García González, Liqun Liu, and Elizabeth Lanza about the effects of the pandemic on language practices in multilingual families. Last, but not least, the Research Council of Norway had a major interview with Elizabeth Lanza about MultiLing. Under the headline "Research Center crushes myths about multilingualism," a wide range of the research conducted at MultiLing during its eight years of existence is presented to the general public.

### MultiLing Voices and Facebook

In 2020, we published four issues of our newsletter, *MultiLing Voices*, where you can read about our latest publications, PhD defenses, recent presentations, media appearances, and upcoming events. Our third issue was a memorial issue, sadly dedicated to the memory of our dear colleague and friend, Janne Bondi Johannessen, who passed away in June 2020. Janne was a highly valued member of MultiLing's core group and an extremely productive researcher. In this commemorative newsletter, we present a small

selection of her myriad publications and media appearances, aiming to display the breadth of her work.

In addition to the four newsletters, we published a special edition about this year's Einar Haugen Lecture, featuring an interview with Lourdes Ortega entitled "Covid-19: Race is at the center of it all." In it, Ortega states: "For a long time, researchers working on linguistic, cognitive, and educational questions have been able to exclude race from their research. Now we must confront racial issues as a reality." By the end of 2020, MultiLing Voices had 665 subscribers.

An analysis of our Facebook activity by our research assistant Zahir Athari shows a stable increase in visibility and followers throughout 2020. The number of followers has increased to almost 3000 and our reach or visibility to approximately 4600. People from 45 countries across all continents have engaged with our content, and interestingly, almost 80% of our Facebook followers — and those who engage the most — are women.

Speakers at "THE MULTILINGUAL MIND ACROSS THE LIFESPAN" Elisabeth García González, Elizabeth Lanza, Liqun Liu, Monica I. Norvik, Ingeborg Sophie Ribu, Yeşim Sevinç and Hanne Gram Simonsen.

MultiLing presenters at "LANGUAGE AND COMMUNICATION IN MULTILINGUALS WITH DEMENTIA" Aafke Diepeveen, Pernille Hansen, Anne Marie Landmark, Ingeborg Ribu, Hanne Gram Simonsen, Jan Svennevig and Bente Ailin Svendsen.





# Covid and me

---

## Olga Solovova

Last year was like no other. All previous plans had to be readjusted: research visits and conference participation had to be canceled or postponed. Focus groups, especially of the biographical format, are difficult to organize in virtual form, since biographical workshops usually take place over the course of several sessions, in order to build mutual trust and respect among the participants. Participants should be able to observe and react to each other's life stories. The phenomenological aspect, that is, body among other bodies, is methodologically and epistemologically important here. The atmosphere of sharing and caring is usually achieved through a round "table of voices", which is practically impossible to organize in a digital format, since the participants do not inhabit the same physical space. Organizing biographical group interviews in a virtual format meant developing a new methodological protocol and establishing a different social contract with the research participants. Both take time.

However, thanks to the project extension sponsored by MultiLing, I was able to return to Kirkenes, a town on the Norwegian-Russian border, for a wrapping-up stage of fieldwork. This stage included a public talk co-presented with Pia Lane and the extension of research contacts within the theme of multilingual identity in the Norwegian borderland to the Barents Institute (UiT The Arctic University of Norway). Joint events will be organized together with this institution in 2021.





# Appendices

In the appendices section, you will find a complete list of all of MultiLing’s prestigious publications from 2020, a handy map of everyone who works at the Center, and an overview of the ten distinguished institutions that MultiLing has formal collaboration agreements with, as well as the nature of the collaboration.



# Appendix 1

# Publications 2020

## BOOKS

**Androutsopoulos, J.**, & Busch, F. (Eds.). (2020). *Register des Graphischen. Variation, Interaktion und Reflexion in der digitalen Schriftlichkeit*. De Gruyter.

**Gonçalves, K.** (2020a). *Labour Policies, Language Use and the ‘New Economy’ — The Case of Adventure Tourism*. Palgrave Macmillan.

**Gonçalves, K.**, & Kelly-Holmes, H. (Eds.). (2020). *Language, Global Mobilities, Blue-collar Workers and Blue-collar Workplaces*. Routledge.

de Bot, K., Plejert, C., **Simonsen, H. G.**, **Fyndanis, V.**, **Hansen, P.**, **Norvik, M. I.**, **Svendson, B. A.**, & **Svennevig, J.** (2020). *Multilingualism and Ageing: An Overview*. Brill.

## EDITED SPECIAL ISSUES

Amelung, N., **Solovova, O.**, Gianolla, C., & Sousa Ribeiro, J. (Eds.). (2020). *Special Issue: Material Citizenship Politics: Connecting Migration with Science and Technology Studies*. *Citizenship Studies*, 24(5).

**Auer, P.** & **Røyneland, U.** (Eds.). (2020). Special Issue: Migration and Dialect Acquisition in Europe. *Journal of Multilingual and Multicultural Development*, 41(1).

**Falkum, I. L.**, & **Köder, F.** (Eds.). (2020). Special Issue: The acquisition of figurative meanings. *Journal of Pragmatics*, 156.

**Gonçalves, K.**, & Schluter, A. (Eds.). (2020d). Special Issue: Language, Inequality and Global Care Work. *International Journal of the Sociology of Language*, 262.

**Gonçalves, K.** (Ed.). (2020b). Special Issue: Managing people with language: language policy, planning and practice in multilingual blue-collar workplaces. *Language Policy*, 19.

**Lexander, K. V.**, **Gonçalves, K.**, & **De Korne, H.** (Eds.). (2020). Multilingual literacy practices: Global perspectives on visibility, materiality, and creativity. *International Journal of Multilingualism*, 17(3).

## PEER-REVIEWED ARTICLES IN SCIENTIFIC JOURNALS

Amelung, N., Gianolla, C., **Solovova, O.**, & Sousa Ribeiro, J. (2020). Technologies, infrastructures and migrations: material citizenship politics. *Citizenship Studies*, 24(5), 587–606.

**Androutsopoulos, J.** (2020). Trans-scripting as a multilingual practice: the case of Hellenised English. *Special Issue: Multilingual Writing, International Journal of Multilingualism*, 17(3), 286–308.

**Androutsopoulos, J.** (2020). Die Sprachlandschaft im Dispositiv der Pandemie. *Aptum. Zeitschrift für Sprachkritik und Sprachkultur* 16, 2(3), 178–187.

**Androutsopoulos, J.** (2020). Investigating digital language/media practices, awareness, and pedagogy: Introduction. *Linguistics & Education*. DOI: 10.1016/j.linged.2020.100872.

**Androutsopoulos, J.**, & Busch, F. (2020). Digital punctuation as an interactional resource: the message-final period among German adolescents. *Linguistics & Education*, 1-9. DOI: 10.1016/j.linged.2020.100871.

Artamonova, O., & **Androutsopoulos, J.** (2020). Smartphone-Based Language Practices among Refugees: Mediational Repertoires in Two Families. *Journal für Medienlinguistik*, 2(2), 60–89. DOI: 10.21248/jfml.2019.14.

**Auer, P.**, **Røyneland, U.** (2020). Modelling acquisition and use of dialectal, standard and multiethnolinguistic features in migratory contexts across Europe. *Journal of Multilingual and Multicultural Development*. DOI: 10.1080/01434632.2020.1730385.

Buzungu, H. F., & **Hansen, J. P.** (2020). Bridging Divides in the Interpreting Profession. *International Journal of Interpreter Education*, 12(2), 57–62.

Byers-Heinlein, K., Bergmann, C., Davies, C., Frank, M. C., Hamlin, J. K., Kline, M., Kominsky, J. F., Kosie, J. E., Lew-Williams, C., **Liu, L.**, Mastroberardino, M., Singh, L., Waddell, C. P. G., Zettersten, M., & Soderstrom, M. (2020). Building a collaborative psychological science: Lessons learned from ManyBabies 1. *Canadian Psychology/Psychologie Canadienne*, 61(4), 349–363.

Garraffa, M., & **Fyndanis, V.** (2020). Linguistic theory and aphasia: An overview. *Aphasiology*, 34(8), 905–926.

**Golden, A.**, & Kulbrandstad, L. A. (2020). «Kanskje for høgt utdanna europearar på spor 3»: lærerkommentarer fra en spørreundersøkelse om Det felles europeiske rammeverket “Perhaps for highly educated Europeans on track 3”: teacher comments from a survey on the Common European Framework]. *NOA-Norsk som andrespråk*, 2, 101–127.

Byers-Heinlein, K., Tsui, A., Bergmann, C., Black, A. K., Brown, A., Carbajal, M. J., ...**Liu, L.**, ... Wermelinger, S. (2020). A multi-lab study of bilingual infants: Exploring the preference for infant-directed speech. *Advances in Methods and Practices in Psychological Science*. DOI: 10.31234/osf.io/sqh9d.

Byers-Heinlein K., Tsui R. K., van Renswoude D., Black A. K., Barr R., ... **Liu L.**, ... Singh, L. (2020). The development of gaze following in monolingual and bilingual infants: A multi-lab study. *Infancy*. DOI: 10.1111/inf.12360.

**De Korne, H.** (2020a). Rethinking Ideologies of Learners’ Speech and the Multilingual Learning Process. *The Modern Language Journal*, 104(2), 497–501.

**Falkum, I. L.**, & **Köder, F.** (2020). The acquisition of figurative meanings. Special Issue: The acquisition of figurative meanings. *Journal of Pragmatics*, 164, 18–24.

**Fyndanis, V.**, Messinis, L., Nasios, G., Dardiotis, E., Martzoukou, M., Pitopoulou, M., Ntoskou, A., & Malefaki, S. (2020). Impaired Verb-Related Morphosyntactic Production in Multiple Sclerosis: Evidence From Greek. *Frontiers in Psychology: Language Sciences*, 11. DOI: 10.3389/fpsyg.2020.02051.

Garmann, N. G., **Simonsen, H. G.**, **Hansen, P.**, Holm, E., Post, B., & Payne, E. (2020). Cross-linguistic variation in word-initial cluster production in adult and child language: evidence from English and Norwegian. *Journal of Child Language*, 48(1), 1–30.

Garraffa, M., & **Fyndanis, V.** (2020). Linguistic theory and aphasia: An overview. *Aphasiology*, 34(8), 905–926.

**Golden, A.**, & Kulbrandstad, L. A. (2020). «Kanskje for høgt utdanna europearar på spor 3»: lærerkommentarer fra en spørreundersøkelse om Det felles europeiske rammeverket “Perhaps for highly educated Europeans on track 3”: teacher comments from a survey on the Common European Framework]. *NOA-Norsk som andrespråk*, 2, 101–127.

**Golden, A.**, **Opsahl, T.**, & **Tonne, I.** (2020). “One, two, many = One too many?” Conceptualizations of mother tongue. *Oslo Studies in Language (OSLa)*, 11(2), 135–157.

**Gonçalves, K.**, & Schluter, A. (2020). Introduction: Language, inequality and global care work. Special Issue: Language, inequality and global care work. *International Journal of the Sociology of Language*, 2020(262), 1–15. DOI: 10.1515/ijsl-2019-2067.

**Gonçalves, K.** (2020c). “What the fuck is this for a language, this cannot be Deutsch?” language policies, ideologies and practices within a kitchen crew in an Austrian hotel. Special Issue: Managing people with language: language policy, planning and practice in multilingual blue-collar workplaces. *Language Policy* 19(3), 417–441. DOI: 10.1007/s10993-020-09558-w.

**Gonçalves, K.** (2020d). Managing people with language: language policy, planning and practice in multilingual blue-collar workplaces. Special Issue: Managing people with language: language policy, planning and practice in multilingual blue-collar workplaces. *Language Policy* 19, 327–338. DOI: 10.1007/s10993-020-09553-1.

**Goral, M.**, & Lerman, A. (2020). Variables and Mechanisms Affecting Response to Language Treatment in Multilingual People with Aphasia. *Behavioral Sciences*, 10(9), 144. DOI: 10.3390/bs10090144.

**Gudmundsen, J.**, & **Svennevig, J.** (2020). Multimodal displays of understanding in vocabulary-oriented sequences. *Social Interaction. Video-Based Studies of Human Sociality*, 3(2). DOI: 10.7146/si.v3i2.114992.

**Hansen, J. P. B.** (2020). Invisible participants in a visual ecology: Visual space as a resource for organising video-mediated interpreting in hospital encounters. *Social Interaction. Video-Based Studies of Human Sociality*, 3(3). DOI: 10.7146/si.v3i3.122609.

**Köder, F.**, & **Falkum, I. L.** (2020). Children’s metonymy comprehension: Evidence from eye-tracking and picture selection. Special Issue: The acquisition of figurative meanings. *Journal of Pragmatics*, 164, 191–205.

Kåsen, A., Hagen, K., **Johannessen, J. B.**, Nøklestad, A., & Priestley, J. (2020). Comparing methods for measuring dialect similarity in Norwegian. *Proceedings of the 12th Conference on Language Resources and Evaluation (LREC 2020)*, 5343–5350.

Lerman, A., **Goral, M.**, Edmonds, L. A., & Obler, L. K. (2020). Measuring treatment outcome in severe Wernicke’s aphasia. *Aphasiology*, 34(12), 1487–1505.

Lerman, A., **Goral, M.**, & Obler, L. K. (2020). The complex relationship between pre-stroke and post-stroke language abilities in multilingual individuals with aphasia. *Aphasiology*, 34(11), 1319–1340. DOI: 10.1080/02687038.2019.1673303.

**Lexander, K. V.** (2020a). Literacies in contact when writing Wolof – translanguaging and orthographic repertoires in digital communication. Special issue: Literacies in Contact. *Written Language and Literacy* 23(2), 194–213.

**Lexander, K. V.** (2020b). Norsk som digitalt samhandlingsspråk i fire familier med innvandrerbakgrunn – identitet og investering [Norwegian as a digital language of interaction in four families with immigrant background — identity and investment]. *Nordand*, 4(01), 4–21.

**Lexander, K. V.**, **Gonçalves, K.**, & **De Korne, H.** (2020). Introduction. Multilingual literacy practices: Global perspectives on visibility, materiality, and creativity. Special issue: Multilingual literacy practices: Global perspectives on visibility, materiality, and creativity. *International Journal of Multilingualism*, 17(3), 271–285.

**Liu, L.**, Escudero, P., Quattropiani, C., & Robbins, R. A. (2020). Factors affecting infant toy preferences: Age, gender, experience, motor development, and parental attitude. *Infancy*, 25(5), 593–617.

**Liu, L.**, Chen, A., & Kager, R. (2020). Simultaneous bilinguals who do not speak a tone language show enhancement in pitch sensitivity but not in executive function. *Linguistic Approaches to Bilingualism* 2020. DOI: 10.1075/lab.19037.liu.

**Liu, L.**, Peter, V., Ong, J. H., & Escudero, P. (2020). Revisiting infant distributional learning using event-related potentials: Does unimodal always inhibit and bimodal always facilitate? *Proceedings of the 10th International Conference on Speech Prosody*, 329–333.

**Lomeu Gomes, R.** (2020a). Talking multilingual families into being: language practices and ideologies of a Brazilian-Norwegian family in Norway. *Journal of Multilingual and Multicultural Development*, 1–21. DOI: 10.1080/01434632.2020.1788037.

**Lomeu Gomes, R.** (2020b). Family multilingualism from a southern perspective: Language ideologies and practices of Brazilian parents in Norway. *Multilingua — Journal of Cross-cultural and Interlanguage Communication*. DOI: 10.1515/multi-2019-0080.

**Mirvahedi, S. H.** (2020). Examining family language policy through realist social theory. *Language in Society*, 1–22. DOI: 10.1017/S0047404520000287.

**Mirvahedi, S. H.**, & Cavallaro, F. (2020). Siblings’ play and language shift to English in a Malay-English bilingual family in Singapore. *World Englishes*, 39(1), 183–197. DOI: 10.1111/weng.12417.

**Natvig, D.** (2020). Rhotic underspecification: Deriving variability and arbitrariness through phonological representations. *Glossa: A Journal of General Linguistics*, 5(1), 1–28.

**Natvig, D.**, & **van Baal, Y.** (2020). Crossing borders to enhance our understanding of variation in heritage languages. *Oslo Studies in Language (OSLa)*, 11(2), 319–334.

Nikolaev, A., Higby, E., Hyun, J. M., **Lehtonen, M.**, Ashaie, S., Hallikainen, M., Hänninen, T., & Soininen, H. (2020). Production of inflected novel words in older adults with and without dementia. *Cognitive Science*, 44(8). DOI: doi.org/10.1111/cogs.12879.

**Obojska, M. A.** 2020. What’s in a Name? Identity, Indexicality and Name-change in an Immigrant Context. *European Journal of Applied Linguistics* 8 (2): 333–353. DOI: 10.1515/eujal-2020-0004.

**Pavlenko, A.**, Hepford, E., Tavella, C., & Michalovic, S. (2020). Everyone has the right to understand: Teaching legal rights to ESL students. *TESOL Journal*, 11(4). DOI: 10.1002/tesj.570.

**Pennycook A.** (2020) Translingual entanglements of English. *World Englishes*, 39(2) 222–235. DOI: 10.1111/weng.12456.

**Røyneland, U.**, & Jensen, B. U. (2020). Dialect acquisition and migration in Norway – questions of authenticity, belonging and legitimacy. *Journal of Multilingual and Multicultural Development*. DOI: 10.1080/01434632.2020.1722679.

**Røyneland, U.**, & Vangsnes, Ø. A. (2021). Joina du kino imårgå? Ungdommars dialektskriving på sosiale medium. *Oslo Studies in Language (OSLa)*, 11(2), 357–392.

Ryen, E., & **Svendson, B. A.** (2020). Bilingualism and Multilingualism in Primary Education (Norway). *Bloomsbury Education and Childhood Studies*.

**Sevign, Y.** (2020a). Toward an interdisciplinary understanding of heritage language anxiety. *Oslo Studies in Language* 11(2), 457–472.



**Thingnes, J. S.** (2020). Å velje eit minorisert språk: mellom språk-politiske ideal og språkleg realitet [Choosing a minoritized language. Between language policy ideals and language reality]. *Maal og Minne*, 112(2), 127–168.

**Tonne, I.** (2020). Læreres respons på syntaks i elevtekster [Teachers' response to syntax in student texts]. *Viden om Literacy* (27), 114–121.

**Urbank, P. I.** (2020). Getting others to share goods in Polish and Norwegian: Material and moral anchors for request conventions. *Intercultural Pragmatics*, 17(2), 177–220.

Zeng, Z., Mattock, K., **Liu, L.**, Peter, V., Tuninetti, A., & Tsao, F. M. (2020). Mandarin and English Adults' Cue-weighting of Lexical Stress. *Proceedings of INTERSPEECH 2020*, 1624–1628.

## CHAPTERS IN BOOKS AND ANTHOLOGIES

**Androutsopoulos, J.** (2020). Digitalisierung und soziolinguistischer Wandel. Der Fall der digitalen Interpunktion. In K. Marx, H. Lobin, & A. Schmidt (Eds.), *Deutsch in Sozialen Medien* (75–94). De Gruyter.

**Androutsopoulos, J.** (2020). Auslassungspunkte in der schriftbasierten Interaktion. Sequenziell-topologische Analyse an Daten von griechischen Jugendlichen. In J. Androutsopoulos & F. Busch (Eds.), *Register des Graphischen* (135–158). De Gruyter.

**Androutsopoulos, J.**, & Busch (2020). Register des Graphischen. Skizze eines Forschungsansatzes. In J. Androutsopoulos & F. Busch (Eds.), *Register des Graphischen* (1–29). De Gruyter.

**Androutsopoulos, J.** (2020). Sprachgrenzen überschreiten und unterwandern. Eine translinguale Lektüre von Haftbefehls Chabos wissen wer der Babo ist (2012). In D. Höllein, N. Lehnert, & F. Woitkowski (Eds.), *Rap – Text – Analyse. Deutschsprachiger Rap seit 2000* (23–34). Transcript.

**De Korne, H.** (2020b). Comment “bien parler” le zapotèque de l'Isthme? Purisme, pluralisme et enjeux sociaux. In I. Leblic & L. Souag (Eds.), *Du terrain à la théorie: les 40 ans de Lacito* (179–197). Lacito Publications.

Eades, D., & **Pavlenko A.** (2020). Transformando Pesquisa em Políticas: Novas Diretrizes para Comunicar Direitos a Falantes Não Nativos. In D. Celestino de Almeida, M. Coulthard, & R. Sousa-Silva (Eds.), *Perspectivas em linguística forense* (249–266). IEL/UNICAMP.

Fikkert, P., **Liu, L.**, & Ota, M. (2020). The acquisition of word prosody. In C. Gussenhoven & A. Chen (Eds.), *The Oxford Handbook of Language Prosody*. Oxford University Press.

**Gonçalves, K.** (2020e). “Small town” or “small city”? Place-making activities in Queenstown, New Zealand. In B. Busse, I. H. Warnke, & J. Smith (Eds.), *Place-Making in the Declarative City* (33–54). De Gruyter Mouton. DOI: 10.1515/9783110634754-003.

**Johannessen, J. B.**, & Putnam, M. (2020). Heritage Germanic Languages in North America. In M. Putnam & B. Page (Eds.), *The Cambridge Handbook of Germanic Linguistics* (783–806). Cambridge University Press. DOI: 10.1017/9781108378291.034.

**Johannessen, J. B.** (2020). Psychologically distal demonstratives in Scandinavian are not “discourse new”. In Å. Næss, A. Margetts, & Y. Treis (Eds.), *Demonstratives in discourse* (215–241). Language Science Press.

**Lanza, E.** (2020). Digital storytelling: Multilingual parents' blogs and vlogs as narratives of family language policy. In L. A. Kulbrandstad & G. B. Steien (Eds.), *Språkreiser: Festskrift til Anne Golden på 70-årsdagen 14. juli 2020* (153–173). Novus Forlag.

**Lanza, E.**, & **Lomeu Gomes, R.** (2020). Family language policy: Foundations, theoretical perspectives and critical approaches. In A. C. Schalley & S. A. Eisenclas (Eds.), *Handbook of Home Language Maintenance and Development: Social and Affective Factors* (153–173). De Gruyter Mouton.

**Lexander, K. V.** (2020c) African Languages in Information and Communications Technology. In R. Vossen & G. J. Dimmendaal (Eds.), *The Oxford Handbook of African Languages* (949–957). Oxford University Press.

**Pennycook, A.** (2020). Blue-Collar Work and Multilingualism: “C’est Tough”. In K. Gonçalves & H. Kelly-Holmes (Eds.), *Language, Global Mobilities, Blue-collar Workers and Blue-collar Workplaces* (224–236). Routledge.

**Pennycook, A.** (2020). Pushing the Ontological Boundaries of English. In C. J. Hall & R. Wicaksono (Eds.), *Ontologies of English Conceptualising the Language for Learning, Teaching, and Assessment* (355–367). Cambridge University Press.

**Pennycook, A.**, & Otsuji, E. (2020). The Mundanity of Metrolingual Practices. In J. Won Lee & S. Dovchin (Eds.), *Translinguistics: Negotiating Innovation and Ordinariness* (7–23). Routledge.

**Røynealand, U.** (2020). Regional varieties in Norway revisited. In M. Cerruti & S. Tsiplakou (Eds.), *Intermediate Language Varieties: Koinai and regional standards in Europe* (31–54). John Benjamins Publishing Company.

**Røynealand U.**, & **Lanza E.** (2020) Dialect Diversity and Migration: Disturbances and Dilemmas, Perspectives from Norway. In S. Brunn & R. Kehrein (Eds.), *Handbook of the Changing World Language Map* (1–19). Springer Nature Switzerland.

**Seving, Y.** (2020b). Anxiety as a negative emotion in home language maintenance and development. In A. Schalley & S. Eisenclas (Eds.), *Handbook of Home Language Maintenance and Development: Social and Affective Factors* (84–108). De Gruyter Mouton.

**Seving, Y.**, Krulatz, A., & Christison, M. (2020). Supporting Teachers of Multilingual Young Learners: Multilingual Approach to Diversity in Education (MADE). In J. Rokita-Jaskow & A. Wolanin (Eds.), *Facing Diversity in Child Foreign Language Education*. Springer.

Quist, P., & **Svendsen, B. A.** (2020). Urban Speech Styles of Germanic Languages. In M. Putnam & B. Page (Eds.), *The Cambridge Handbook of Germanic Linguistics* (714–735). Cambridge University Press.

**Svendsen, B. A.**, Ryen, E., & Ims, I. I. (2020). Flerspråkighet i skolen: Forskningsstatus og data fra «Ta tempen på språket!» og «Rom for språk?» [Multilingualism in school: Research status and data from “Taking the temperature of language!” and “Room for languages?”]. In L. A. Kulbrandstad & G. B. Steien (Eds.), *Språkreiser: Festskrift til Anne Golden på 70-årsdagen 14. juli 2020* (259–285). Novus Forlag.

**Tonne, I.** (2020). «... Kanskje for høgt og diskuterer om skolen ...» Bruk av pseudokoordinering med positurverb i norsk som andrespråk [“... Maybe too loudly and discussing about school...” The Use of Pseudo-Coordination in Norwegian as a Second Language]. In L. A. Kulbrandstad & G. B. Steien (Eds.), *Språkreiser: Festskrift til Anne Golden på 70-årsdagen 14. juli 2020*. Novus Forlag.

## DOCTORAL DISSERTATIONS

**Lomeu Gomes, R.** (2020). *Family multilingualism: Language practices and ideologies of Brazilian-Norwegian families in Norway.*

**Lykke, A. K.** (2020). *Variation and Change in the Tense Morphology of Heritage Norwegian in North America.*

**Ribu, I. S.** (2020). *Language and cognition in healthy aging and dementia.*

**Thingnes, J. S.** (2020). *Å velje minoriserte språk. Språkpolitikk og språkval i akademia* [To choose or not to choose minoritised languages. Language policy and language choices in academia].

**van Baal, Y. W. H.** (2020). *Compositional Definiteness in American Heritage Norwegian.*

## OTHER

Juvik, E.B., Garraffa, M., & **Köder, F.** (2020). Norwegian translation/adaptation of the LEAP-Questionnaire. <https://bilingualism.northwestern.edu/leapt/>

Baa, L., Juvik, E.B., **Köder, F.**, & Garraffa, M. (2020). North Sami translation/adaptation of the LEAP-Questionnaire. <https://bilingualism.northwestern.edu/leapt/>



# Appendix 2 The MultiLing team

## CORE GROUP



**Elizabeth Lanza**  
Professor and  
Center Director



**Unn Røyneland**  
Professor and Deputy  
Director



**Anne Golden**  
Professor and  
Theme Leader



**Minna Lehtonen**  
Professor and  
Theme Leader



**Toril Opsahl**  
Associate Professor and  
Theme Leader



**Jan Svennevig**  
Professor and  
Theme Leader



**Haley De Korne**  
Associate Professor



**Valantis Fyndanis**  
Researcher



**Janne Bondi Johannessen**  
Professor †



**Natalia Kartushina**  
Associate Professor



**Franziska Köder**  
Researcher



**Pia Lane**  
Professor



**Monica I. Norvik**  
Researcher



**Ingeborg S. B. Ribu**  
Researcher



**Hanne Gram Simonsen**  
Professor Emeritus



**Bente Ailin Svendsen**  
Professor



**Ingebjørg Tonne**  
Professor



**Jannis Androutsopoulos**  
Research Professor



**Mira Goral**  
Research Professor



**Aneta Pavlenko**  
Research Professor



**Alastair Pennycook**  
Research Professor

## DOCTORAL RESEARCH FELLOWS



**Mari J. Wikhaug Andersen**



**Hanna Solberg Andresen**



**Nuranindia Endah Arum**



**Elisabet García González**



**Jenny Gudmundsen**



**Jessica P. Belisle Hansen**



**Magdalena Solarek-Gliniewicz**



**Jorunn Simonsen Thingnes**



**Ingvild Badhwar Valen-Sendstad**

## POSTDOCTORAL RESEARCH FELLOWS



**Rafael Lomeu Gomes**



**Kellie Gonçalves**



**Samantha Goodchild**



**Pernille Hansen**



**Anne Marie Landmark**



**Kristin Vold Lexander**



**Liqun Liu**



**Seyed Hadi Mirvahedi**



**David Natvig**



**Yeşim Sevinç**



**Olga Solovova**



**Pawel Urbanik**

## ADMINISTRATIVE STAFF



**Mari Camilla Risdal Otnes**  
Head of Administration



**Anne Charlotte Lindblom-Rosén**  
Advisor



**Elisabeth Maria Neuhaus**  
Senior Executive Officer



**Christian-Magnus Mohn**  
Head Engineer



**Klaus Wik**  
Head Engineer

## TECHNICAL STAFF

## AFFILIATED DOCTORAL RESEARCH FELLOWS



**Helene Killmer**



**Alexander K. Lykke**



**Ane Theimann**



**Yvonne W. H. van Baal**

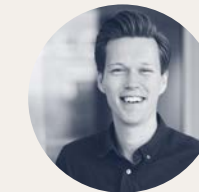
## OTHER SCIENTIFIC STAFF



**Ingrid Lossius Falkum**  
Affiliated Researcher



**Marit Johanne Furunes**  
Research Assistant



**Simen Gudbjørgsrud Aamodt**  
Research Assistant



**Michela Iacorossi**  
Research Assistant



**Zahir Athari**  
Research Assistant



## Appendix 3

# Institutional partners

MultiLing has formal collaboration agreements with ten institutional partners, each of which has contributed to the Center’s success in its own way.

### HINN — INLAND NORWAY UNIVERSITY OF APPLIED SCIENCES, NORWAY

The collaboration with INN University is mainly related to education research, such as teacher education and second language acquisition in classrooms.

### JÖNKÖPING UNIVERSITY, SWEDEN

The collaboration is with Francis Hult and the multidisciplinary research group Communication, Culture and Diversity, which focuses on issues of learning and communication inside and outside of workplaces and institutional educational settings.

### LUND UNIVERSITY, SWEDEN

In addition to being 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, as well as language policy and maintenance.

### NTNU — THE NORWEGIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY, NORWAY

The partnership with the Norwegian University of Science and Technology strengthens national collaboration 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

MultiLing core group member Monica I. Norvik divides her time between Statped and MultiLing. The collaboration with Statped brings 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 Center of Excellence in linguistics, CASTL, UiT The Arctic University of Norway has provided MultiLing with inspiration and experience, as well as research collaboration on a number of projects.

### UNIVERSITY OF COPENHAGEN, DENMARK

The University of Copenhagen has organized a number of conferences in collaboration with MultiLing, such as the Multi-Nord conference series. SAB member Pia Quist and other University of Copenhagen researchers are in close collaboration with members of MultiLing’s core group 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 projects. Research collaboration with UWC provides a Southern perspective to the study of multilingualism.







In retrospect, I conclude that, while I really missed the physical get-togethers, there are also upsides to a virtual conference. As expressed by some of the delegates: “To those with limited budgets, the conference allows us to stay plugged into the field without breaking the bank!” and “It is democratic: everyone is in the same size box on the screen.”

*Anne Golden, Covid and me (p. 41)*



Visiting address:  
Henrik Wergelands hus  
Niels Henrik Abels vei 36  
0313 OSLO  
Norway

Mail address:  
PO. Box 1102 Blindern  
0317 OSLO  
Norway

Phone:  
+47 22 85 68 83

E-mail:  
[contact-multiling@iln.uio.no](mailto:contact-multiling@iln.uio.no)

Web:  
[hf.uio.no/multiling](http://hf.uio.no/multiling)



**MultiLing**