

UNIVERSITY  
OF OSLO



Center for Multilingualism in Society across the Lifespan

# Annual Report 2022



The Research Council of Norway



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.

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# The Dean's Introduction

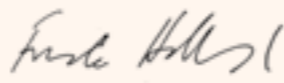
Comprising seven departments spanning a range of disciplines, the Faculty of Humanities at the University of Oslo is the largest in Norway of its kind. As one of our two Centres of Excellence in Research, MultiLing is a vital part of our faculty's vibrant research community. This year, our faculty has benefitted from the opportunities offered by eased restrictions to continue our emphasis on diversity, interdisciplinarity, international scholarly collaboration through a range of in-person, online, and hybrid events.

Ever since its establishment in 2013, MultiLing has been a crucial component to our faculty's success as a thriving, international community of scholars. As a research center composed of scholars from a range of different fields, MultiLing produces high-quality research on multilingualism as it pertains to individuals and groups of different ages and backgrounds. What enables it to do so is its international community of scholars and commitment to interdisciplinarity. Through innovative approaches that combine perspectives from different fields, interdisciplinarity enables scholars to develop new insights concerning the various societal issues we face in an increasingly globalized world. The Faculty of Humanities looks forward to the continuation of MultiLing's invaluable contributions to research during its final year.

Just as our faculty values interdisciplinarity for its capacity to generate new perspectives, we also recognize the importance of diversity for the advancement of research in the humanities. Diversity is one of the key priorities of the Faculty of Humanities not only because inclusion is one of our core values, but also due to the epistemic advantages that incorporating a wider range of perspectives brings to our research. This year, the Faculty of Humanities has supported and participated in two MultiLing workshops dedicated to the promotion of diversity within academia: "Intersectional Experiences in Academia" and "Diversity in Academia: Next Steps." To maintain our position as one of the leading centres of humanities research in Northern Europe, we will continue to focus on diversity and interdisciplinarity also in the year to come.



**FRODE HELLAND**  
Dean of the Faculty of Humanities



# The Head of Department's Introduction

The Department of Linguistics and Scandinavian Studies has been a proud host for our Center for Multilingualism in Society across the Lifespan (MultiLing) for nearly ten years. During this time, MultiLing has contributed valuable new knowledge and insights on multilingualism in society and on the individual level. The year of 2022 has been no exception to this. Through lectures, seminars, workshops, Summer and Winter Schools, dissertations, and externally funded projects, MultiLing's high level of academic activity continues to have an impact both nationally and internationally.

This year, MultiLing has contributed new insights on innovative methodologies, critical concepts, and theoretical approaches to the study of multilingualism across the lifespan. In particular, MultiLing has generated engaging and fruitful discussions on fundamental questions concerning theory, theory development, and terminology. Furthermore, MultiLing has shed light on the methodological and ethical challenges that arise when navigating digital research fields: How may we ethically and responsibly report our research findings from classrooms and digital arenas? How should we recruit individuals to our research projects if they are struggling with illness or if they are a part of a minority group? By engaging with questions such as these, MultiLing has reminded us as researchers of the responsibility that comes with new and innovative methodologies in multilingual research.

As Covid restrictions were lifted this year, we are finally able to engage in intellectual and research-based discussions and debates together in person. Although the restrictions forced us to find new spaces for exchanging knowledge and experience, it also allowed us to reach a wider audience and explore new methodologies for conducting research.

As we proceed into the final year of MultiLing, we are certain that MultiLing's excellent work and contributions will continue to have an impact for years and generations to come.



**AASTA MARIE BJORVAND BJØRKØY**  
Head of the Department of Linguistics and Scandinavian Studies



# The Director's Introduction

## Research and events at MultiLing

For almost ten years, MultiLing has relied on a combination of international collaboration, interdisciplinary exchange, and a cooperative work environment to generate innovative research on multilingualism across the lifespan. In 2022, the remarkably high level of activity at the Center has proven yet again the effectiveness of this approach to doing research, with members of our team producing cutting-edge research through innovative methodologies that range from pupillometry to citizen science. As may be witnessed from the Theme 1 and 2/3 reports, MultiLing scholars delivered an impressive amount of high-quality research on multilingual competence, practices, policies, and ideologies. The list of publications boasts 5 edited volumes, 52 peer-reviewed articles in scientific journals, as well as 23 book chapters.

The success of our international and interdisciplinary approach is also reflected in this year's busy calendar of events. While a number of hybrid events allowed for a broader audience to attend events such as MultiLing's seminar in celebration of the International Mother Language Day and MultiLing's PhD Winter School in the spring semester, the lifting of pandemic-related restrictions later on in the year enabled the Center to host a significant number of events in the fall semester. A non-exhaustive list of these includes

Hirut Woldemariam's Honorary Doctoral Lecture, the annual Einar Haugen Lecture, MultiLing's PhD Summer School, the center's first Scientific Advisory Board Meeting in two years, and MultiLing's yearly Colloquia A and B.

## Doctor Honoris Causa

Last year, Professor Hirut Woldemariam, University of Addis Ababa, Ethiopia, was awarded an honorary doctorate by the Rectorate of the University of Oslo. MultiLing was thrilled to receive the news that our long term collaborator and friend was chosen as one of Rector Svein Stølen's two candidates to receive this highly prestigious distinction. Hirut is a most worthy recipient: Apart from being an excellent scholar, she has spent her career breaking glass ceilings and providing a model to empower women in leadership and promote increased gender equality in Ethiopian academia and beyond. Hirut gave an honorary doctoral lecture entitled: "Decolonizing and reforming Higher Education in Ethiopia", where she problematized the lack of use of indigenous knowledge in Higher Education in Ethiopia and called for comprehensive reforms of the higher education system.

## The Einar Haugen Lecture

The 2022 Einar Haugen Lecture had the captivating title "More than just hand-waving: Gestures and meaning in multilingual language use", and was delivered

by our very own Scientific Advisory Board member Professor Marianne Gullberg, Lund University, Sweden. Through fascinating video examples from many different multilingual settings across the globe, she showed how multilingual speakers' gestures may open a new window into understanding multilingual meaning-making and the multilingual mind. The lecture was given in person in Oslo and was followed by a large audience both in the lecture hall and online.

## Externally funded projects

MultiLing continues to secure funding even in a somewhat turbulent research funding environment, with the Norwegian Research Council freezing many of its funding schemes for the foreseeable future. In 2022, Pia Lane and Haley De Korne were awarded funding from the Research Council of Norway's Program for Sámi Research for a five-year research project: Indigenous language resilience: From learners to speakers. In many Indigenous contexts, schools are key arenas for language revitalization, but we know less about what happens when students leave school. Through a comparative analysis of Sápmi and three other cases, they aim to investigate how and why some individuals transition from being learners to speakers of Indigenous languages. MultiLing, with Haley de Korne in the lead, was also awarded Global Mobility Erasmus+ funding for a partnership with Universidad Autónoma Benito Juárez de Oaxaca, Mexico.

## INTPART Summer School and closing conference

After seven incredibly inspiring and highly successful years of collaboration through the research networking project INTPART, the final summer school and closing conference was organized by Professor Ana Deumert and her team and hosted by the Department of African Studies and Linguistics, University of Cape Town, in December 2022. This exciting think tank brought together over 70 scholars, both junior and senior, for five days of stimulating discussion and debate on the theme - Reflecting on Authenticity / Authentication / Legitimacy / Legitimization. Delegates came from the INTPART partner institutions, spanning across three continents - Europe, North America, and Africa - bringing MultiLing together with Georgetown University (USA) and four South African institutions - University of Cape Town, University of the Western Cape, Stellenbosch University, and University of the Witwatersrand. Although

the formal project is officially closed, the research insights and especially the scholarly contacts made will surely forge the field of multilingualism forward in the years to come.

## New beginnings

For MultiLing, 2022 has, as the penultimate year of the center's formal operations, been one of transition and renewal. Although scholars at the center participated, for instance, in the last conference organized within the framework of INTPART 2.0, this year has primarily been characterized by new beginnings. One example is the establishment of EyeHub, a meeting-place where researchers from across the University of Oslo may share resources and expertise related to eye-tracking and pupillometry. Other examples include expansion of the staff with several research fellows and assistants, an associate professor and a lab engineer, the introduction of an international Master's program in Multilingualism, and the signing of a comprehensive exchange



**UNN RØYNELAND**

Center Director 2022-2023

agreement with Universidad Autónoma Benito Juárez de Oaxaca in Mexico. All these developments exemplify how the upcoming reintegration of the center into the overall operations of the Department of Linguistics and Scandinavian Studies in no way implies the end of MultiLing's work of producing interdisciplinary research of multilingualism across the lifespan through innovative methodologies and international scholarly collaboration. Instead, our research ethos will continue to be a guiding principle for both teaching and research at the Department also in the decade to come.

# About MultiLing

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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 2022

## MAJOR EVENTS AND NEW PROJECTS

In 2022, MultiLing's team can boast of 80 high quality publications and 5 midway evaluations

80 

high quality publications  
(5 edited volumes, 52 journal articles, and 23 book chapters)

209 

conference presentations  
in total

5 

midway evaluations

49 

keynotes and invited talks  
in 20 different countries  
(14 keynotes and 35 invited talks)

## Expansion of the team

- 1 new associate professor
- 3 new post-doctoral research fellows
- 1 new researcher II
- 1 new doctoral research fellow
- 1 new affiliated doctoral research fellow
- 1 new higher executive officer
- 3 new research assistants
- 1 new lab engineer

11 

new MultiLing  
members in 2022



**Negotiating Identities in Nordic Migrant Narratives**  
Edited by Pia Lane, Bjørghild Kjelsvik & Annika Bøstein Myhr



**Decolonial Voices, Language and Race**  
Edited by Sinfree Makoni, Magda Madany-Saá, Bassey E. Antia & Rafael Lomeu Gomes

2022

Highlights

Highlights

2022

## New externally funded projects

*Indigenous language resilience: From learners to speakers.*  
PIs: Pia Lane and Haley De Korne

*Global mobility 2022 – Erasmus+.*  
PIs: Haley De Korne and Unn Røynealand

## Impact

Aneta Pavlenko, Alastair Pennycook and Jannis Androutsopoulos were among the world's top 2% most cited linguists and were listed in The Stanford 2022 list of the World's Top 2% Scientist.

## Researcher training

MultiLing Winter School 2022: *Communication in the multilingual workplace - Perspectives from sociolinguistics and conversation analysis*, February 21–25.

MultiLing Summer School 2022: *Communication and environmental justice: Sociocultural Linguistic Approaches*. September 12–16.

INTPART Summer School 2022: *Reflecting on Authenticity / Authentication / Legitimacy / Legitimization*. December 5-9, UCT, Cape Town.

## Milestones and major events

Mother Language Day 2022: *Flerspråkighet i utdanningen: Fra politikk til praksis*. February 28.

Honorary doctoral lecture: *Decolonizing and reforming Higher Education in Ethiopia*. Professor Hirut Woldemariam (University of Addis Ababa). September 1.

Annual Einar Haugen Lecture 2022: *More than just hand-waving: Gestures and meaning in multilingual language use*. Marianne Gullberg (Lund University). September 26.

## Midway Evaluations

Jenny Gudmundsen, March 10.

Mari J. W. Andersen, June 14.

Magdalena Solarek-Gliniewicz, August 18.

Nuranindia Endah Arum, October 6.

Audun Rosslund, November 25.

## Major publications

### Volumes/special issue

**Lane, Pia;** Kjelsvik, Bjørghild; Myhr, Annika Bøstein (eds.) (2022). *Negotiating Identities in Nordic Migrant Narratives: Crossing Borders and Telling Lives*. Palgrave Macmillan.

Makoni, Sinfree; Madany-Saá, Magda; Antia, Bassey Edem; **Lomeu Gomes, Rafael** (eds.) (2022). *Decolonial Voices, Language and Race*. Multilingual Matters.

**Sevinc, Yesim; Mirvahedi, Seyed Hadi** (eds.) (2022). Emotions and multilingualism in family language policy. Special issue. *International Journal of Bilingualism*.

### Research articles

Diepeveen, Aafke; **Svennevig, Jan; Urbanik, Pawel** (2022). Suspects' opportunities to claim their legal rights in police investigative interviews. *International Journal of Speech Language and The Law*.

**Fyndanis, Valantis; Cameron, Sarah; Hansen, Pernille; Norvik, Monica I.; Simonsen, Hanne Gram** (2022). Multilingualism and verbal short-term/working memory: Evidence from academics. *Bilingualism: Language and Cognition*.

**Kartushina, Natalia;** Mayor, Julien (2022). Coping with dialects from birth: Role of variability on infants' early language development. Insights from Norwegian dialects. *Developmental Science*.

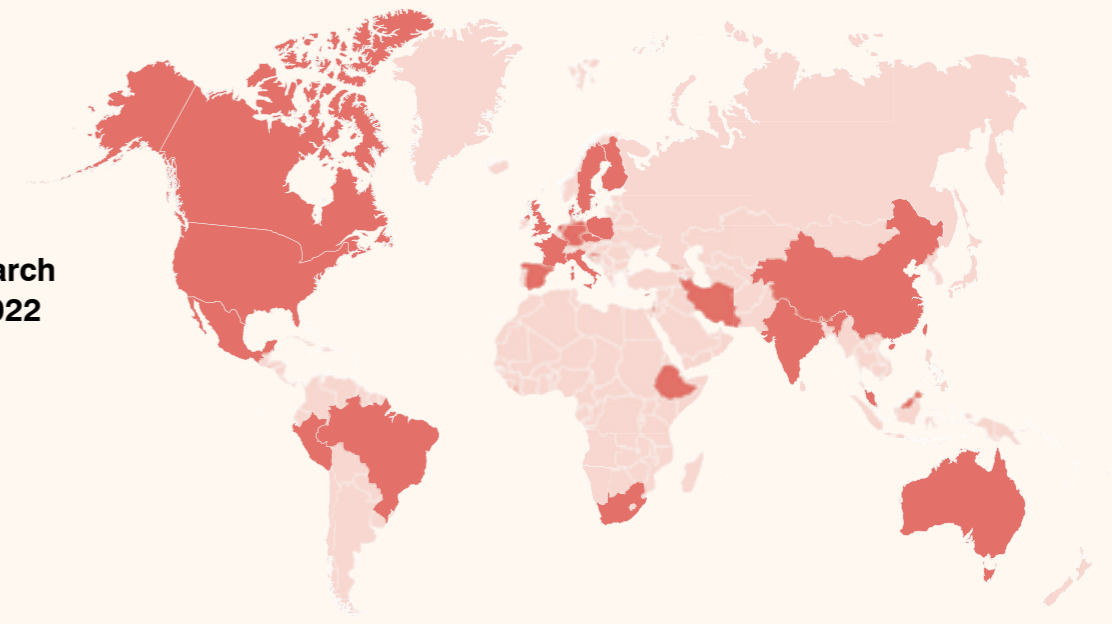
**Köder, Franziska Maria; Sharma, Curtis; Cameron, Sarah; Garraffa, Maria** (2022). The effects of bilingualism on cognition and behaviour in individuals with attention deficits: A scoping review. *Frontiers in Psychology*.

**Onnis, Luca;** Lim, Alfred; Cheung, Shirley; Huettig, Falk (2022). Is the Mind Inherently Predicting? Exploring Forward and Backward Looking in Language Processing. *Cognitive Science*.

# Facts & Figures

## 10 Years

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



International research collaboration in 2022

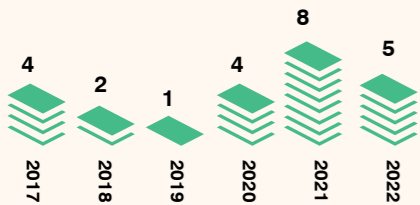
20 countries



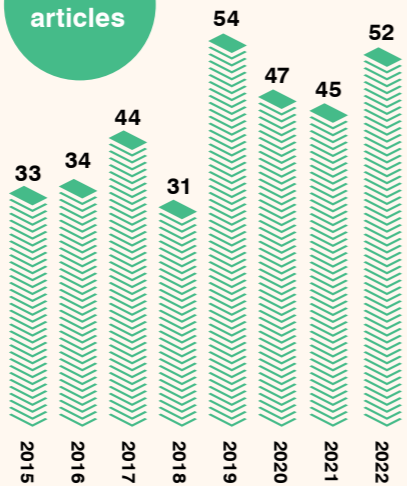
### Publications



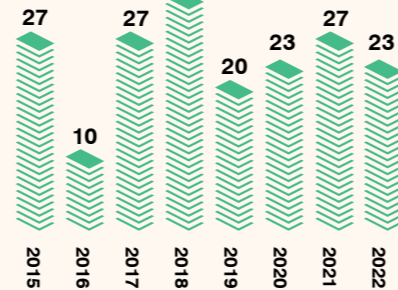
Books, edited volumes and special issues



Journal articles



Book chapters



### MultiLing in social media

3700 Facebook followers

107 Facebook posts

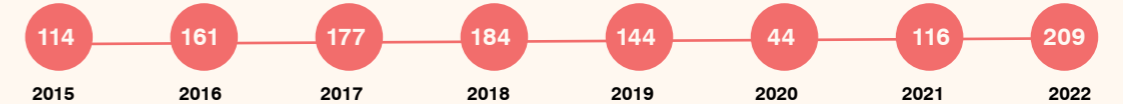


Facebook 2022

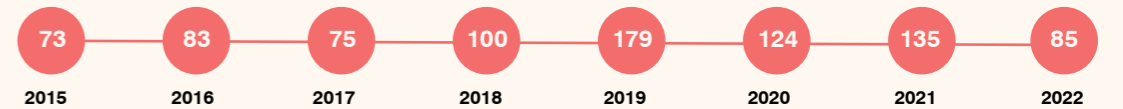


### Conference presentations and public outreach

Conference and workshop presentations

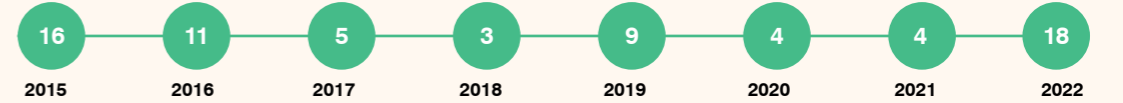


MultiLing in the media

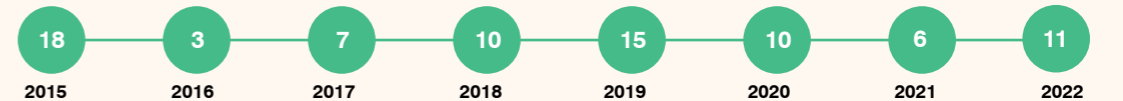


### Activities and Events

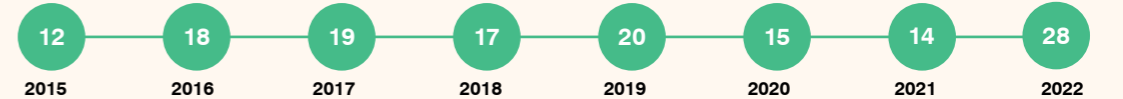
Guest lectures at MultiLing



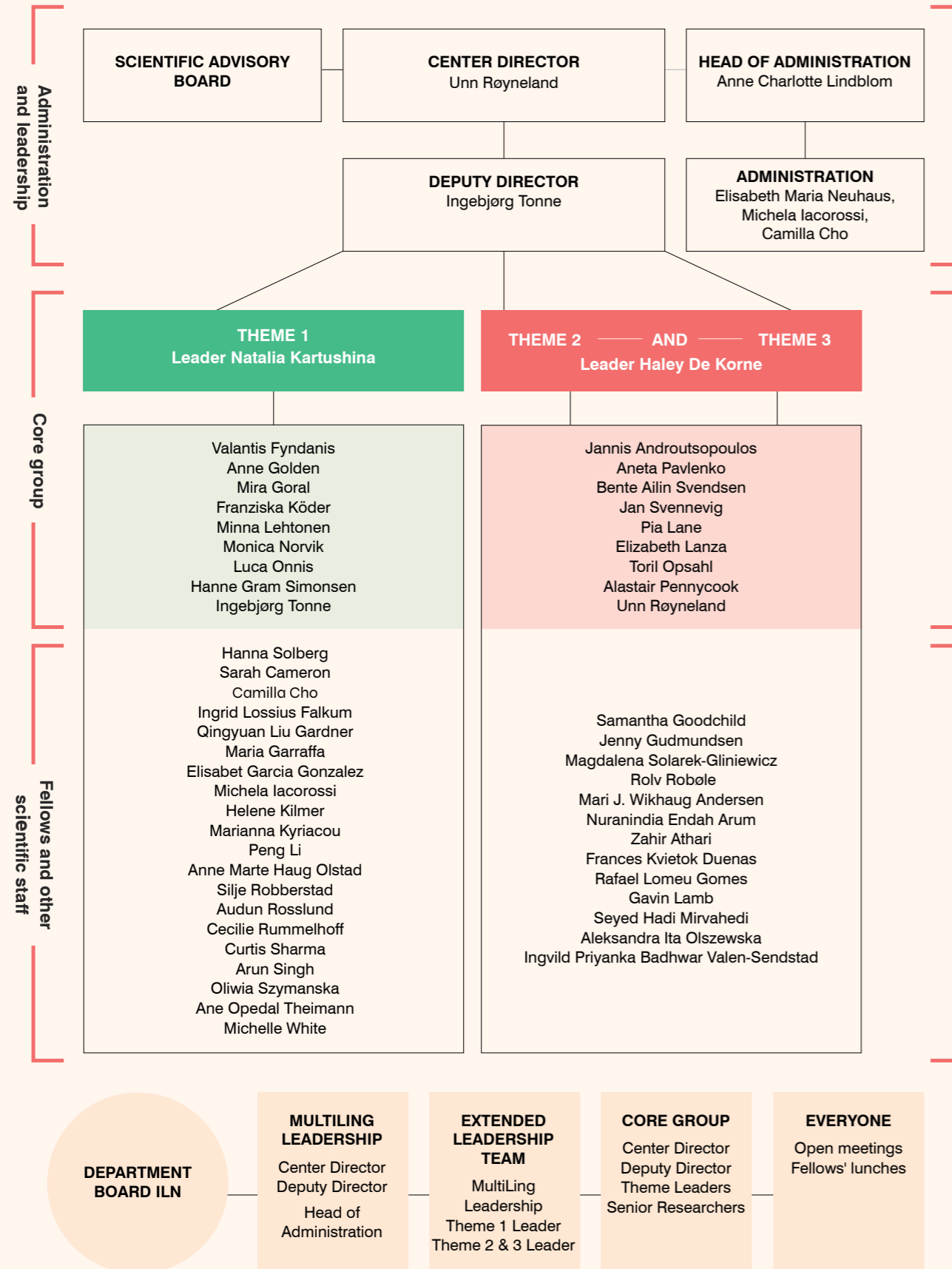
Workshops and conferences at MultiLing



Multilingualism Research Forum



# Organizational structure of MultiLing 2022



# The Extended Leadership Team

The Extended Leadership Team (ELT) consists of the Center leadership and the Theme leaders.

### CENTER DIRECTOR

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

### DEPUTY DIRECTOR

**Ingebjørg Tonne**  
Ingebjørg Tonne is Professor of Nordic language/Norwegian as a Second Language. Her main field of research is contrastive linguistics and how the use of linguistic contrasts informs the exploration of multilingual competence in the classroom and how grammar and the knowledge of grammar can be explored as a way of enhancing the metalinguistic awareness among students. She has, moreover, studied how extensive access to quality literature may enhance the reading and writing development of children. She has published research on narrative method and how language learners present themselves and their learning trajectories through narratives.

### HEAD OF ADMINISTRATION

**Anne Charlotte Lindblom**  
Anne Charlotte Lindblom holds a Cand. Polit. degree from the University of Oslo in Social Anthropology. She has 16 years of work experience from the field of higher education and research. Prior to joining MultiLing, she worked at the Research Council of Norway, the Royal Norwegian Embassy in Washington DC, the US Embassy in Oslo, and at ANSA – Association of Norwegian Students Abroad.

### THEME 1 LEADER

**Natalia Kartushina**  
Natalia Kartushina is Associate Professor of Psycholinguistics. She did her PhD at the University of Geneva, Switzerland, and has a background in speech therapy, cognitive psychology, and psycholinguistics. Her current research interests cover first- and second-language phonological/lexical acquisition and the role of environment in shaping language learning.

### THEME 2 AND THEME 3 LEADER

**Haley De Korne**  
Haley De Korne is Associate Professor of Multilingualism. Her research is interdisciplinary, drawing on frameworks and methods from linguistics, education, and anthropology in order to examine and contribute to language learning, literacy practices, and social justice in multilingual education contexts. Her current research focuses on teachers' critical language awareness, language activism, and pedagogies for language reclamation and revitalization.

## The Center Board

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

### Chairperson

Head of Department  
Aasta Marie Bjorvand Bjørkøy  
(Deputies: Head of Studies Elise Kleivane and Head of Research Åshild Næss)

### Representatives for permanent academic staff

Toril Opsahl  
(1<sup>st</sup> deputy: Johan Tønnesson)

Sverre Stausland Johnsen  
(2<sup>nd</sup> deputy: Haley De Korne)

Hans Kristian Rustad  
(3<sup>rd</sup> deputy: Guro Busterud)

### Representative for technical/administrative staff

Kathrine Kjellmann Brachel  
(no deputy)

### Representative for temporary academic staff

Sarah Cameron  
(1<sup>st</sup> deputy: Johan Bollaert; 2<sup>nd</sup> deputy: Karl Farrugia)

### Student representatives

Ulrikke Strømsvold Tveit  
(1<sup>st</sup> Deputy: Alva Stenseth Hoff)  
Luca Lukas

### External representative

Hege Stensrud Høsoien  
(Deputy: Håkon Harket)



# Scientific Advisory Board

International scholars who are specialists in multilingualism in childhood, adolescence, adulthood, and aging constitute MultiLing’s Scientific Advisory Board (SAB). The 9 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.



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



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



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



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



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



↑  
**MARIANNE GULLBERG**  
is a 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.



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



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



↑  
**QUENTIN WILLIAMS**  
is a Professor and Director of the Centre for Multilingualism and Diversities Research (CMDR) and an Associate Professor of Sociolinguistics in the Linguistics Department at the University of the Western Cape (UWC).

# 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, and MultiLing addresses the challenges and opportunities that multilingualism creates for the individual within the family, school, workplace, health services, and society in general.

MultiLing is organized into three mutually dependent and interrelated Themes:

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

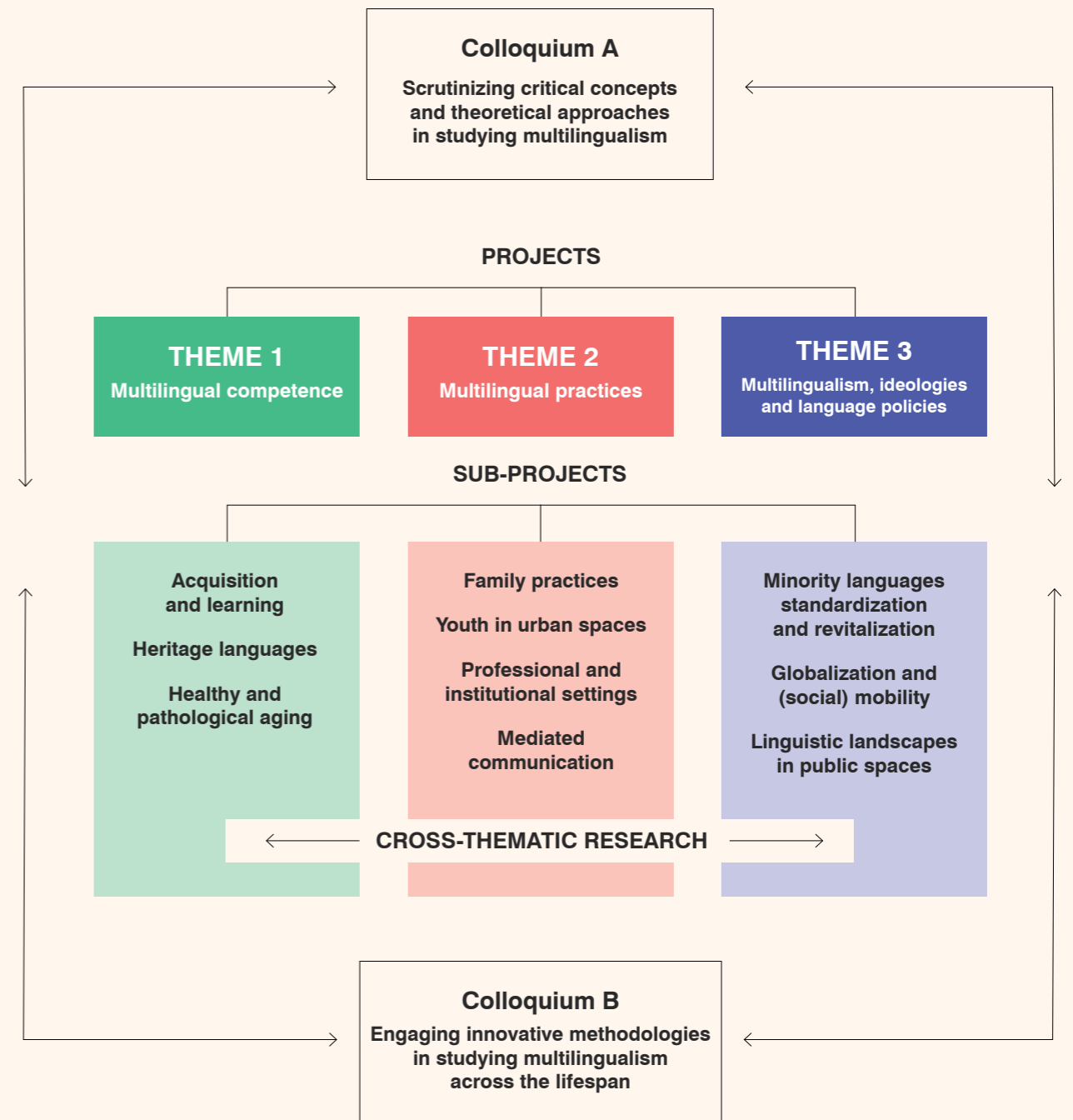
The Themes are constructed to complement one another, and they are led by Theme leaders. In 2021, the Extended Leadership Team decided to have a single Theme leader for both Themes 2 and 3, as many of the relevant researchers had work that spanned across the two Themes. MultiLing's researchers and research fellows contribute with projects related to each Theme.


In addition to this, activities at MultiLing are organized into two Colloquia in order to ensure opportunities for collaboration and cross-fertilization across thematic boundaries:

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

The lifespan perspective is crucial to MultiLing's research objectives across its three Themes. Projects address various phases of the lifespan, such as multilingual acquisition and multilingualism in the family, at school, among adolescents, at the workplace, and among the elderly. MultiLing's cross-thematic projects make important contributions 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





**Theorizing  
and operationalizing  
multilingualism**

One of the main goals of MultiLing as a Center of Excellence has been to foster multi-/cross-/inter-/trans-disciplinary research on multilingualism. By bringing together people with diverse disciplinary backgrounds and research agendas we have had the opportunity to bounce ideas, but also to debate in depth foundational concepts of the field: What do we mean by a multilingual – or a monolingual; does the ‘native’ speaker exist; what is (a) language; how do we approach our subjects; and how do we understand our role as researchers? How do we theorize and operationalize these concepts? Which ones are useful, which overlap with previous concepts, which are superfluous and perhaps just a result of academic branding, and which may even be harmful – and why?

These have been ongoing debates throughout the lifetime of the Center – at our seminars and workshops, by the coffee machine and in the busy, buzzing hallway of MultiLing. In particular, we have brought these challenging issues and debates to the fore through our colloquia A and B which aim to scrutinize critical concepts and theoretical approaches in studying multilingualism, and to engage innovative methodologies in studying multilingualism across the lifespan. In this year’s annual report, we have chosen to give you a small tasting of some of the discussions that took place at the Colloquium A and Colloquium B this autumn.

The aim of colloquium A: “*What’s in a name?*” *Labelling concepts and languages 2.0: Expanding the scenery*, was to discuss different positions and reflect on the debate that has been going on in linguistics with respect to the delineation and naming of languages/lects, but also to expand the discussion to the relationship between theoret-

ical concepts, terminology and labelling more generally. The question is whether we end up with a proliferation of terms without precise definitions, with unclear advantages over older terms, or genuinely new and theoretically useful ideas.

**By bringing together people with diverse disciplinary backgrounds and research agendas we have had the opportunity to bounce ideas, but also to debate in depth foundational concepts of the field.**

The aim of colloquium B, “*Research ethics: traditional tracks and new technologies*”, was to reflect on challenges – and solutions – related to research ethics in previous and ongoing research, and to scrutinize the specific experiences and challenges associated with research on multilingualism from a cross-thematic angle. Four broad areas were covered: clinical research, linguistic ethnography, digital communication, and practices of involving people in research. Both hands-on experiences and challenges as well as more general, phenomenological questions were raised and discussed.

Seven of the presenters at the seminars have written short reflections pieces on a diverse set of topics – addressing these complex ethical, methodological, and theoretical issues. Happy reading!



DOCTOR HONORIS CAUSA

# Professor **Hirut Woldemariam**

**UiO's honorary doctorate is given to prominent, most often foreign, scholars. It is awarded without the candidate having defended a dissertation in a public defense. UiO has had the right to appoint honorary doctors since 1824. They are usually appointed every three years at UiO's annual party in September**

On September 2, our friend and longtime collaborator of MultiLing, Professor Hirut Woldemariam (University of Addis Ababa, Ethiopia), was awarded University of Oslo's honorary doctorate. The creation of honorary doctors is an important institutional celebration at the University of Oslo, dating back to 1902. Woldemariam was originally appointed as an honorary doctorate in 2020, however, due to the pandemic, the official conferment was postponed to 2022. Finally, she was able to travel to Oslo this year and formally received her honorary doctorate.

At the University of Oslo's Annual Celebration, held at the university's ceremonial hall, The University Aula, Hirut Woldemariam gave a speech and was formally conferred as an honorary doctorate by the University of Oslo's Rectorate. Woldemariam's research interests include comparative historical linguistics and sociolinguistics, with a focus on language policy and the linguistic landscape. Throughout her career, she has, in addition, worked undauntingly to empower women in leadership and promote increased

gender equality in Ethiopian academia and beyond. Woldemariam is no stranger to the University of Oslo, and she has worked closely with the former director of MultiLing, Professor Elizabeth Lanza. Over the years, they have presented their collaborative research at numerous international conferences and co-published extensively. While in Oslo, Woldemariam gave her honorary doctoral lecture with the title "Decolonizing and Reforming Higher Education in Ethiopia" at the venerable "Gamle festsal" lecture hall on September 1. In her presentation, she spoke about the importance of forming a higher education system in Ethiopia by decolonizing the system. She stressed that Ethiopian universities ought to produce useful knowledge and skills both for the local and global context using indigenous knowledge, and thereby be the owners, creators, and users of such knowledge. The lecture had over a hundred attendees and opened up for a Q&A session at the end of the presentation. The day before, she also held a round table talk at MultiLing on language policies in Ethiopia.





Theorizing  
and operationalizing  
multilingualism



←  
"PÅ GJENSYN"  
MARI CAMILLA RISDAL OTNES

Throughout the years, people at MultiLing have sadly had to get accustomed to bidding farewell to wonderful colleagues who have completed their doctoral or postdoctoral fellowships at the Center. This year we also had to bid farewell to Mari Otnes, MultiLing's Head of Administration for the past eight years. Mari was headhunted back in 2021 for a temporary position as Assistant Director at the University Library and was offered the position permanently in 2022.

Mari has been a pillar at MultiLing from its early beginning, and she has played a pivotal role in making the center what it is today. As part of the leadership team and through her creative thinking, analytic mindset, as well as excellent organizational and interpersonal skills, Mari will be missed both as an eminent administrator, but also as a wonderful colleague. However, as we say at MultiLing, this is not a goodbye, but a "på gjensyn"! We wish Mari the absolute best on her future endeavors!

Pia Lane:

# New speakers – what is new?

Researchers in multilingualism and second language acquisition have had an uneasy relationship with labels such as 'second language speakers' and 'non-native speakers'. The latter label has been particularly problematic because defining who or what a native speaker is has proved difficult, and the label is often used uncritically as an abstract model of "correct" language use. Hence, language learners and multilinguals have been measured up against this abstract category, and often seen as falling short. The 'native speaker' label has been problematized in sociolinguistics and second language acquisition research, but the concept has proven to be particularly thorny in language revitalisation, along other concepts such as 'non-fluent speakers', 'semi speakers' and 'second language learners'. Those who learn a language that used to be spoken in their family and home community,

do not learn a foreign language, nor do they necessarily see their community language as a second language.

The term 'new speaker' originated in the Basque Country and in Galicia – 'euskaldunberri' (new speaker of Basque) and 'neofalante' (new speaker), where these terms were used as self-defining categories and analytical categories. The 'new' implies that such speakers differ from traditional or old speakers. New speakers typically acquire a language via the educational system or revitalisation efforts, though they may have passive competence due to some language exposure in the home (Rasmus and Lane 2021). Their language use may therefore differ considerably from that of traditional speakers, either because they speak what is perceived as 'book language' since it is acquired through education, or because processes of language shift have brought

about grammatical and lexical changes. Hence, new speakers may be seen as lacking the authenticity and legitimacy of traditional speakers. New speakers often experience key life moments that make them shift from being learners to starting to use a language, a journey that often is linked to issues of identity and belonging.

The 'new speaker' concept is 'new' and theoretically useful in several ways: it offers an alternative and more apt category in contexts of language revitalisation, it brings to the fore hierarchies and practices in revitalisation processes, and it has come to be used as a cover term to replace 'non-native speakers' also in other contexts. Particularly in research on revitalisation, the new speaker concept may help us shift the focus from the abstract native-speaker to trajectories of language learning and reclamation.

Rasmus, Sini and Pia Lane (2021). New speakers of Sámi: From insecurity to pride. *Linguistic Minorities in Europe*. Online.

# Research Output

## THEME 01

## Multilingual competence

Researchers in Theme 1 strive to understand processes involved in first, second and multilingual language acquisition, neuroplasticity associated with additional language learning, language impairment and recovery, and how language acquisition interacts with other cognitive functions, such as memory, executive functions, attention and emotion development.



**NATALIA KARTUSHINA**  
Theme leader

### Transitions

Several researchers have joined Theme 1 research group in 2022. Associate Professor Luca Onnis joined MultiLing as a core group member in March. Onnis holds a Ph.D. in Psychology from the University of Warwick, UK and has rich experience in bilingualism and cognitive science research. Postdoctoral fellow Marianna Kyriacou joined the AttCom project, where they investigate the role of attention in communication. The team is currently running an eye-tracking study to assess how attention abilities (executive attention and ADHD [Attention Deficit Hyperactivity Disorder]-related symptoms) affect reading skills in young adults with and without ADHD. Doctoral Research fellow Anne Marte Haug Olstad – previously working as a Research Assistant at MultiLing – joined the TEFLON project (Technology-enhanced foreign and second-language learning of Nordic languages), supervised by Sari Ylinen, research Professor Minna Lehtonen and researcher and lab Manager Franziska Köder. They use advanced speech technology to design a digital language-learning game to improve Norwegian skills (word pronunciation) in immigrant children. Haug Olstad has been working on developing her research project and has already collected speech data from about 30 children. Postdoctoral fellow Peng Li joined MultiLing in February to work with associate professor Natalia Kartushina on a longitudinal study

examining the development of phonetic representations in Norwegian learners of Chinese. Li has already collected data in novice and intermediate-level learners. Postdoctoral fellow Arun Singh joined the RCN-funded project BABYLEARN supervised by Kartushina, where he leads the acoustic processing of parental recordings while interacting with their child. This summer, the BABYLEARN team has finished a yearlong longitudinal data collection.

### Bilingualism/multilingualism and cognitive development

Over the last decade, hundreds of laboratories have joined the race attempting to assess the so-called bilingual advantage hypothesis, which has not been concluded so far. MultiLing has joined in, examining the relationship between bilingualism, on the one hand, and cognitive functions and linguistic skills, on the other.

Researcher Valantis Fyndanis, affiliated PhD fellow Sarah Cameron, researcher Monica Norvik and Professor emeritus Hanne Gram Simonsen, in collaboration with former MultiLinger Pernille Hansen, investigated whether multilingualism has a positive effect on the verbal short-term memory (STM) and working memory (WM) capacity in middle-aged and older individuals. 82 L1-Norwegian sequential bilingual/multilingual academics participated in the study (Fyndanis, Cameron, Hansen, Norvik & Simonsen 2022). The



degree of bilingualism/multilingualism for each participant was estimated based on a comprehensive questionnaire. Correlation and regression analyses showed that multilingualism impacts both verbal STM and verbal WM. In particular, all analyses showed that the number of known foreign languages was the strongest predictor of verbal STM and WM capacity in sequential bilingual/multilingual academics.

Seeking to answer similar questions, Kartushina and colleagues examined, in two studies, the development of executive functions and emotion understanding in 593 bilingual and monolingual Russian preschool children (Bukhalenkova, Veraksa, Gavrilova, & Kartushina 2022a; Bukhalenkova, Veraksa, Gavrilova, & Kartushina 2022b). The analysis revealed, in line with the above-reported results in adults, that bilingual children demonstrated slightly higher results in verbal working memory and motor persistence skills,

as compared to monolingual children. Monolingual children, on the other hand, outperformed bilingual peers in emotion understanding tasks. These results suggest that children growing up in bilingual environments might require more time and exposure to language and culture to master the ability to understand mental causes of emotions.

The above studies suggest positive effects of bilingualism on executive functions in healthy populations. Turning to more vulnerable participant groups, Köder, Cameron and research Professor Maria Garraffa in collaboration with researcher II Curtis Sharma conducted a systematic review (Köder, Sharma, Cameron & Garraffa 2022) to gather, synthesize and evaluate existing evidence on how bilingual language experience and attention deficits affect executive function performance and ADHD-related symptoms in children and adults. They identified nine

studies (2071 participants). Across these studies, researchers found no evidence that speaking two or more languages leads to cognitive disadvantages for people with attention deficits. Based on the current state of research, individuals with ADHD and their families should not be concerned that learning additional languages has a negative impact on functioning or cognitive performance.

While the potential cognitive advantage of bilingualism has been abundantly investigated, lexical deficit – the view that bilingualism incurs linguistic costs – has not yet been subject to the same degree of scrutiny, despite its centrality for our understanding of the human capacity for language. Minna Lehtonen, Haug Olstad and colleagues implemented a comprehensive meta-analysis to address this gap. By analyzing 478 effect sizes from 130 studies on expressive vocabulary, they found that observed lexical deficits could not be

## MultiLing has joined the race to assess the so-called bilingual advantage hypothesis, examining the relationship between bilingualism, on the one hand, and cognitive functions and linguistic skills, on the other.

attributed to bilingualism (Bylund, Antfolk, Abrahamsson, Haug Olstad, Norrman, & Lehtonen 2022). They did not find such an effect for simultaneous bilinguals, nor for sequential bilinguals when they were tested in their first language. This suggests that a lexical deficit may be a phenomenon of second language acquisition rather than bilingualism per se.

Connected to the relationship between executive functions and language experience, more specifically language switching, PhD fellow Elisabet Garcia Gonzalez completed data collection for her PhD thesis on language development and executive functions in bilingual children. She launched the final (online) experiment of her PhD with Finnish-Swedish bilinguals in Finland. There she further investigates to what extent the cognitive mechanisms engaged in language switching can become automatized with prolonged language experience.

### Second and foreign language learning

Second and foreign language learners are typically considered consecutive (or late) bilinguals, and, therefore, contribute to a separate line of research. MultiLingers in Theme 1 are interested in the cross-linguistic influence between individuals' first, second and other languages at a range of linguistic levels of processing – from metaphors to speech sounds.

Professor emeritus Anne Golden has co-edited a book (Ragnhildstveit, Golde & Helland Gujord 2022) on the use of corpus, crosslinguistic influence and second language didactics. In one of the chapters, together with Lars Anders Kulbrandstad, she shows how knowledge from second

language research can be applied to new areas, as, for example, forensic linguistics in Norwegian, and presents a method to examine a threat letter in a Norwegian abduction case. The aim is to assess whether the author(s) have Norwegian as first or second language. In the same book, Golden, together with postdoctoral fellow Oliwia Szymanska, presents studies related to the comprehension of Norwegian metaphorical expressions (Szymanska & Golden, 2022a). In the analysis, they emphasize equivalence, that is, similarity between expressions in Norwegian and the learner's first language, Polish. They examine the extent to which complete or partial equivalence between metaphorical expressions in L1 and L2 promotes understanding and production. In a separate work, Szymanska and Golden examine how similar the metaphorical expression in L1 and L2 needs to be for the facilitating effect to occur (Golden & Szymanska 2022b). The analysis shows that the positive cross-linguistic influence only emerges for the expressions with full equivalence between the two languages, not for those with partial equivalence.

Szymanska & Janik (2022) provide a contrastive insight into the tense systems in Norwegian and Polish, showing how tense in Norwegian as a second language can manifest itself for an advanced L2-speaker using Norwegian as a tool. The aim of the study was twofold: to investigate whether the underlying tense distribution patterns from L1 Polish were visible in the physician's L2 Norwegian, and whether the physician managed to conceptualize the use of L2 tenses in contexts that require other tenses in their L1.

## With an increasing number of young adult stroke survivors, there is a specific need to investigate how aphasia affects parenting.

Lehtonen and colleagues used EEG to study how adults learn to produce novel foreign phonemes (Railo, Varjonen, Lehtonen, & Sikka 2022). To investigate the neural processes that mediate the learning of foreign phoneme pronunciation, they recorded brain activity when participants (N = 19) pronounced 'native' and foreign phonemes. Behavioral results indicate that the participants' pronunciation of the foreign phoneme improved during the experiment. The EEG results revealed that the amplitude of the frontocentral EEG response was modulated by the pronunciation of the foreign phonemes, and the effect changed during the experiment, paralleling the improvement in pronunciation. These results suggest that this response may reflect higher-order monitoring processes that signal successful pronunciation.

Li and his colleague (Li & Ye 2022) examine the role of similarity between L1 and foreign language speech sounds in the success of foreign language (FL) learning by bilinguals, focusing on how the current FL proficiency affects the transfer of 'native' sounds to the FL. In a between-subject study, they tested the production of Japanese stops in a paragraph-reading task of 18 Shanghaiese-Mandarin learners of Japanese and 9 Tokyo Japanese first language speakers. Their analyses show that when learning FL sounds, bilingual speakers do not always benefit from the phonetic overlap between the FL and one of their L1s. The benefits are rather conditioned by their FL proficiency; more proficient learners show greater benefits.

Other work on L2 acquisition is currently being conducted: Cameron has started

the first round of data collection for her PhD project on language processing in L1 speakers and L2 learners of Norwegian. In the project she will be using EEG to look at processing differences at various stages of acquisition, and relate findings to other measures such as working memory and motivation.

### Clinical linguistics

A number of researchers in Theme 1 work on language assessment in clinical settings and language processing and recovery in multilingual individuals with language impairments. Monica Norvik, former MultiLinger Marianne Lind and their colleague have assessed factors affecting Norwegian speech and language therapists' (SLTs') work with multilingual people with aphasia (MPWAs), such as work setting, professional training, clinical tools and procedures, and service delivery (Norvik, Lind, & Jensen 2022). The results reveal that despite inadequate education programs, shortcomings in clinical training, and limited clinical resources, the SLTs provide sensitive treatment to MPWAs. In a clinical review (published in both Norwegian and English), Norvik and colleagues describe primary progressive aphasia: a collective term for forms of dementia that begin with language impairments (Bekkhus-Wetterberg, Brækhus, Müller, Norvik, Winsnes, & Wyller 2022). These variants of neurodegenerative dementia initially manifest as isolated language impairments in the absence of other cognitive symptoms, so it is important to differentiate it from other neurodegenerative diseases. Norvik, Simonsen and a colleague have written an overview paper on language assessment, in Norwegian,



of the recently published Norwegian version of the Comprehensive Aphasia Test, describing the underlying aims of the test, how it is constructed, how it can be used, as well as how it is normed and validated (Røste, Norvik, & Simonsen 2022). Writing in practitioners' first language facilitates access and understanding of the tests, so Norwegian speech pathologists can learn about the test and use it in their practice.

Research Professor Mira Goral and her team have assessed the effects of therapeutic treatment on language production in patients with aphasia in both their L1 and L2. The results show that aphasia intervention in one language does not

always transfer to the untreated language(s); multiple variables affect the response to treatment, including the age of language acquisition, language proficiency and use (Lerman, Goral, Edmonds, & Obler 2022). Goral has also shown that bilingual individuals with aphasia (in comparison to individuals without aphasia) are characterized by greater variability in their ability to predict upcoming information as they listen to sentences in both their L1 and L2 (Goral 2022).

Affiliate PhD fellow Helene Killmer, research Professor Jan Svennevig and their colleague explore, for a person with aphasia (PWA) and his wife, practices

employed to organize planning in conversation (Killmer, Svennevig, & Beeke 2022a). Using Conversation Analysis (CA), they find that the PWA contributes to the talk planning by initiating and modifying planning sequences and that the PWA's agency is facilitated even during disagreement. The analysis offers insights into practices that allow PWAs to use their limited communicative resources to contribute competently to talk planning.

With an increasing number of young adult stroke survivors, there is a specific need to investigate how aphasia affects parenting. Raising a child happens through interaction, and centrally involves requests,





such as 'go to bed', and 'sit still'. Using conversation analysis (CA) for analyzing video recordings involving three parents with aphasia, Killmer, Svennevig and a colleague found that stopping a child's action may be easier to achieve than getting a child to do something, as it requires less specification of the action (Killmer, Svennevig, & Beeke 2022b). The analysis offers insights into practices that may allow or hinder these parents with aphasia to perform requests and thus to engage in parenting and participate in family life.

Fyndanis & Killmer, together with international colleagues, investigated the ability of individuals with non-fluent aphasia to produce sentential negation, as well as the role of verbal working memory (WM)

capacity in task performance (Fyndanis, Miceli, Capasso, Killmer, Malefaki & Grohmann 2022). They used a sentence anagram task tapping into the construction of negative and affirmative declarative sentences, and a digit backward span task measuring verbal WM capacity. The authors found no significant difference between negative and affirmative sentences in individuals with aphasia. There was a main effect of verbal WM capacity on task performance, though. The results contribute to the linguistically-informed accounts of (morpho)syntactic impairment in non-fluent aphasia.

One of the flagship projects, Multilingual Aphasia, continues to collect data for the eye-tracking and EEG studies of sentence

processing in bilingual adults with and without aphasia. Currently, researchers have data for 27 young adults, 13 older adults, and 4 people with aphasia. Also, Postdoctoral fellow Qingyuan Gardner, working on the Machine Learning Aphasia project, has completed data collection for her EEG experiment investigating temporal processing in Norwegian.

#### **Early language development, role of input and variability (dialects)**

While most of the research in Theme 1 is with adults, a number of projects examine language processing and development in young children. PhD fellow Audun Rosslund and Kartushina with colleagues, examine the acoustic properties of a specific register, infant-directed

speech (IDS), in Norwegian parents to 18-month-old infants (Rosslund, Mayor, Óturai, & Kartushina 2022). Does IDS impact language development in bilingual infants, does it differ from IDS addressed to monolingual infants? To answer these questions, we have, first, to assess parental speech addressed to monolingual infants. Twenty-one parent-toddler dyads from Tromsø, Northern Norway, participated in the study. Parents were recorded in the lab reading a storybook to their toddler and to an experimenter (ADS register). The results show that parents' increase in pitch in IDS (vs. ADS) and lower vowel category variability in IDS are related to toddlers' vocabulary. The results point towards potentially facilitating roles of increase in parents' pitch when talking to their toddlers and of consistency in vowel production in early word learning. Future research needs to examine whether parents to bilingual toddlers use the same acoustic features to facilitate language development.

Parental input might not only facilitate but also hinder language development when the speech addressed to the child varies considerably between the parents, which is typically the case of dialects. Kartushina and her colleague assessed, in two eye-tracking tasks, word form recognition and word comprehension in 70 12-month-old Norwegian-learning infants exposed to two parents speaking the same or two different Norwegian dialects (Kartushina & Mayor 2022). The results show evidence for word comprehension in monodialectal infants, but not in bi-dialectal infants, suggesting that exposure to dialectal variability can impact early word acquisition, with stronger dialectal dissimilarities having more impact. The extreme case of the latter can be compared to bilingual households, where infants receive dissimilar language input with languages ranging from very similar to very dissimilar.

Simonsen, together with former MultiLinger Hansen and international collaborators, have published a study protocol of the

StarWords project, a new, on-going study which uses mobile and web-based applications to collect longitudinal data from parents of multilingual, bilingual, and monolingual children aged 0-3 years in Norway, Poland, and the UK (Mieszkowska et al. 2022). These tools allow parents to report their children's language development as it progresses, and allow researchers to characterize children's performance in each language (the age of reaching particular language milestones), tracking their developmental trajectory from the very first words to broader vocabularies and multiword combinations.

Researchers at Theme 1 are also examining language development in less-studied languages. Postdoctoral fellow Michelle White has assessed how Afrikaans-speaking children between 2 and 5 years acquire negation (White, Southwood & Huddleston 2022). Afrikaans is a West Germanic language that originated in South Africa as a descendent of Dutch, and displays discontinuous sentential negation (SN), where negation is expressed by two phonologically identical negative particles that appear in two different positions in the sentence. Results show that Afrikaans' unusual system of negation seems to have a delaying effect on comprehension, specifically of negative indefinites, but not on production. These results contribute to our understanding of language development in less-studied languages and non-WEIRD societies. Kartushina and her colleagues have, furthermore, examined, longitudinally, the relationship between the development of language and executive functions in 681 Russian 5-7-year-old children (Veraksa, Bukhalenkova, Kartushina, & Oshchepkova 2022). The results reveal significant improvements in language skills over the assessed period, with improvements in narrative skills being more remarkable than that in lexical and grammatical skills. Moreover, verbal working memory was related stronger to language skills than other components of the executive functions. The latter result has also been reported in bilingual literature.

## Children were reported to have gained more words than expected during lockdown, relative to pre-pandemic levels.

### Covid effects

In the Annual Report 2020, we dedicated special attention to the pandemic and how Covid-19 affected our lives. Although the worst is hopefully behind us, we continue learning about negative and positive effects of Covid-19 and related social isolation on people's lives. An international consortium with researchers from 13 countries led by Kartushina has investigated the impact of Covid-19 related social isolation measures on 2,200 young 8-36-month-old toddlers across 13 countries (Bergmann et al., 2022; Kartushina et al. 2022). Shortly after lockdown began and at the end of the lockdown, parents were asked, in a survey, to fill in the vocabulary inventory and to report about the activities that they undertook with their child during lockdown. The studies found that, during lockdown, children who were read to more frequently learned more words, relative to their peers who were read to less frequently. However, children with increased exposure to screens learned to say fewer words, relative to their peers with less screen time (Kartushina et al. 2022). In addition, while children were exposed to more screen time during lockdown than before, overall, children were reported to have gained more words than expected during lockdown, relative to pre-pandemic levels (Bergmann et al. 2022). While this suggests that the relatively short isolation did not detrimentally impact language in young children, one should be cautious in generalizing the results to normal times or to longer lockdowns.

### Language processing and linguistics

Researchers in Theme 1 are also interested

in the fundamental mechanisms underlying human (spoken and written) language acquisition and processing. Understanding monolinguals' language processing and acquisition is essential and provides the basis for multilingual language research. What factors affect spoken language production? Fyndanis and his colleagues have explored the role of cognitive and demographic factors in verb-related morpho-syntactic production in middle-aged and older Greek-speaking adults (Fyndanis, Masoura, Malefaki, Chatziadamou, Dosi & Caplan 2022) and found that greater verbal memory capacity and higher educational level were associated with better production of morphosyntactic structures. These results suggest that individual differences in cognitive functions and education modulate language processing in adults.

Spoken language is characterized by rapidity, continuity and variability. It is not easy to extract bilingual or monolingual speech emanating from a specific direction in a large reverberant room with additional sound sources. Many of the existing methods work well only if there is a single sound source, and their performance degrades if additional sound sources are present. Singh and his colleague address this problem (Singh & Tiwari 2022). They evaluate the efficacy of their new method against several popular methods using five objective measures of sound quality and report that, on each of these parameters, the method proposed in their work perform better than the one they have benchmarked it against. Many languages still lack acoustic description of their

speech sounds. Fyndanis and his colleagues provide the first comparative acoustic analysis of Athenian Greek and Cypriot Greek sonorants. Researchers found that a combination of spectral moments of sonorants and their coarticulatory effects on adjacent sounds determine sonorants' linguistic (stress and phonemic category) and sociolinguistic (language variety) characteristics (Themistocleous, Fyndanis & Tsapkini 2022).

As for written language, Kyriacou and her colleagues assessed, in an eye-tracking study, ambiguity resolution in English idioms (Kyriacou, Conklin, & Thompson 2022). Participants read short sentences where known idioms were presented in the passive voice. The results indicated faster reading times in the literal condition relative to the figurative, suggesting that modifications of conventional idioms (e.g., the beans were spilled as opposed to spilled the beans) can make their literal meaning

more dominant in monolingual speakers; on-going research addresses this hypothesis in bilingual speakers. The research showed that our go-to interpretation when it comes to ambiguous language can be influenced by how often we encounter a given linguistic unit in a particular way. Onnis and colleagues have also used an eye-tracking task to examine, this time, prediction in reading (Onnis, Lim, Cheung, & Huettig 2022). In two self-paced and an eye-tracking reading tasks, Onnis and colleagues found that adult readers' sensitivity to word forward (e.g., the word look in 'take a look') and backward (e.g., take a in 'take a look') probability significantly reduced their reading times. Thus, both forward and backward-looking (prediction and integration) appear to be important characteristics of language processing in real time. The researchers believe that similar processes are at play in bilingual individuals, but research is needed to confirm this empirically.

Finally, are there gender differences in writing styles? Professor Ingebjørg Tonne and colleagues designed a study addressing these questions (Tonne, Uri & Johnsen 2022). In search for adjectives in large, Norwegian-language fiction text corpora, the questions asked are, more specifically: Do women use adjectives more often than men do? Is the adjective inventory different for male and female writers? Is it true that women use more positively charged adjectives than what men do? And do men use fewer color words than women? A large corpus was used, but smaller sub-corpora were used to investigate whether the adjective distribution in the large corpus repeated itself when broken down. Such statistical investigations are possible thanks to The National Library's digitization of a vast part of Norwegian literature (55 000 books). Digital searches for linguistic variation in large quantities of books can reveal patterns that for all practical purposes would otherwise have been hidden.



## Theorizing and operationalizing multilingualism



Marianna Kyriacou:

## Dyslexia in a multilingual context: Some diagnostic challenges

About 10% of the population is estimated to be affected by dyslexia – a life-long reading disorder typically diagnosed when children learn to read, although in many cases it can go unnoticed. Given that in modern-day society written texts are a prevalent medium of both communication and learning, reading fluency is an essential skill for successful social functioning, literacy, educational attainment, and general professional and personal growth. With global mobility and the ever-increasing number of multilinguals, reading fluency has become a matter of mastering skills in more than one language, making multilinguals with dyslexia particularly susceptible to grave repercussions, especially those who operate in a second language context. Early and accurate diagnosis is therefore important to ensure access to appropriate support.

Although the above might seem obvious,

diagnosing dyslexia is challenging (even in a monolingual setting). There is little agreement on which reading difficulties are to be considered pure symptoms of dyslexia, as symptoms can vary from person to person. What is more, both the kind and severity of symptoms can vary as a function of language. For instance, a wide-spread view posits that dyslexia is predominantly a phonological decoding problem. While this seems to be the case in languages with opaque orthographies such as English, where there may be 'silent letters' (e.g., "t" and "e" in "castle"), or variations in phonemic realizations (e.g., "ou" and "gh" in "tough" vs. "dough"), it is not the case in orthographically transparent languages (e.g., Italian), where dyslexia is more frequently associated with slower reading.

These discrepancies make cross-linguistic comparisons challenging, and have naturally led to divergent, language-specific diagnostic

tools. Obtaining accurate diagnosis for multilingual speakers is particularly troublesome and may lead to underdiagnosis. For instance, what could pass as mild reading problems in Italian, could translate to pronounced phonological issues when operating in English. Ideally diagnosing dyslexia in multilinguals should involve screening in all the languages they speak, which is often not practically feasible due to lack of official diagnostic tests, time constraints and testers' lack of language proficiency. While a focused, case-by-case, and language-by-language treatment should be the target whenever possible, multilinguals living in a country where the mainstream language is different from their first one, should be at least vigorously tested in the majority language. This would hopefully grant early access to support, and lead to facilitated integration and functioning in the majority culture.

## Theorizing and operationalizing multilingualism



Hanne Gram Simonsen, Monica Norvik, Helene Killmer & Pernille Bonnevie Hansen:

## Ethical challenges in research on multilingual people with aphasia and dementia

Conducting research on multilingual individuals with aphasia and different types of dementia presents with several ethical challenges. Among those are issues concerning information and consent, the use of interpreters, data collection, and patient involvement in research.

To ensure that the information about the project is understood, and that their consent is informed, it is important to communicate information about what the participation implies, time spent, purpose of the research, data storage, dissemination of results, and issues of anonymity. We try to meet these needs through giving aphasia friendly information, both orally and written, with short sentences accompanied by pictures. For persons with dementia, who often have memory problems, we ask for consent before every session (see, e.g., Svennevig et al, 2019).

Multilingual persons must be assessed in all their languages. This is a challenge, since

adequate assessment tools do not exist for all languages. An additional challenge is that we as researchers do not always know all their languages, so we need to use interpreters. When choosing an interpreter, we need to make sure that the correct language or variety is involved. Furthermore, interpreters are not always trained in interpreting assessments or tests. They may unconsciously help the participant, and possibly change test stimuli as well as revise the participant's answers. Therefore, we need to allow for enough time, both to recruit the right interpreter, and for training directly before a testing – in communication with persons with language disorders, and in how to interpret in a test situation (see, e.g., de Bot et al., 2020).

Persons with aphasia or dementia may easily get tired and testing is time-consuming, particularly when new technologies like eye-tracking and EEG is used. Since they are

tested in multiple languages, they need to come back multiple times, increasing the risk of dropout. We try to make test sessions less demanding by scheduling short sessions, taking pauses, and avoiding talking during the pauses.

Involvement of patients in research concerning them is increasingly expected and sometimes mandatory for research grants. Although there is a clear difference between the role of participant and that of a project partner, there may be different degrees of involvement for patients as co-researchers: on a scale from consultants on parts of the project to user-controlled, where the user group initiates the project. Most importantly, the roles must be clear and agreed upon from the start, and again, aphasia and dementia friendly communication must be used throughout.

de Bot, K., Plejert, C., Simonsen, H. G., Fyndanis, V., Hansen, P., Norvik, M. I., & Svennevig, J. (2020). Multilingualism and Ageing: An Overview. *Brill Research Perspectives in Multilingualism and Second Language Acquisition*, 1(4), 1-98.

Svennevig, J., Hansen, P., Simonsen, H. G., & Landmark, A. M. D. (2019). Code-switching in multilinguals with dementia: patterns across speech contexts. *Clinical linguistics & phonetics*, 33(10-11), 1009-1030.

THEME

02  
03

# Multilingual practices and Multilingualism, ideologies and language policies

Researchers in Themes 2 and 3 contribute to the understanding of multilingual communication practices, including face-to-face interactions, digital communication, and the visual semiotics of the linguistic landscape. We examine the dynamics of language ideologies and policies, and identify how they impact multilingual practices in the family, in education, and in the media, with an aim to promote social justice and well-being in multilingual contexts.



**HALEY DE KORNE**  
Theme leader

#### Strengthening networks within and beyond MultiLing

Theme 2 and Theme 3 members have continued to hold joint monthly meetings and to participate in writing retreats and other research-related activities together in 2022. There have been no departures nor new arrivals this year, allowing us to focus on strengthening a collaborative network among existing members. At the same time, many of our members have taken advantage of the opportunity to travel for conferences and research stays abroad during 2022, making up for lost time to build international networks. Members have remained active in publishing, conferences, and outreach both in Norway and abroad.

#### Young researcher networks

Four PhD fellows (Jenny Gudmundsen, Mari J. Wikhaug Andersen, Magdalena Solarek-Gliniewicz, and Nuranindia Endah Arum) had successful midway evaluations with external evaluators, and are now forging ahead into the final stretches of their projects. Ingvild Badhwar Valen-Sendstad submitted her PhD thesis, Health literacy as ideological work: Migration, language, and communication in the welfare system, in October. All five fellows have participated in research stays and courses abroad, including in Denmark, Germany, Switzerland, USA, and South Africa.

#### Mobility, identity and participation

Multiple researchers have been examin-

ing mobile speakers, and negotiations of identity and participation in multilingual spaces. The Youth Speak Back project, run by core group member Bente Ailin Svendsen and postdocs Samantha Goodchild, Rafael Lomeu Gomes, and Gavin Lamb has facilitated participatory research with several teenagers in the Oslo region in order to explore youths' changing language practices and attitudes in Oslo. Svendsen (2022) provides an overview of urban speech styles in Norway, while Lomeu Gomes and Svendsen (2022) theorize media discourses about urban youth speech drawing on decoloniality and epistemologies of the South. They illustrate how "kebabnorsk" (Kebab Norwegian) – a term commonly used to describe the speech styles of urban youths with immigrant background in Norway – is oftentimes mobilised in media debates to discursively construct an axis of differentiation (i.e. us vs. them) where "us" is a category that encompasses "ethnic Norwegians" who uphold Western values and speak standard Norwegian, whilst "them" describes those who have ethnic minoritised backgrounds, uphold non-Western values, and speak "kebabnorsk".

Center Director Unn Røyneland held several keynotes on hybrid spoken and written social media practices among Norwegian youth at international conferences in Iceland, Sweden and Cyprus. The Urban Text and Talk group, consisting of



core group member Toril Opsahl in addition to Røynealand, Svendsen, Goodchild, Lomeu Gomes and Lamb, organized a panel on contemporary urban vernaculars for the 24th Sociolinguistics Symposium in Belgium, and Svendsen, Goodchild and Lomeu Gomes also co-organised a series of workshops funded by the Nordic Council of Social Sciences and Humanities on Language, Globalisation and the Nation in collaboration with scholars from Denmark and Sweden. The participation of different social groups in research is a focal concern for Svendsen, who is part of an advisory group established by the Research Council of Norway to investigate and develop citizen science in Norway (November 2022- Spring 2023) and was part of a panel on this topic at the American Association of Applied Linguistics (AAAL) conference in the USA.

The participation of migrant workers is a central theme in the NorPol project, headed by Opsahl. NorPol members Oliwia Szymanska, Piotr Garbacz, and Opsahl organized a panel for the biannual conference on Norsk som andrespråk (Norwegian as an additional language) on Poles in Norway, and NorPol postdoc Aleksandra Olszewska co-organized and presented at a panel on language and the temporalities of migration at the 19th International Migration, Integration and Social Cohesion Annual Conference, with Opsahl as chair. NorPol members have been very active at conferences in Norway and Scandinavia, including NOA and MONS in Norway, NORDAND in Iceland, and 12th International and Interdisciplinary Conference on Applied Linguistics and Professional Practice in Finland. Szymanska and core group member Haley De Korne

organized the 2022 Winter School on Communication in the multilingual workplace - Perspectives from sociolinguistics and conversation analysis, with participation from many NorPol members, and PhD fellows from Norway, Finland, Belgium, Austria, Germany, Luxembourg, Turkey, and South Africa.

Migrants in the Nordic countries was the focus of an edited volume published by core group member Pia Lane and colleagues Kjelsvik and Myhr (2022). This interdisciplinary volume is an outcome of the project Language culture and identity in migrant narratives, led by former Center Director and core group member Elizabeth Lanza and integrates theoretical perspectives from sociolinguistics, literary studies and cultural history. The authors analyze oral, written and material narratives to

## The authors of *Negotiating Identities in Nordic Migrant Narratives* analyze oral, written and material narratives to address two key questions, namely how identity is constructed in migrant narratives, and who gets to belong in the nation.

address two key questions, namely how is identity constructed in migrant narratives, and who gets to belong in the nation. The chapter by Lane (2022) investigates the relationship between religion and language maintenance and shift by drawing on two types of data from a Kven community in Northern Norway—oral narratives and material objects. The role of the revival movement Læstadianism was a main arena for the use of the Kven language, and these informal religious settings are associated with authenticity and belonging. A chapter in this volume by Lanza and core group member Anne Golden (2022) highlights the role of space and time in narratives in interaction, and illustrates how they are intricately intertwined in constructions of personal and professional identities in conversational discourse. The data come from focus group interviews with medical doctors with a migrant background, with a focus on an African doctor in Norway who travelled back to her country of origin before returning to Scandinavia. The analysis underscores the importance of examining the emergence of identities in narrative discourse and has implications for the study of migrant discourse.

Olszewska and colleagues also use narratives in conjunction with participatory research with teachers in rural areas in the USA. Golombek, Olszewska, and Coady (2022) explore how counter-narratives of undocumented students' journeys to and life in the United States can disrupt White, monolingual teachers' understandings of

emergent bilinguals in their rural classrooms. Narratives are also employed by PhD fellow Nuranindia Endah Arum in her research on Indonesian migrant workers in Norway, presented at the Sociolinguistic Symposium in Belgium. She highlights how migrant workers position themselves and seek spaces of legitimacy during and after the pandemic. These in-depth case studies provide a better understanding of experiences of migration and how language learners and members of minoritized groups negotiate participation in their social worlds.

### Semiotic landscapes

The linguistic landscapes that speakers move through and interact within impact both language practices and ideologies, and Theme 2/3 researchers have contributed to new directions in this field. Research Professor Jannis Androutopoulos hosted the 13th Linguistic Landscape Workshop at the University of Hamburg, with co-sponsorship from MultiLing, with a special focus on schools, the semiotic environment of schools. Lanza and former postdoctoral fellow Kellie Goncalves (now Senior Lecturer at University of Bern) presented a paper there expanding the linguistic landscape through examination of familyscapes, multilingualism, and family language policy.

Postdoctoral fellow Seyed Hadi Mirvahedi made a significant contribution to the linguistic landscape field with an edited volume on Linguistic Landscapes in



South-East Asia: The Politics of Language and Public Signage (2022). Spanning Malaysia, Singapore, Vietnam, Indonesia, the Philippines, Hong Kong, Taiwan and China, the book explores how different individuals and collectivities use semiotic resources in different spaces – schools, airports, streets and shops as well as online platforms – to reinforce or contest existing social structures, bearing strong implications for language maintenance and cultural revitalization, construction of ethnolinguistic and national identities, and socioeconomic mobility. Chapters in the volume illuminate how globalization and its accompanying forces and influences – such as the importance of English in socioeconomic mobility – come into contact with local Asian cultures and languages. Special attention is given to minority languages, shedding light on the role that

linguistic landscape plays in both their minorization and revitalization processes, and to how the linguistic landscape is utilized as a site for constructing identities to pursue socioeconomic, political and cultural goals.

Androutsopoulos (2022) used linguistic landscape studies to shed light on communication during the Covid-19 pandemic through a study of the structure, style, and transformation of mask-wearing requests. Based on data from a crowd-sourced corpus in Hamburg during the pandemic, the analysis examines the verbal, pictorial and layout resources of mask-requirement signs, and the change of these signs during the pandemic. The findings show that the directive act of a mask-wearing request is "rescaled" in the transition from the first to the second pandemic wave. The multi-

modal structure of regulative signs changes as mask-wearing signs are designed by authorities rather than individual shop owners, and mask-wearing regulations are extended to outdoor space. Research Professor Alastair Pennycook (2022) examines street art through the lens of assemblage, connecting research on semiotic landscapes with multimodal communication.

#### **Multimodality, literacy and learning**

Communication through visual, digital and written modalities is more important in society than ever, requiring increased attention to multimodal literacy practices. Røyneland and colleagues in the Multilectal Literacy in Education project (lead by the Western Norway University of Applied Sciences) conducted participatory fieldwork at a secondary school in Norway in order to gain new insight into writing and

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digital communication practices among teenagers. Røyneland also co-organized a week-long seminar on the topic multilingual, multilectal and multiscriptal writing at the Inter-University Dubrovnik, Croatia. PhD fellow Jenny Gudmundsen presented her findings on how the use of the chat function in video-mediated L2 interaction can facilitate language learning at the Interactional Competences and Practices in a Second Language conference in Spain. Along with Research Professor Jan Svennevig, Gudmundsen is a participant in "Exploring New Materialism for second language learning in the Nordic societies", a collaborative project between conversation analysts in Finland, Denmark and Norway, funded by the Nordic Council of Social Sciences and Humanities.

Lomeu Gomes and De Korne (2022) examine multilingual communication practices in the virtual classroom. Taking a practitioner inquiry perspective, they investigate the use of pedagogical translanguaging in the teaching of an on-line course at the University of Oslo over two semesters. The virtual classroom made it necessary to develop explicit language policies and practices, going beyond the implicit, everyday translanguaging of Norwegian higher education in an effort to construct pedagogical relationships that were inclusive of students' repertoires in all phases of the course. PhD fellow Mari J. Wikhaug Andersen presented emerging results from her on-going research on multilingualism in mainstream vocational education in Norway at NORDAND in Iceland, and for the wider Norwegian public at MultiLing's International Mother Language Day event.

Goodchild and colleagues (Swanwick, Goodchild & Adami 2022) used multimodal analysis in a study of communication in a multilingual sign and spoken language environment. They examined communicative acts in a deaf education classroom to ask whether translanguaging is an inclusive pedagogy in such a setting, concluding that translanguaging opens up inclusive possibilities for communication in deaf education, but there are complex challenges in coordinating multiple simultaneous and sequential modes, particularly regarding the use of space.

#### **New perspectives on family language policy**

Family multilingualism remains an area of acknowledged expertise and productivity at MultiLing, with Lanza giving multiple keynotes and public lectures on this topic in Norway, Sweden, Cyprus, Hungary, Albania, and the USA. Lanza organized an INTPART panel along with Prof. Christine Anthonissen (PI, Stellenbosch University) at the AAAL conference in the USA: Multilingual families in times of reckoning and change: Global South and Global North perspectives. In addition to contributions from South Africa and the USA, Mirvahedi presented results from his project on Afghan refugee families in Norway. Prof. Anna De Fina (Co-PI, Georgetown University, USA) served as discussant. Lomeu Gomes and Lanza (2022) employ insights from decoloniality, southern epistemologies, and southern theory to discuss certain limitations of underlying assumptions in current investigations of language practices in the home. Reframing discussions around language socialization,

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immigration, and family-making from the analytical vantage point of southern approaches requires engagement with local histories and epistemologies and how these are shaped by local/global experiences of colonialism. They propose that employing southern frameworks in investigations of family multilingualism is a step towards incorporating social and epistemic justice into the field as it flourishes into further transdisciplinarity.

Former postdoctoral fellow Yeşim Sevinç (now Assistant Professor, University of Amsterdam) and Mirvahedi co-edited a special issue of the *International Journal of Bilingualism on emotions and multilingualism in family language policy (FLP)*. In their introductory paper (2022), they take an interdisciplinary perspective to integrate recent developments in the psychology of language learning into family language policy, and aim to advance theoretical and empirical knowledge about the role of emotion in FLP. They present two distinct ways in which language and emotion intersect in different subdisciplines of linguistics with

relevance to FLP: (1) the language of emotions and (2) emotions about language(s), linguistic repertoire, and language practices. The issue brings together five articles that reflect on different aspects of emotions in multilingual families and approach the topic from different perspectives, methods, populations, and settings.

Lomeu Gomes (2022) also examines the interrelation of affect and multilingualism in the case of Brazilian-Norwegian parent-child interactions. He argues that certain linguistic features (i.e. terms of endearment and “you are (x)” frame), combined with the use of the participants’ multilingual repertoire, accomplish three interrelated social actions; they: (i) convey parental value-laden aspirations of child-rearing, (ii) position children according to expected social roles, and (iii) forge parent-child ties. Analyzing family multilingualism in the light of affect, emotions, and broader epistemological lenses offers more nuanced understandings of family communication practices.

**Criticality, decoloniality and sustainability**  
Examining multilingualism in relation to social justice and power dynamics is part of MultiLing's mission, and an enduring concern across research areas. Pennycook (2022a, b) builds on his well-established theorizing of critical applied linguistics with contemporary social concerns and further attention to critical educational linguistics, activism and critical pedagogy. Olszewska, Coady and Markowska-Manista (2022) present a critical analysis of language education policy in Poland, with a focus on the linguistic imperialism of English. Postdoctoral fellow Frances Kvietok Dueñas and colleagues (Kvietok Dueñas, McKee & Guzman 2022) examine decolonizing pedagogies in the field of research education through their work teaching in an intercultural bilingual education (IBE) teacher education program at a private university in Peru. Based on an analysis of autoethnographic reflections, student testimonies collected in 5 in-depth interviews and over 30 thesis projects, they ask: how has this decolonizing research pedagogy been developed in order to empower young

researchers? And, what are the experiences and reflections of IBE graduates on this process? Findings reveal the diverse identities, epistemologies and communicative practices that are part of, and constitute, the research teaching-learning process. They conclude that decolonizing pedagogies in the field of research education seek to vindicate and reaffirm the knowledges, identities, communicative practices and ways of relating of Indigenous peoples, as well as to foster a critical and reflexive appropriation by student-researchers of the contributions of other cultural traditions in order to understand and transform educational realities.

Lane builds on her decades-long work on the minoritized Kven language, focusing on speakers’ experiences of language revitalization in multiple keynotes and public lectures in Norway and Scandinavia. Kvietok Dueñas and Lane drew on their respective research on Indigenous language revitalization to present a joint paper on decolonial perspectives on binary speaker categorizations at the AAAL con-

ference in the USA. Lane and De Korne were awarded prestigious funding from the Research Council of Norway for a 5-year project on Indigenous language resilience: From learners to speakers (2023-2028), where they will facilitate a comparative study of endangered language learners and speakers drawing on the synergies of their respective work in Sápmi and Mexico, and collaborating with scholars in North America. De Korne is also collaborating with Department of Linguistics and Scandinavian Studies colleague Åshild Næss in a project on minority language documentation and revitalization in Wilamowice, Poland, funded by the European Economic Area Program for Culture and Cultural Heritage Management.

Lomeu Gomes and colleagues (Makoni, Madany-Saá, Antia, & Lomeu Gomes 2022) published the edited volume *Decolonial voices, language and race*. This volume is part of the newly established series *Global Forum on Southern Epistemologies* (MultiLingual Matters publisher), for which Lomeu





Gomes serves as co-editor and Pennycook serves as a member of the editorial advisory board. The volume comprises of conversational chapters based on recorded and transcribed sessions of the Global Virtual Forum, a virtual seminar series focused on decentring hegemonic epistemologies and facilitating other ways of knowing. Lomeu Gomes is a founding organiser of the Forum, which continues to engage scholars across disciplines in decolonial and southern theories.

PhD fellow Ingvild Badhwar Valen-Sendstad and Theme 1 PhD fellow Elisabet Garcia Gonzalez organized a seminar on Intersectional Experiences in Academia funded by the University of Oslo Faculty of Humanities, which served as a forum for sharing diverse experiences in academia and discussing avenues towards greater inclusion, attracting participants from across the university. Røyneland in collaboration with director of the PluriCourts

Center of Excellence, Andreas Føllesdal, organized a seminar on Diversity in academia: Next steps, which engaged directors and administrators with decision-making power at University of Oslo and beyond in discussions about existing barriers and inequalities, and ways to foster systemic change.

The intersection of language and sustainability is attracting increasing attention among language scholars in the face of environmental threats. Lamb (2022) brings linguistic analysis to bear on human-nature relationships, examining how tourists and volunteers produce, negotiate and contest ecocultural identities through stance-taking at a popular sea turtle tourism destination in Hawai'i. He presented his work as part of the 2022 Forskningsdagene (Research Days) event in Oslo hosted by the Young Academy of Norway that highlighted the theme of the ocean, and was the lead organiser of the summer school on Com-

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munication and environmental justice: Sociocultural Linguistic Approaches. Lamb and De Korne participated in a seminar on Interdisciplinary understandings of sustainability in and for linguistics, as part of a collaboration between researchers in Norway, Denmark, Finland and Sweden, funded by the Nordic Council of Social Sciences and Humanities.

### High-stakes communication

Vulnerable speakers and high-stakes interactions are at the center of investigation for several MultiLing scholars. Research Professor Aneta Pavlenko continues her focus on second language speakers in legal interactions, examining language accommodations (or lack thereof) in delivery of constitutional rights in police interrogation of speakers with limited English proficiency in the USA, and collaborating on a survey of language accommodations offered to foreign nationals at prisons in the UK. In 2022 her work was recognized by the prestigious Distinguished Scholarship and Service Award of the American Association of Applied Linguistics, to be delivered in 2023. Research Professor Jan Svennevig, along with former postdoctoral fellow Pawel Urbanik (now Associate Professor, Norwegian University of Science and Technology) and former recipient of the MultiLing MA grant Aafke Diepeveen (now PhD fellow at University of South-Eastern Norway) have published a study on how Norwegian police officers present suspects with the opportunity to claim their legal rights (Diepeveen, Svennevig & Urbanik, 2022). The results show that suspects are

often not asked to take a stance on their rights, and when they are, such questions often involve a bias towards waiving their rights. Although some officers explicitly inform the suspects that they are free to choose whatever option they like, others provide information about the interview that either presupposes willingness to talk or presents the option of waiving one's rights as preferable to invoking them.

Valen-Sendstad presented her research on female migrants in the Norwegian welfare and healthcare system for both scholarly and practitioner audiences in Norway and abroad in 2022. In a seminar on health literacy research in Norway (HELINOR) she illustrated how migrant women practice health literacy to navigate Norway's welfare system, as well as how civil servants describe their organization's health literacy to ensure institutional access for individuals with limited Norwegian proficiency. PhD fellow Magdalena Solarek-Gliniewicz has also been active presenting her work at conferences in Norway and abroad on strategies used by doctors whose first language is Polish in communication with Norwegian-speaking patients. She also presented her research on doctor-patient communication at the 2022 Tolkekonferansen (Interpreters conference) for a practitioner audience. Research on health communication has high societal relevance in the wake of the Covid 19 pandemic, and these young scholars have done excellent work communicating their emerging results to academic and general audiences.



Theorizing  
and operationalizing  
multilingualism



Anne Golden, Toril Opsahl & Ingebjørg Tonne

# To be or not to be a research field: SLA in Norway

Colloquium A – What’s in a name 2.0 – invited to an extended discussion on the relationship between theoretical concepts, terminology and labelling, letting us reflect on our imposed and self-appointed researcher identities as scholars of second language acquisition (SLA).

Ever since the birth of Norsk som andrespråk (‘Norwegian as a Second Language’) some 40 years ago, there has been an element of tension between different conceptualizations – and the attempts of delimitation – of the field. These tensions have to some extent been accentuated throughout the lifetime of MultiLing, and in the preparation for the center’s aftermath. The tensions in question relate to the goal of theory and theory building, as well as to research policies.

Internationally, research on SLA has traditionally been viewed as a branch of cognitive science, resting on the assumption that lan-

guage acquisition resides in the mind of the individual learner. In the Nordic countries, however, functional and sociocultural approaches existed right from the start in the late 1970-ies, when the schools were beginning to see linguistically heterogeneous student groups. What later has emerged and been called alternative approaches to SLA, were in fact an integral part of the field from the beginning in Norway. The field encompassed both simultaneous and sequential multilingual acquisition, and included interactional and social contexts. At an early stage, this carved the ground for usage-based approaches as well as sociocultural approaches to SLA.

At the same time, research on multilingualism has been established as a field in its own right in Norway, with permanent positions, an MA program, and a wide range of interesting theoretical and methodological

developments. Are we in fact dealing with the same object of study and the same theoretical and methodological developments in Norwegian SLA and the field of multilingualism? Today it seems important to contemplate how ‘new’ meanings emerge and take over ‘old’ ones, also in our field, and how the different concepts may exist side-by-side and in different ways define our field(s) of research. There are no clear-cut answers to these questions, but they need to be addressed. The practice of labelling a field may have consequences for strategic decisions made at an institutional level. Labelling and delimiting are important for recruitment as well as for the allocation of publication channels, the funding of research projects, cooperation and alignment to and relationship with other study programs and research fields. In short, it is political.

# MA program in Multilingualism

After several years of planning and going through approval processes within the Faculty of Humanities and the University of Oslo, the Master’s program in Multilingualism welcomed its first cohort of students in August 2022. The MA program is hosted by the Department of Linguistics and Scandinavian Studies (ILN), which is also the home to the MultiLing Center. Throughout this process, members of MultiLing have worked closely with ILN administrative staff and the coordinators of other MA programs. The program is designed to build on the strengths of MultiLing and to ensure that multilingualism remains a vibrant area of both teaching and research at the Department into the future, while also being integrated into the overall operation of the Department in a sustainable way by complementing its existing MA programs.

The program was originally allocated 16 study places, but the administration allowed us to make a greater number of offers with the expectation that some students would not accept. We were therefore surprised and delighted when 21 students accepted their offers, thereby comprising what is a large MA cohort by ILN standards. It has been a pleasure to get to know them over the course of the first semester. Hailing from 19 different countries, they bring with them a variety of past academic and professional experiences ranging from language teaching to interpreting and business communication, not to mention a diverse range of linguistic repertoires. Around two thirds of the students have moved to Oslo for the program, and we have collaborated with other MA programs in the Department to provide additional orientation and social activities for the

newcomers in hopes that they enjoy their time in Oslo also outside of the classroom.

Inside the classroom, we have aimed to establish a shared foundation in theory and research methods in their first semester, so that they have the tools they need to move forward with planning their individual projects next semester. This autumn, students take a core course on the theory and disciplinary history of multilingualism, a research methods course alongside students from several other MA programs at ILN, and an elective course where they can study topics such as statistical analysis and language policy. In their second semester, they have the opportunity either to specialize in a sociolinguistic or psycholinguistic approach to the study of multilingualism, or to combine aspects from both of these approaches in the development of their individual thesis proposal. The structure of the program also allows students both to complete internships in research or professional settings and to study abroad, opportunities which several students have indicated they will take advantage of. Several students have also leaped at opportunities to work as research assistants and are currently assisting with projects in the Socio-Cognitive Lab.

The decision to offer an interdisciplinary program which embraces sociolinguistic and psycholinguistic approaches to multilingualism and accepts students from diverse backgrounds presents challenges in terms of establishing a shared foundation and supporting students with different aims. The experience of the MultiLing Center helps us to meet this challenge, however, and we believe the additional effort will ultimately be worthwhile. There will continue to be many issues to address and rough edges to smooth over in the coming semesters, but so far, we are delighted by the interest that the program has received and look forward to working with the students in contributing new scholarship (and new scholars) to the field of multilingualism for many years to come.



# The Socio-Cognitive Laboratory

## Developments in the lab

### EyeHub: A network for eye-tracking and pupillometry at UiO

Eye-tracking and pupillometry are non-invasive methods that allow for tracking of eye movements or pupil size to gain insight into cognitive processes, such as the understanding of written and spoken language. Researchers and students from different fields such as linguistics, psychology, musicology, special needs education, and medicine use eye-tracking and pupillometry in their research. Conducting an eye-tracking study requires not only specialized equipment, but also advanced knowledge in for instance experimental design, the testing of participants, as well as data processing and analysis. Up until this year, the University of Oslo had no central platform to exchange knowledge, expertise, and equipment dedicated to eye-tracking and pupillometry. In order to remedy this situation, researchers from the Socio-Cognitive Laboratory, with the aid of a UiO-internal "IT support for research" grant, founded EyeHub, a project that will run for three years from 2022 to 2024. EyeHub is coordinated by lab manager

Franziska Köder alongside Camilla Cho and Camilo Rodriguez Ronderos. Since its inception, more than 60 participants from different faculties and departments have joined the network to discuss and exchange knowledge on eye tracking and pupillometry methodology.

EyeHub runs a monthly lecture series and a tech support channel, as well as workshops and other events. On October 26, EyeHub organized a workshop on pre-processing and analysis of eye-tracking data with Dale Barr, Senior Lecturer at the School of Psychology and Neuroscience at the University of Glasgow. The following day, Barr also gave the first Annual EyeHub Lecture, which was entitled "Eye movements as a window onto social reasoning in conversational interaction". To stimulate the use of eye-tracking and pupillometry among students, EyeHub awards MA scholarships, and this year's recipients were Emma Krane Mathisen and Silje Robberstad.



## EyeHub grants



**Silje Robberstad**

Silje is working on her master's thesis, which will investigate paternal infant-directed speech (IDS) and preference for male IDS in infancy. The study will explore whether Norwegian fathers modulate their speech when talking to their infants, and whether this modulation is related to their experience as the main caregiver. Paternal speech will be assessed by acoustically analyzing audio recordings of fathers speaking to their infants and to an adult. By using eye tracking technology and a central-fixation procedure, Silje will also explore whether 8-months old infants prefer male IDS over male adult-directed speech in early language development, and whether preference is related to the amount of exposure to parental speech. 50 monolingual Norwegian fathers in paternity leave and their infants will take part in the study.

The supervisors of the study are Professor Julien Mayor and Associate Professor Natalia Kartushina. The master's thesis will be submitted spring 2023.



**Emma Krane Mathisen**

Are extended similes and metaphors processed the same way? Emma's MA-project will investigate the processing of single and extended metaphors - along with single and extended similes - using an eye-tracking reading paradigm. More broadly, Emma's thesis will investigate the topics of figurative and non-literal language, meaning adjustment, and language processing.

The supervisors of the study are Senior Lecturer Nicholas Allott and Postdoctoral Fellow Camilo Rodríguez Ronderos. The master's thesis will be submitted spring 2023.



# Research Engineer - David Thornton

David Thornton was hired in 2022 and will join MultiLing in January 2023 as a Research Engineer. He finished his Ph.D. in 2019 at the University of Tennessee in Speech and Hearing Science. Before MultiLing, he worked in the USA at Gallaudet University in the Department of Hearing, Speech, and Language Sciences from 2018 to 2022 teaching coursework in Advanced Electrophysiology, Tinnitus, Acoustics, Psychoacoustics, and Research Methods.

His research has focused on language pro-

cessing in the brain using electroencephalography (EEG), with a particular focus on how sex-related differences may, in turn, be linked to the presentation of certain disorders in males and females. He has expanded this work into spoken and manual communication, investigating language processing in hearing and deaf adults with varying degrees of fluency in verbal and manual communication modalities. In Oslo, he hopes to support the variety of projects coming from MultiLing and investigate multimodal multilinguals further.

In 2022, we had 11 active lab projects, which is a new record in the history of the Socio-Cognitive Laboratory. While the lab had been booked for 497 hours in 2021, this year (only counting from January to October) it was booked for a total of 1408 hours, which amounts to an increase of 183 percent. Importantly, this count is still relatively conservative since whenever a project booked several rooms simultaneously, it only counted as a single booking.

Of the 11 active lab projects in 2022, 3 projects were PhD projects, 2 were postdoctoral projects, and 6 were larger projects involving several researchers. The methods used in these projects were diverse, and several projects tested their participants with several tasks and methodologies. 4 projects used eye-tracking, 4 used EEG, 5 made use of the lab's audio-video sys-

tem or other recording devices, and 6 projects used different types of cognitive and linguistic tests, assessing for instance working memory capacity, verbal fluency, or vocabulary size in several language. Participants across the lifespan visited our lab. Five projects tested children from a range of different age groups, spanning from infants (below age 1) and toddlers (17 to 25 months) to kindergarten and school-age children. Six studies tested neurotypical, mostly younger, adults below age 40. The project "Studies in Multilingual Aphasia" also tested older adults aged 55–65 years and 70 years plus. In addition, two studies recruited clinical populations: individuals with aphasia, a language disorder caused by for instance a stroke, and individuals with Attention Deficit Hyperactivity Disorder (ADHD). In total, our lab users managed to test approximately 400 participants.

This would not have been possible without the tireless help of 19 research assistants. In addition, we were aided by lab intern Anastasija Zarevac from the University in Belgrade who visited our lab from April to May 2022. For the next year, we look forward to welcoming David Thornton, who will start his work as lab engineer in January 2023. Since the lab has attracted so many projects, it is starting to reach its maximum capacity. For the future, the lab team is looking for possibilities to expand the lab facilities to make sure that all interested researchers, external clients, as well as Bachelor and Master students in the department may use the lab for their research into language production, processing, and perception in different populations.

# People

The international recruitment and training of researchers has a high priority for MultiLing. In the following, we are very pleased to present to you the excellent new team members who joined the Center in 2022.

# The MultiLing team: New members



← **LUCA ONNIS**  
**CORE GROUP, ASSOCIATE PROFESSOR**

Luca Onnis joined MultiLing as an Associate Professor in March 2022. He holds an M.A. in Translation Studies from the University of Bologna, Italy, and a Ph.D. in Psychology from the University of Warwick, UK. Previously he has worked at Cornell University and held professorial positions at the University of Hawaii (USA), Nanyang Technological University (Singapore), and the University of Genoa (Italy). He founded two Psycholinguistics labs and was Director of the Centre for Second Language Acquisition in Hawaii. He has won grants from the European Research Council (ERC), the U.S. National Institutes of Health, and the Singapore National Research Foundation, for a total of €6 million. He serves on the editorial board of the Journal of Cultural Cognitive Science. In his research, he seeks to unveil cognitive mechanisms of language learning, processing, and spread. What types

of basic computational machinery does the mind use to learn and process languages? On a complementary track, Luca seeks to unveil how linguistic experience might shape such learning mechanisms. Languages can be thought of as systems that adapt to both individual brains and social niches. In that respect, multilingualism offers a unique lens to study cognitive adaptability to individual and social structures. For example, do learning mechanisms adapt to the rich diversity of statistical properties of multiple languages? Do caregivers unconsciously adapt the statistics of their own speech to maximize multilingual language learning? Finally, how does the social structure in which learners are embedded alter the statistics of language interaction, and what does it mean for language acquisition and change?



← **PENG LI**  
**POSTDOCTORAL RESEARCH FELLOW**

Peng Li joined MultiLing in February 2022 as a Postdoctoral Research Fellow. His current research project investigates the development of second language phonological knowledge over the course of learning a language. In particular, he is looking at how Norwegian learners of Chinese develop their perception and production of Chinese sounds and what factors affect learning outcomes. This is undertaken in international collaboration with the Basque Center on Cognition, Brain and Language, Spain and the University of Alabama at Birmingham, US.

Peng Li holds a PhD in Translation and Language Sciences from Universitat Pompeu Fabra, Spain. His thesis investigated embodied training in L2 pronunciation with a focus on hand gestures. He also holds an MA degree in Theoretical and Applied Linguistics (Universitat Pompeu Fabra) and an MA degree in Japanese Language and Literature (Tianjin Foreign Studies University, China). Before joining MultiLing, he was a lecturer of Japanese at Hefei University, China.



← **MARIANNA KYRIACOU**  
**POSTDOCTORAL RESEARCH FELLOW**

Marianna Kyriacou joined MultiLing in March 2022 as a Postdoctoral Research Fellow. She works on the AttCom project, an RCN funded research program which aims to explore how attention affects pragmatic development in monolingual and multilingual populations. As part of the project, she currently oversees eye-tracking studies looking into the role of attention, more specifically the role of working memory capacity, non-verbal intelligence and inattention symptoms in the processing of written irony. Marianna obtained a scholarship

and her PhD in Psycholinguistics at the University of Nottingham, UK, where she used eye-tracking technology to investigate how readers activate nonliteral meanings, and how the course of activation between literal and figurative meanings shifts over time. She also holds an MSc in Teaching English to Speakers of Other Languages from the University of Edinburgh, UK and a BA in Applied English Language Studies from the University of Reading, UK.



← **ARUN PRAKASH SINGH**  
**POSTDOCTORAL RESEARCH FELLOW**

Arun Singh joined MultiLing as a Postdoctoral Research Fellow on March 1 2022. As a Postdoctoral Researcher at MultiLing, he is working within Theme 1. His current research examines the acoustic properties of Norwegian Infant Directed Speech (IDS) and its role in speech sound discrimination, word comprehension, and word production in 6 to 18-month-old Norwegian-learning infants. In addition, infants' language skills will be tested, in an eye-tracking paradigm, at the ages of 6, 9, 12, and 18 months. Before coming to

MultiLing, he worked as a Senior Project Scientist in the Acoustic Lab at the Indian Institute of Technology (IIT), Kanpur (India), where he worked on speech acoustics and speech signal processing. He finished his PhD in the Acoustic Lab at IIT Kanpur, India, where his research was based on multi-microphone signal processing. In addition to this, he holds both a University and a Master's degree in Electronics and Communication Engineering. He has also taught for four years at different engineering colleges in India.



**ANNE MARTE HAUG OLSTAD**  
**DOCTORAL RESEARCH FELLOW**

Anne Marte Haug Olstad started her new role as a Doctoral Research Fellow at MultiLing in April 2022. She has previously worked as a Research Assistant and as a Researcher in the Socio-Cognitive Laboratory. Her educational background is an MA in language studies with teacher education, which she finished in 2019 at the Norwegian University of Science and Technology (NTNU).

Anne Marte is part of the TEFLON project, a Nordic collaboration studying technology-enhanced foreign and second-language learning of Nordic languages. In Oslo, Anne Marte's project will investigate learning effects in immigrant children in Norway playing a digital language learning game. These investigations will employ different methods, such as various behavioral tests and EEG, to study development in language production and perception in these children.



**CURTIS SHARMA**  
**RESEARCHER II**

Curtis Sharma is Community Manager at the EU project Skills for the European Open Science Commons (Skills4EOSC), and is based at TU Delft in the Netherlands. He joined MultiLing as a part time researcher in May 2022. At the time of joining, he worked at the University of Cambridge as Research Data Coordinator in the Office of Scholarly Communications. He is part of the "Better attention, better communication? How ADHD and multilingualism influence children's pragmatic development" project at MultiLing. Throughout his postgraduate career, which has been

funded by the Economic and Social Research Council of the United Kingdom, Curtis has focused on research in multilingualism and developmental disorders. At the master's level, he studied multilingualism and developmental dyslexia in adults, while in his doctoral research, he investigated multilingualism and Attention Deficit/Hyperactivity Disorder (ADHD) in children. His main research interests are in understanding executive functions, their role in developmental disorders, particularly ADHD, and the cognitive profiles of multilingual children with developmental disorders.



**SILJE ROBBERSTAD**  
**RESEARCH ASSISTANT**

Silje Robberstad joined MultiLing in September 2022 as a part-time Research Assistant. She holds a BA in Psychology (2019) and a BA in Scandinavian Studies (2020), both from the University of Oslo. For her Master's thesis in Developmental Psychology, supported by the Eyehub MA Grant 2022, she is currently researching paternal infant-directed speech and preference for male infant-directed speech in

infancy using eye-tracking technology. She has also previously worked as a Research Assistant at the Babyling Lab at the Department of Psychology with young infants and eye tracking, and her main interests are early language development and psycholinguistics. She currently assists with tasks in the Socio-Cognitive Laboratory, transcriptions, organizing events, and analyzing auditory data.



**ROLV ROBØLE**  
**RESEARCH ASSISTANT**

Rolv Syver Robøle joined MultiLing as a part-time Research Assistant in September 2022. He holds an MPhil with Distinction in Irish Writing from Trinity College Dublin and a BA in European Languages from the University of Oslo, as well as having studied at McGill University in Canada. As a research assistant affiliated with Themes 2 and 3, Robøle assists with transcription, editorial work, and organizing events. In addition to working at

MultiLing, Robøle is completing teacher training part-time at the University of Oslo. He has experience teaching Norwegian as a second language to adults, as a language assistant at a lycée in France, and as a teacher in Norwegian upper secondary school. Apart from language education, his research interests include the role of multilingualism and translation in literary works.



**CECILIE RUMMELHOFF**  
**RESEARCH ASSISTANT**

Cecilie Rummelhoff joined MultiLing in September 2022 as a full time Research Assistant on two different research projects. She is working in the Socio-Cognitive Laboratory testing toddlers with EEG and adults with the Eye-tracker, as well as with recruitment, research coordination, and other administrative tasks in both projects.

Cecilie has an educational background from psychology and sports science from the University of Tromsø. Her main academic interests are cognitive neuroscience and health psychology. Working as a psychologist has led her to take a particular interest in health assessment of multilinguals in general, and multilinguals with ADHD in particular.

# Visiting scholars



**ALMAZ WASSE**  
**FACULTY MEMBER - KOTEBE UNIVERSITY OF EDUCATION, ADDIS ABABA, ETHIOPIA**

international setting where professors and researchers collaborate to create great research and working environment. It includes an excellent team where anyone from every corner of the world can easily communicate with and feel that they are at home. I am lucky and feel honored to have been given this opportunity to come to the center and learn a lot of experiences that help me to upgrade my profession. The stay has given me a chance to attend research talks, lectures, training and to have time to write my own research. It created an opportunity to share experiences about research and publication with the professors and researchers.

I was able to present my work at the Multilingualism Research Forum (MRF) about the language situation in Ethiopia, particularly language use in the multilingual setting called Gamo. It has been nearly 30 years since Ethiopia introduced a new language policy that

promotes the use of regional languages in education and other official settings. My research tried to see the impact of this policy on using Gamo, which was mostly spoken at home before the introduction of the policy. I received valuable input and guidance from participants to enrich and prepare this work for publication. Further to the academic and research benefits, this visit helped me to socialize myself to colleagues in the center and to the society in Oslo. I had dinner invitations with most of them, and that opened the door to know more about Norwegian way of life and culture. The love and respect everyone showed me was encouraging and heartwarming. Generally, I have been empowered and encouraged to become a better researcher and to contribute more to the field. I am looking forward to having another opportunity to share more experiences and learn from the team in the future. Once again, thank you for this opportunity!

My name is Almaz Wasse, and I am a faculty member at Kotebe University of Education, Addis Ababa, Ethiopia. I received a visiting researcher scholarship from MultiLing for one month in September 2022. I have been at MultiLing 4 times previously through a collaborative Linguistic Capacity Building Project led by late Professor Janne Bondi Johannessen since 2014, and I can say that this visit is one of the most successful ones I made. During my stay, I have understood that MultiLing is an



**JAMES KONRAD PUCHOWSKI**  
**PHD RESEARCH FELLOW**  
**- UNIVERSITY OF EDINBURGH, SCOTLAND**

I was very fortunate to join MultiLing between May and July and to have met many of the staff and postgraduate researchers who are engaged in a wide range of interesting research projects. Having done my Erasmus exchange at the University of Oslo in 2015, it was a delight to return and to spend some

quality time at Blindern. During my stay I was able to work with Haley De Korne to finalize the third paper and introductory chapter of my thesis and am incredibly grateful for the opportunity to do this in a department focused on interdisciplinary research from various international perspectives.

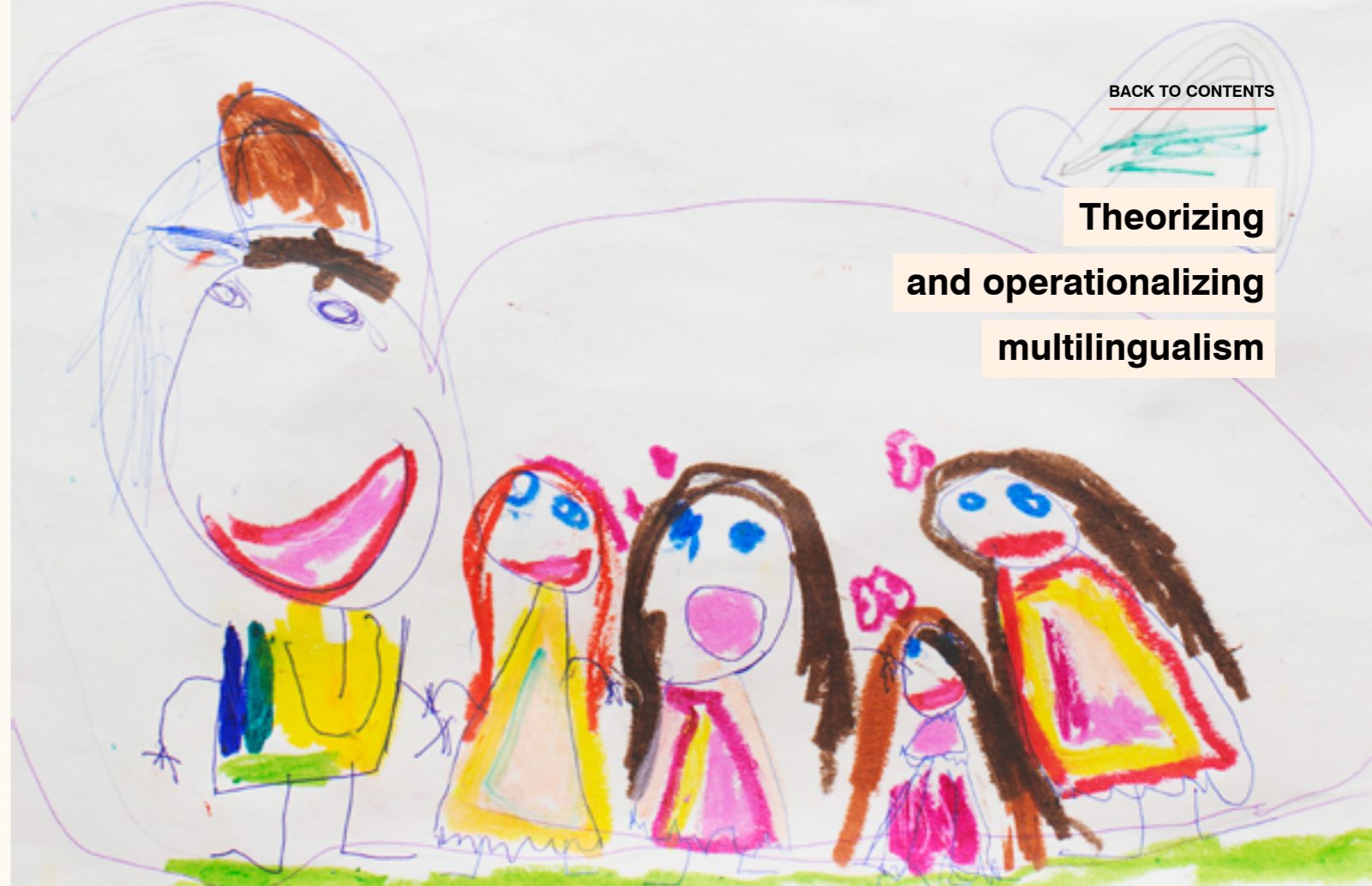


**ANASTASIJA ŽAREVAC**  
**MASTER STUDENT**  
**- UNIVERSITY OF BELGRADE, SERBIA**

I am a Master's student from Serbia currently writing my MA thesis in Norwegian as a Second Language. I hold a Bachelor's Degree in Scandinavian Studies (2021) from the University of Belgrade. I joined MultiLing in April 2022, where I did my 2-month-long traineeship via the Erasmus+ programme. As a Lab Intern at MultiLing, I assisted on various projects conducted in the Socio-Cognitive Laboratory,

such as EEG-testing for the Polkanorski project, constructing stimuli stories for the AttCom project, data collection for The Puzzle of Danish and Norwegian, and sound segmentation for the Babylearn project. My major interests include psycho- and neurolinguistics, and I am looking to pursue a career in linguistic research.

## Theorizing and operationalizing multilingualism



Rafael Lomeu Gomes:

# Positionality, power, and voice in ethnographic research

In my ethnographically oriented sociolinguistic research I have been faced with a number of ethical dilemmas. While I reflected on these dilemmas in my doctoral thesis on language practices and ideologies of Brazilian-Norwegian families raising their children multilingually in Norway, my current research has allowed me to dig a little deeper into some of these issues. Particularly pressing are ethical considerations related to positionality, power, and voice in sociolinguistic research with multilingual families.

The questions that I attempt to address and that I have brought with me to ongoing projects are along the following lines: How do we ensure that participants' identities are protected while working with a relatively small community? How do we ethically represent participants' voices in publications? How do

we identify and, potentially redress, the power imbalances present in the relationship between participants and researcher in ethnographic fieldwork? A broad range of sources has helped me to systematically think through these questions. These include (i) the teaching materials I used and developed to teach a class on research ethics for the MA course "Linguistic Method" in 2020 and 2021, (ii) the guidelines developed by the National Committee for Research Ethics in the Social Sciences and the Humanities in Norway, and (iii) the works of academics and non-academics, in particular the Indian author and human rights activist Arundhati Roy. She has, for instance, rightfully pointed out that "we know of course there's really no such thing as the 'voiceless'. There are only the deliberately silenced, or the preferably unheard".

This quote has inspired me to think through issues of ethical representation of participants' voices and relationships between participants in my research and myself. Specifically, it has helped me to develop awareness about the need for avoiding the condescending undertone of the idea of "giving voice" to participants. Albeit well-meaning, such an approach may, in fact, reproduce (rather than challenge) power imbalances. Instead, shifting my attention towards the structures that deliberately silence marginalised populations – and towards creating possibilities for challenging such structures – might be a way of ethically attending to issues concerning researcher's positionality and power imbalances in ethnographically oriented research with multilingual families and other populations (cf. Lomeu Gomes and Lanza 2022).

Lomeu Gomes, Rafael and Elizabeth Lanza (2022). Southern Approaches to Family Multilingualism. In: *The Routledge Handbook of Language and the Global South/s*. Routledge, 285-296.

# Research stays abroad



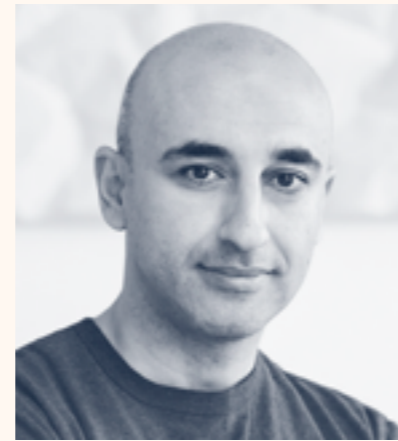
**MARI JOHANNE WIKHAUG ANDERSEN**  
DOCTORAL RESEARCH FELLOW, MULTILING – UNIVERSITY OF COPENHAGEN, DENMARK

In March and April of 2022, I had the pleasure of spending a three-week research stay at Copenhagen University. I was hosted by member of MultiLing's Scientific Advisory Board, Professor Pia Quist. I embarked upon my PhD project during the early days of the pandemic, so this spring I had just passed the halfway mark of my contract. After having spent close to two years under covid restrictions in Oslo, unable to travel for work and only attending online meetings and conferences, I was immensely grateful to finally be able to meet up with international colleagues in person. An important objective for my stay in Copenhagen was to spend more uninterrupted time writing, as my midway evaluation text submission was approaching. Luckily, the change of scenery turned out to be highly inspiring and progress-inducing. During the three-week stay, I also had the opportunity to present my work in progress at Sociolingvistisk studiekreds and to participate in a data session – both of which were rewarding experiences. And although I ironically caught covid for the first time while in Copenhagen, I found the research stay following two pandemic years to be very successful.



**INGVILD BADHWAR VALEN-SENDSTAD**  
DOCTORAL RESEARCH FELLOW, MULTILING – UNIVERSITY OF COPENHAGEN, DENMARK

I did my MA at the University of Copenhagen; when I returned to the Amager campus this spring for a research stay, it felt familiar and homey. I had spent a lot of time drinking coffee in these cafés, working at these libraries, eating my lunch by this canal. But the campus had also changed a lot and was as bicycle-friendly as ever: in front of the main building, there were now three big bicycle mounds, which shelters up to 2.000 bicycles. These were dual-purpose: as the sun emerged later that spring, people began sitting on top of the bike sheds. During my first week in Copenhagen, I attended the Copenhagen Winter School in Sociolinguistics. I met colleagues who I already felt that I knew, but who I had only really met on Zoom before. Getting to know colleagues in-person and engaging in conversations with researchers from all over the world felt unfamiliar, intriguing, and inspiring after the pandemic.



**SEYED HADI MIRVAHEDI**  
POSTDOCTORAL RESEARCH FELLOW, MULTILING – UNIVERSITY OF JYVÄSKYLÄ, FINLAND

In May 2022, I was awarded the University of Jyväskylä Visiting Fellow grant for two months that was hosted by Professor Åsa Palviainen at the Department of Language and Communication Studies. The objective of my stay was to develop a research project on language ideologies and practices of multilingual families with autistic children. Our collaboration led to networking with colleagues from Helsinki University and Tampere University, and ultimately having an advisory board from these three universities. The proposal has been submitted to Academy of Finland to receive funding for four years, the outcome of which will be announced mid 2023.



**SAMANTHA GOODCHILD**  
POSTDOCTORAL RESEARCH FELLOW, MULTILING – CUNP – THE NORWEGIAN UNIVERSITY CENTRE IN PARIS, FRANCE

In 2022, I received a travel and maintenance grant for Postdoctoral Researchers from the Centre Universitaire de Norvège à Paris (CUNP – the Norwegian University Centre in Paris) for a month long research stay in France. I spent the month of September in Paris hosted by Professor Isabelle Léglise at the SeDyL laboratory (Structure and Dynamics of Languages), part of the CNRS (French National Centre for Scientific Research). I attended a summer school on the sociolinguistics of multilingualism and strengthened my international research network, meeting with young and established scholars in my field. I gave an invited lecture to Master's and Doctoral students at the INALCO and Sorbonne Nouvelle University on biographical and spatial approaches to analyzing multilingual language practices, based on my PhD research. It was a great opportunity to experience a different international research environment, and of course I enjoyed sampling the new vegan patisserie offerings in Paris.



**ALEKSANDRA OLSZEWSKA**  
POSTDOCTORAL RESEARCH FELLOW, MULTILING – GEORGETOWN UNIVERSITY

In the fall of 2022, we completed a research stay as visiting researchers with our mentor and PhD co-supervisor, Anna De Fina, at Georgetown University (GU), Washington, DC as part of MultiLing's INTPART project.

We both focused on language, migration, workplace, and narratives, we worked on our data analysis, preparation of manuscripts and conference abstracts under our mentor's supervision. We also attended courses on "Language and Migration" (Anna De Fina) and "Multilingualism: Learn and Teach" (Lourdes



**NURANINDIA ENDAH ARUM,**  
DOCTORAL RESEARCH FELLOW, MULTILING – GEORGETOWN UNIVERSITY

Ortega). In addition, we participated in the GU Fall 2022 Global Humanities Seminars: Understanding and Including Forced Migrants and Refugees: Responses from the Humanities.

During our stay, Aleksandra gave a talk in De Fina's class, "Refugee- and migrant-background students, identities, and language education: Humanizing research & arts-based methods". Along with a GU doctoral student, Aleksandra also conducted a mini lesson on language shock use in teacher education in Ortega's class.



# Researcher training

In 2022, five of MultiLing's PhD fellows had their midway evaluations, MultiLing organized four PhD courses, as well as practical courses in statistics and career development.

## MA grants

Since 2014, MultiLing has annually awarded three grants to MA projects that align 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 grant recipients have gone on to pursue their PhD at MultiLing or become research assistants at the Center.



↑  
**ARLINDA GASHI**  
Gashi is working on her Master's thesis titled *Flerspråklige norsklærere - flerspråklighet som en ressurs eller hinder?*. In the thesis she will interview Norwegian teachers with minority backgrounds in upper secondary schools about their experiences in teaching Norwegian. She will then study a different group of Norwegian teachers with majority backgrounds and explore how they reflect on the experiences of the teachers with minority backgrounds. This MA thesis is part of the Mi Lenga project at the Faculty of Education.

Gashi's advisor is Joke Dewilde. The Master's thesis will be completed in the spring of 2023.



↑  
**LILIAN VIKMOEN**  
The topic of Vikmoen's Master's thesis is third language acquisition, and she is examining the acquisition of the finite verb in main clauses and subordinate clauses when Norwegian is the third language. This thesis is a part of the project "Cross-linguistic influence in multilingual acquisition" (CLIMA). The participants in her study have German as their first language (L1), English as their second language (L2), and are in an early phase of Norwegian acquisition. The aim of the project is to study syntactic transfer from L2 English, and Vikmoen will look at the participants' competence in both L3 Norwegian and L2 English to see if transfer from English occurs. She will use acceptability judgment tasks and analyze the data using statistical analysis methods. The results will be compared to earlier models and theories of third language acquisition.

Vikmoen's advisor is Guro Busterud. The Master's thesis will be completed in the spring of 2023.



↑  
**JON-MAGNE WIK**  
Wik's MA thesis explores the experiences of teachers and language assistants (or bilingual assistants) on the systematization of multilingual teaching practices within Norwegian education for adult learners with little to no prior schooling. Connected to this, he will study how language policies, language ideology and language attitudes influence the implementation and development of multilingual teaching practices. With an ethnographic approach, the data will be collected through classroom observations and semi-structured interviews with both teachers and language assistants. The results will be discussed within the framework of language ecology and myths of language teaching and learning.

Wik's advisor is Haley De Korne. The Master's thesis will be completed in the spring of 2023.



## Workshop on Career Development in Academia and Beyond

Although the University of Oslo provides excellent support and training for career development of Bachelor and Master students, no such help is provided to PhD or Post-Docs. How do we build a career in Academia? When and how shall we apply for grants? What are available funding bodies in Norway, Europe and North America? How to prepare for a job interview? Finally, are PhD skills transferrable and if so, which of them and where? What can a PhD in psycho/neuro/linguistics aspire to in a non-academic world? What are the benefits and disadvantages of a non-academic job compared to an academic employment? Where and when should students start to look for non-academic jobs?

A 2-day intensive workshop was set up to answer these questions. The key lectures were given by Clara Martin - Ikerbasque Research Professor, Senior scientist at BCBL, Basque Center on Cognition, Brain and Language (Spain) and leader of a research group Speech and Bilingualism, and Charles Chang, Associate Professor in Linguistics at Boston University and director of Phonetics, Acquisition & Multilingualism Lab (PAMLab). In addition, five excellent scholars, previously successful researchers in Language Science and Linguistics, who now work in industry (e.g., Apple, Google, DuoLingo, Facebook), came to share their experiences on zoom.

### Monthly digital seminars on statistics

In 2022, Theme 1 leader, Natalia Kartushina, set up monthly seminars on statistics, where researchers had an opportunity to get statistical support and advice from an experienced statistician Roger Mundry (biostatistician in Leibniz-Science Campus). Mundry would go through the data together with the researchers and would suggest the most appropriate analysis plan to answer the researchers' research questions. The seminars were highly customized. One week before the seminar, the PIs of the target project would send Mundry the data and slides containing important information about the project. During the seminar, the PI(s) would briefly present their project and during the remaining time, Mundry would provide input on the data and analysis. The seminar was of great success and helped researchers with the statistical analysis in their projects, and in addition they were able to learn from each others' projects.

# 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.

In 2022, MultiLing organized a successful Winter and Summer School, as well as a workshop on Language Development and role of input in less-studied languages. In December, a delegation from MultiLing travelled to Cape Town, South Africa to participate in the final INTPART Summer School.



## Winter School 2022

*Communication in the multilingual workplace - Perspectives from sociolinguistics and conversation analysis*

February 21–26,  
University of Oslo and online

### EXTERNAL INVITED LECTURERS

- Jan Svennevig  
(University of Agder, MultiLing)
- Tinna Räisänen  
(University of Oulu)
- Kristin Vold Lexander  
(Inland Norway University)
- Pawel Urbanik  
(Norwegian University of Science and Technology)
- Magdalena Domeradzka  
(SWPS University in Warsaw)

### ORGANIZERS

Oliwia Szymanska, Haley De Korne,  
Michela Iacorossi

Due to the pandemic, the 2022 MultiLing Winter School was a hybrid event. This enabled participants who could not come to Oslo owing to travel restrictions to attend. There were 24 participants from 10 countries, including PhD students, postdocs, and professors. 15 of these participated on-site and 9 via Zoom.

This time the MultiLing Winter School evolved around multilingual workspace as a multi-layered space where linguistic skills intersect with social, cultural, and psychological factors. The program comprised open lectures on methods and methodological considerations, as well as individual presentations by participants of work in progress, followed by a short peer-review. All studies presented analyzed communication skills and needs among either

blue-collar or white-collar workers. The data varied in terms of sample size, modality, collection setting, and methodological lense of analysis (conversational analysis, interactional sociolinguistics and ethnographic fieldwork). This, in turn, opened up for interesting discussions about topics such as the potential application of workplace communication research in different domains, including colleagues, employers and institutional stakeholders. The course received positive evaluations and was recognized as being useful for current and future projects.



## Summer School 2022

**Communication and environmental justice: Sociocultural Linguistic Approaches**

September 12–16, University of Oslo and online

### EXTERNAL INVITED LECTURERS

- Ana Deumert (University of Cape Town)
- Leonie Cornips (Maastricht University, Royal Netherlands Academy of Arts and Sciences)
- Alastair Pennycook (MultiLing)
- Pierre du Plessis (University of Oslo)

### ORGANIZERS

Gavin Lamb with Toril Opsahl, Unn Røyneland, and Camilla Cho

From 12–16 September, MultiLing organized a Summer School on the topic of 'Communication and Environmental Justice: Sociocultural Linguistic Approaches.' The course brought together lecturers and PhD students from around the world to explore how sociocultural linguists working in areas such as conversation analysis, linguistic anthropology, interactional sociolinguistics, and critical discourse analysis are contributing to a better understanding of how language and communication research can promote healthier and more just living and working environments in times of climate change. Over the course of an idea-packed week, participants and invited lecturers shared and discussed their research together to examine the connections between language, environment, and social justice. Alastair Pennycook brought insights from

posthumanism and assemblage theory to help us reconsider how language learning and use entangle us with the wider environment through our embodied practices; Leonie Cornips raised critical questions about how linguistics can reveal the complex communicative relationships emerging between human beings and other species; and Ana Deumert challenged participants to explore possibilities for radical scholarship and solidarity as environmental crises threaten to exacerbate already existing linguistic and social inequalities. Throughout the week, these and other thought-provoking talks from lecturers and students encouraged participants to ask how methods in sociocultural linguistics can contribute to social justice concerns in the face of immense environmental challenges ahead.



## Workshop

**Language development and role of input in less-studied languages**

September 2, University of Oslo

### EXTERNAL INVITED SPEAKER

- Alex Cristia (Laboratoire de Sciences Cognitives et Psycholinguistique, Département d'études cognitives, ENS, EHESS, CNRS)
- Hanne Røe-Indregård (University of Oslo)
- Nora Serres
- Nina Gram Garmann (OsloMet)
- Julien Mayor (University of Oslo)
- Jolanta Kilanowska (OsloMet)
- Roger Mundry (Leibniz-Science Campus, Primate Cognition)

### ORGANIZER

Audun Rosslund and Natalia Kartushina

BABYLEARN project hosted a workshop on children's language development in less-studied languages. Invited keynote speakers were Alex Cristia and Roger Mundry. Not only did they talk about Learning Urban Norwegian, dialectal Norwegian, and learning Norwegian as a second-language, but also about children's language development in Singapore, Malaysia, South Africa, South America, Pacific islands; and about Spanish heritage speakers in the US and the Netherlands. They also spoke about how culture, policies, ideologies, and traditions can shape parent-child interactions; about how children might interact differently with the environment across lan-

guages and cultures; and the role that environment beyond the nuclear family might have on children's language development. We need to be aware that the tools, the measures, and the assumptions reported on language development in so-called WEIRD societies might not apply to other cultures, languages, or countries. We need to take a more holistic approach and be aware of such differences. For this reason, more research is needed.



# 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, thereby 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 the professional development of its Postdoctoral Fellows. 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 everyone. 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 academic maturity.

## International postdoctoral mentors in 2022



### INTPART Summer School 2022

*Reflecting on Authenticity/ Authentication/ Legitimacy/ Legitimization*

December 5–9, UCT, Cape Town, South Africa

**ORGANIZER**

Ana Deumert, Miché Thompson, Sibonile Mpendukana, Justin Brown, Gustav Mbeha, Tatenda Dandara and Aaliya Abrahams

The finale for the highly successful INTPART research networking project was a summer school/ closing conference, hosted by the Department of African Studies and Linguistics at the University of Cape Town (UCT) on December 5–9 at UCT’s Waterfront conference facilities and hotel. This exciting think tank brought together over 70 scholars, both junior and senior, to five days of stimulating discussion and debate. Delegates came from the INTPART partner institutions, spanning across three continents – Europe, North America and Africa – bringing MultiLing together with Georgetown University (USA) and four South African institutions – University of Cape Town, University of the Western Cape, Stellenbosch University, and University of the Witwatersrand. The conference opened with a locally organized panel on Restoring legitimacy and restoration to South Africa’s indigenous languages and closed with a reflection on

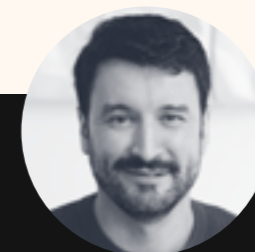
INTPART’s seven years of collaboration, back-dropped with a collage of pictures from across the years of our collaboration.

MultiLing researchers actively contributed to the engaging discussions through a variety of socio-cognitively and sociolinguistically oriented presentations as well as through a panel on the Authenticity of experimental design in (developmental) psycholinguistics, illustrating well MultiLing’s interdisciplinary approach to the study of multilingualism. A final conference social gathering at a city beachfront restaurant bridged the conference’s food for thought with a delectable dinner amidst an air of conviviality and continued discussion. The formal project is officially closed; however, the research insights and especially the scholarly contacts made will surely forge the field of multilingualism forward in the years to come.



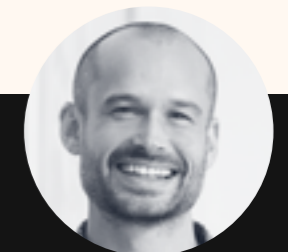
↑ **FRANCES KVIETOK DUENAS**

Lynn Mario De Souza, University of São Paulo, Brazil



↑ **RAFAEL LOMEU GOMES**

Crispin Thurlow, University of Bern, Switzerland



↑ **GAVIN LAMB**

Sari Pietikäinen, University of Jyväskylä, Finland



↑ **ALEKSANDRA ITA OLSZEWSKA**

Anna De Fina, Georgetown University, USA



↑ **ARUN PRAKASH SINGH**

Alejandrina Cristia, Laboratoire de Sciences Cognitives et Psycholinguistique, Département d’études cognitives, ENS, EHESS, CNRS, PSL University



↑ **MICHELLE WHITE**

Alejandrina Cristia, Laboratoire de Sciences Cognitives et Psycholinguistique, Département d’études cognitives, ENS, EHESS, CNRS, PSL University

# New externally funded projects

In 2022, we were happy to welcome the Research Council of Norway-funded 5-year project on Indigenous language resilience: From learners to speakers (2023–2028), as well as the Erasmus+ Global Mobility funding from the European Commission for a partnership with the Universidad Autónoma Benito Juárez de Oaxaca (UABJO) Faculty of Languages in Mexico.

## Indigenous language resilience: From learners to speakers

MultiLing continues to secure funding even in a somewhat turbulent research funding environment, with the Norwegian Research Council freezing many of its funding schemes for the foreseeable future. In 2022, Pia Lane and Haley De Korne were awarded funding from the Research Council of Norway's Program for Sámi Research for a five-year research project: "Indigenous language resilience: From learners to speakers". It investigates how in many Indigenous contexts, schools are key arenas for language revitalization, but we need to know more about what happens when students leave school. Through a comparative analysis of Sápmi and three other cases, they will investigate

how and why some individuals transition from being learners to speakers of Indigenous languages. They aim to identify and investigate key life moments or muda that facilitate or trigger the transition from learner to speaker; to compare the impact and interaction of key social environmental factors on speaker resilience; and to investigate inherent tensions in language reclamation processes and how learners and speakers attempt to solve such tensions.



↑  
**HALEY DE KORNE AND PIA LANE**



## Global mobility 2022 – Erasmus+

The academic area of Multilingualism (MULTI) at the Department of Linguistics and Scandinavian Studies, with Haley De Korne and Unn Røynealand in the lead, was awarded Erasmus+ Global Mobility funding from the European Commission for a partnership with the Universidad Autónoma Benito Juárez de Oaxaca (UABJO) Faculty of Languages in Mexico. The collaborative project Multilingual Futures: Perspectives on Multilingualism from the Global North and Global South, which involves both student and scholar mobility, provides new opportunities for exchanging experiences and insights on multilingualism from a North-South perspective. The project promotes research by

junior and senior scholars on the challenges and opportunities related to multilingualism in the Global North and South and responds to the call for integration of diverse student populations and perspectives, particularly from the Global South, within our teaching and research at UiO. The project will strengthen our new international MA program in Multilingualism through funding three 1-semester study exchanges for students from UABJO to UiO between 2023 and 2025. Additionally, the project supports at least 2 faculty exchanges between UiO and UABJO during this timeframe. By adding new perspectives, approaches and research interests, the project promises to enrich both research and

teaching at MultiLing, the Department of Linguistics and Scandinavian Studies, and UABJO.



↑  
**HALEY DE KORNE AND UNN RØYNEALAND**

# INTPART 1.0 and 2.0

MultiLing's research networking project, funded through the International Partnerships for Excellent Education and Research (INTPART) scheme of the Research Council of Norway (RCN) and what is now the Directorate for Higher Education and Skills, had the primary goal of bringing together psycholinguistic and sociolinguistic approaches to multilingualism and language. It was first launched in 2015 and after the successful completion of INTPART 1.0 in 2018, Multiling was granted a continuation and expansion of the project through INTPART 2.0, with an extension to the end of 2022 due to the pandemic.

Lasting from 2015–2018 and from 2019–2022, Multiling's collaboration with four leading universities in South Africa (University of Cape Town, University of the Western Cape, Stellenbosch University, and University of the Witwatersrand) as well as Georgetown University in the USA (for INTPART 2.0) lasted for almost 7 years. During that time, INTPART 1.0 and INTPART 2.0 greatly contributed to the mutual development of knowledge through joint courses, seminars, workshops, guest researcher visits, exchange of research and teaching staff, postgraduate student exchanges, joint conference presentations and publications, mentoring, and much

more. Also, the INTPART Summer and Winter Schools ensured research and higher education cooperation across three continents, enriching our global understanding of multilingualism in the individual and society. The final Summer School and closing conference for MultiLing's INTPART project was held in Cape Town in December 2022 with the timely theme of Reflecting on Authenticity / Authentication / Legitimacy / Legitimization.

For INTPART 2.0, we had the chance to investigate multilingualism in the individual and society with a special focus on education, globalization, and social justice. The new insights and state-of-the-art research that have been generated as a result of this partnership have also informed the research-based curriculum of the newly established MA program in Multilingualism at the Department of Linguistics and Scandinavian Studies at the University of Oslo. Not only will this new program provide the platform for students to better understand the effects and challenges of globalization in society, especially in relation to migration and technology, but, reaping the fruits of INTPART, the program will also equip students for a globalized and multilingual future.



# Conferences and Workshops

After 2 years of pandemic life, researchers at MultiLing were in 2022 finally able to organize and participate in several exciting workshops and seminars, to the same extent as pre-Covid.



## SAB Meeting

Each year, MultiLing invites all members of its Scientific Advisory Board to come to the annual SAB Meeting, and this year was no exception. The SAB meeting 2022 was special because it was both the first in-person

SAB Meeting since before the pandemic, and the last SAB Meeting organized by MultiLing as a Center of Excellence. MultiLing was joined by Li Wei, Loraine Obler, Peter Auer, Marianne Gullberg, Pia Quist, Lynn Mario De Souza at Blindern campus, as well as Lorenza Mondada and Quentin Williams, who participated remotely. The meeting consisted of updates from the Center, talks pre-

senting future directions of multilingualism research and one-to-one meetings with SAB members.

### ORGANIZERS

Unn Røynealand, Anne Charlotte Lindblom, Camilla Cho and Rolv Robøle

DATE: October 12

## Intersectional Experiences in Academia

Doctoral Research Fellows Elisabet García González and Ingvild Badhwar Valen-Sendstad organized an event on intersectionality in academia, seeking to provide a space for conversations on what can be done to improve inclusivity within academia as a workplace. In the wake of the event, the organizers produced a report in which they presented some of the perspectives shared by the speakers; insights and questions raised in discussions between workshop participants; and the organizers' own reflections. The event was funded by the University of Oslo's Faculty of the Humanities' Equal Opportunity and Diversity Fund; and the report is publicly available on MultiLing's website.

### ORGANIZERS

Doctoral research fellows Elisabet García González and Ingvild Badhwar Valen-Sendstad

DATE: March 10



## MultiLing in the World

In 1972, Professor Ivan Supek (a physicist and former Rector of the University of Zagreb) established the Inter-University Center (IUC) Dubrovnik, Croatia, to foster the much needed scholarly exchange and cooperation across all borders and to address essential questions at the intersection of science and society. IUC members come from more than 170 academic institutions and universities from around the world. In 2019 Linguistics joined the long list of fields represented at the IUC with Language in Society seminars where we investigate language in its social setting from the perspective of sociolinguistics and other related disciplines.

The first Language in Society seminar was organized around the topic Language Activism and the Role of Scholars. The resulting volume, *Language Activism: The Role of Scholars in Linguistic Reform and Social Change*, is forthcoming with Cambridge University Press. In 2022 the second iteration of the Language in Society seminar at the IUC, focused on the topic Multilingual, multilectal, multiscriptal writing. The seminar brought together scholars

from different disciplines and approaches (from the linguistic to literary and the historical to modern and digital), to explore a range of topics from an historical or contemporary perspective: The nature, politics and power dynamics of scripts and writing in multilingual, multilectal, and multiscriptal contexts, power struggles surrounding standardization and orthography, counter-hegemonic challenges to written standards, and the ways in which people express identities, stances and meanings through stylistic, code, and scriptal choices. Several scholars from MultiLing and INTPART colleagues took part of the seminar (Ana Deumert, Nkululeko Mabandla, Ana De Fina, Jannis Androutsopoulos, Haley De Korne, and Seyed Hadi Mirvahedi).

### ORGANIZERS

Cecelia Cutler (City University New York, Graduate Center, US), Zvezdana Vrzić (New York University, US, and University of Rijeka, Croatia), and Unn Røynealand (MultiLing, UiO).

DATE: June 20–24

## Diversity in Academia: Next Steps

Together with PluriCourts – Centre for the Study of the Legitimate Roles of the Judiciary in the Global Order and the Norwegian Academy of Science and Letters, MultiLing organized a workshop titled "Diversity in Academia: Next Steps". The workshop focused on the achievements, milestones, and challenges with regard to inclusivity at Norwegian universities. During the workshop, our Center Director, Unn Røynealand, gave a talk about where MultiLing succeeds and where it could improve in terms of diversity. This full day event included presentations from researchers from across various fields, panel discussion and Q&A, as well as conversations in thematic groups which were in parts moderated by MultiLing researchers Haley De Korne and Rafael Lomeu Gomes.

### ORGANIZERS

PluriCourts - Centre for the Study of the Legitimate Roles of the Judiciary in the Global Order, The Norwegian Academy of Science and Letters and Unn Røynealand

DATE: November 18

## Multilingualism Research Forum (MRF)

Formerly known as the Wednesday seminars, Multilingualism Research Forum (MRF), gives those working on various aspects of multilingualism a platform to share their research. We have hosted our MultiLing Core group members, Postdoctoral Fellows, PhD Fellows, and international speakers from as far away as the USA and Australia. Most seminars were held in a hybrid format which allowed us to reach a wider audience as well as diverse speakers, while also being able to meet in person. In total we had 28 seminars, with organizers Gavin Mitchell Lamb and Aleksandra Ita Olszewska responsible for the spring semester and Michelle Jennifer White and Marianna Kyriacou taking over in the fall semester.

### ORGANIZERS OF 2022

Postdoctoral research fellows Gavin Lamb and Aleksandra Ita Olszewska, then Michelle White and Marianna Kyriacou.



## NOS-HS explorative workshop series: Language, Globalization and the Nation

The workshop series "Language, Globalization and the Nation: Exploring contemporary sociolinguistic change in Denmark, Norway and Sweden" is a collaboration between University of Copenhagen (PI Janus Mortensen), University of Gothenburg (PIs Tommaso Milani and Johan Järlehed), and University of Oslo (PI Bente Ailin Svendsen). Funded by The Joint Committee for Nordic research councils in the Humanities and Social Sciences (NOS-HS), the overarching aim of these workshops has been to explore how changing language practices and language ideologies are linked to the discursive (re/de)construction of 'the nation state' and 'national identities' in Denmark, Norway and

Sweden. Following a successful encounter in Korsør, Denmark in June 2022, the second workshop of the series was organized by the Oslo team (Bente Ailin Svendsen, Samantha Goodchild, and Rafael Lomeu Gomes) in November 2022. Entitled "Language, value and the nation", at the second workshop we had the pleasure of inviting former Postdoctoral Research Fellow at MultiLing Alfonso Del Percio (University College London) to give the keynote address "Society Must Be Defended, or Language, Value and the Nation". We look forward to the third and final workshop of the series, to take place in Gothenburg, Sweden on 23 and 24 March 2023!

### ORGANIZERS

Bente Ailin Svendsen

DATE: March 23–24



## Colloquium A - What's in a name?" Labelling concepts and languages 2.0: Expanding the scenery

In 2022, MultiLing organized its annual Colloquium A, which was intended as a continuation of a workshop from November 2021. In this year's workshop, speakers discussed various issues of terminology and labeling and addressed questions such as "to what extent do new labels/terminology refer to new theoretical concepts"; "to what extent do they overlap, and to what extent are they in tension with one another?"; "what does it take for a terminological or conceptual inno-

vation to be theoretically useful?"; and "what does theoretical usefulness actually amount to?" The workshop yielded thought provoking and fruitful discussions.

### ORGANIZERS

Unn Røyneland, Elizabeth Lanza, Camilla Cho and Silje Robberstad

DATE: October 13–14

## Colloquium B - Research ethics: traditional tracks and new technologies: Engaging innovative methodologies in studying multilingualism across the lifespan

The aim of this 1.5-day cross-thematic workshop was to reflect on challenges and solutions with regard to researcher positionality and research ethics within multilingualism research. The workshop attracted approximately 30 participants, including both senior and junior researchers. Four broad areas were covered: clinical research, practices of engaging and involving people in research, digital ethics, and linguistic ethnography/interactional approaches, including educational contexts. Both hands-on experiences and more general, phenomenological ques-

tions were dealt with in twelve presentations. In addition two keynotes were included, one from our Scientific Advisory Board member Professor Sari Pietikäinen (University of Jyväskylä) on Ethical assemblages in scientific knowledge production, and one from Professor Emeritus Charles Ess (University of Oslo) entitled "Navigating Ethical Responsibilities and Choices in Digitalized Research Fields". The workshop ended with a joint discussion between presenters and the other participants.

### ORGANIZERS

Toril Opsahl, Jannis Androutsopoulos, Anne Golden, Natalia Kartushina and Camilla Cho

DATE: November 10–11



# Public dissemination and communication

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

## Mother Language Day

Each year, MultiLing holds a Norwegian language event open to the public to mark the International Mother Language Day. Due to the ongoing pandemic, this year's event was digital. It was attended by around 50 participants. As Norway had recently implemented a new national curriculum as well as a new language law, this year's Mother Language Day event focused on multilingualism in education, from policies to practice. Four speakers, Ingebjørg Tonne, Pia Lane, Mari J. Wikhaug Andersen, and Jorunn Simonsen Thingnes, held short presentations followed by a panel discussion and a Q&A session. The presentations and discussions sought to address how the new language policies affect or could affect educational practices in Norway. The four presentations were recorded, and subtitled videos may be viewed on MultiLing's website.

**ORGANIZER**  
Ingebjørg Tonne

**DATE:** February 28

[▶ Discover more online](#)



## The Einar Haugen Lecture

The Einar Haugen lecture is an annual event at MultiLing held to celebrate the European Day of Languages on September 26, paying tribute to the Norwegian-American linguist who was a pioneer in the study of bilingualism. This year's lecture was the tenth Einar Haugen lecture and was given by Marianne Gullberg, Professor of Psycholinguistics at the Centre for Languages and Literature at Lund University in Sweden and Director of the Lund University Humanities Lab. Gullberg is also a member of MultiLing's Scientific Advisory Board. In Gullberg's lecture, "More than just hand-waving: Gestures and meaning in multilingual language use", she demonstrated how differences in word meaning across languages are reflected systematically in different gestures and showed



how gestures of second language speakers and bilinguals differ from those of monolinguals. As she formulated it herself: "To truly understand the nature of multilingualism, we need a tool that can shed light on what meanings speakers intend. I will show that the gestures speakers produce when they talk is such a tool". This year's Einar Haugen lecture was enjoyed both in person and as a digital event, and it was complemented by an engaging discussion.

**ORGANIZER**  
Unn Røynealand, Anne Charlotte Lindblom and Camilla Cho

**DATE:** September 26

[▶ Discover more online](#)



## Dissemination in Norway and beyond

Also this year, our researchers have communicated their work in research through various channels both in Norway and abroad, with the aim of increasing knowledge and raising awareness of multilingualism and linguistic diversity.

In 2022, MultiLing's research was discussed in podcasts, radio, various printed and online news outlets, and our researchers gave talks and debated their research at conferences, seminars and in workshops directed at a broader audience. Over all, MultiLing and the Center's researchers had 85 appearances in traditional and web-based written media, as well as on radio and TV. Here we highlight a selection of these appearances that have contributed to MultiLing's dissemination goal this year.

Bente Ailin Svendsen was invited to participate in a panel at Demokratidagene ('Democracy Days') "Potet eller kebab – hvem snakker norskest i landet her?" to talk about language and identity. In particular, the panelists dis-

cussed how language may affect the possibility to participate in our democracy and our society in general. Many interested participants gathered at the Deichman Library in Oslo, and some participated online. Also, Svendsen was invited to talk about word usage and word meaning, as well as linguistic diversity in Norway and attitudes towards dialects, on the radio program and podcast Ferievikarene on NRK Radio P1 by NRK (Norwegian Broadcasting Company). Pia Lane featured in an NRK (Norwegian Broadcasting Corporation) article on the Kven language. There she states the importance of investing in the Kven language for it to be revitalized and passed on to the generations to come. Lane also gave a presentation on multilingualism for teachers of Sami language in Nordland County.

## Overall, MultiLing and the Center's researchers had 85 appearances in traditional and web-based written media, as well as on radio and TV.

From 2021 to 2025, Haley De Korne will be part of Akademiet for Yngre Forskere ('The Young Academy of Norway'), an interdisciplinary organization for young researchers dedicated to science policy and innovative research dissemination. In connection to this, De Korne was the main guest in their podcast Forskerrådet ('Research Council') talking about her research, about being a language researcher, and about activism and the responsibility of being a researcher on minority languages. In a different setting, answering a reader's question in an article in the newspaper Morgenbladet on which language is most valuable to have as a second language, De Korne discusses the personal, social, economic and political value of languages and being multilingual in today's world.

Also being responsive to questions from the public, in the popular weekly radio program and podcast Språksnakk by NRK (Norwegian Broadcasting Company), Toril Opsahl has continued her undertaking as a language expert, answering listeners' big, but also many small questions about language. This year, also De Korne and Jan Svennevig have contributed on the program! Svennevig, in addition, appeared in the NRK radio/TV-news-discussion program Dagsnytt18 about the fact that youngsters do not say "nei takk" ('no thanks') anymore, they rather say the equivalent of 'it's OK', 'I'm OK'.

Natalia Kartushina reached a wider public with her research in an article in barnehage.no where she emphasizes the importance of reading in early language development. Also, with Audun Rosslund, and Julien Mayor, Kartushina presented in the journal *Utdanningsnytt*, the finding that children seemed to increase their vocabulary during the pandemic, when the Kindergartens were closed.

## MultiLing Voices and Facebook



In 2022, we published 6 editions of our newsletter, MultiLing Voices, where you can read about our latest publications, recent presentations, media appearances and upcoming events. Among the 6 editions, 2 were special editions, one edition about the Einar Haugen Lecture and one edition about the new MA program in Multilingualism. By the end of 2022, MultiLing Voices had more than 700 subscribers.



**127 000**  
views with high peaks  
in September

An analysis of our Facebook activity shows an increase both in visibility and followers from the previous year. With a total follower count of 3700, we saw an increase of 300 followers in 2022. Also, our Facebook page had a reach of 127 000 views with high peaks in February and March. As in previous years, most of our followers and engagers are women, at 75.5 %.



In the series *Hjelp, barnet mitt hører ikke* ('Help me, my child cannot hear'), at TegnTV/Super-visuell, Hanne Gram Simonsen was interviewed in an online video titled "Flerspråklig som fordel" ('Multilingualism as an advantage'), aimed at parents of deaf children. She talked with the host Mohammed Hassan about multilingualism and the use of sign language. The interview was conducted with the aid of an interpreter in Norwegian and Norwegian Sign Language. It was furthermore texted and dubbed to Urdu, Arabic and Somali. Elizabeth Lanza also has an appearance in an [online interview](#), where she speaks about research on language acquisition and multilingualism, with Jonas Granfeldt at LAMiNATE (Language Acquisition, Multilingualism, and Teaching)

research center, Lund University, in conjunction with the LAMiNATE Conference 2022.

Multiling researchers have also disseminated their research beyond the borders of Norway and the Nordic countries. In the article "The brain doesn't discriminate between global languages and local languages: the cognitive effects of minority languages" (in Italian) on [linguisticamente.org](#), Maria Garaffa discusses the effects of multilingualism on cognition, as well as the bias towards minority languages. Furthermore, with the title "The science of bilingual children" on the podcast Noosfera (in Spanish), Elisabet García González talks about bilingualism across the lifespan, myths and truths about multilingual children, and how to normalize a diversity of languages,

cultures and identities in our societies. García González has also written on how Multilingualism Helped Families in Lockdown, in the paper *Future Makers Magazine*.

Aneta Pavlenko is interviewed by Ingrid Piller at the internet site [Chats in Linguistic Diversity](#), the title of the interview being "Can linguistic nationalism ever be unthought?" One of the reasons why the world may seem more multilingual today than in the past, holds Pavlenko, lies in the European nationalist project of the 20th century – the great "unmixing of peoples", as Lord Curzon called it. As a result, languages became associated with nations, and this linguistic nationalism continues to guide views of language today.



Theorizing and operationalizing multilingualism

Jannis Androutsopoulos

## Ethical challenges in a multi-sited ethnography

The digital transformation of society brings up new, multi-faceted challenges to research ethics. Current discussions on 'digital ethics' often revolve around Machine Learning, regarding the origin and quality of language data used to train algorithms for e.g. machine translation. My concern here is with another area of digital ethics that goes further back in time: fieldwork on online language and communication. Some researchers focus on online communities, others take a multi-sited approach with fieldwork carried out both on- and offline. This was the method of choice in the MultiLing project 'Media and linguistic repertoires in Norwegian-Senegalese families'. The fieldwork was grounded in the everyday lives of four families and made use of techniques such as interviews, focus group discussions, language portraits, and media diaries. We also collected digital data that adult and

adolescent participants shared with us, e.g. messenger protocols, and were allowed to traverse and analyze their social media timelines (Lexander & Androutsopoulos 2023).

Research ethics is not limited to observing legal regulations around data and privacy protection, but emphasizes a researcher's agency and responsibility in making situated decisions. Doing research with small minority groups obviously poses ethical challenges that are not simply resolved by having participants sign off a consent form. A main challenge is the risk of disclosing the participants' identity despite anonymizing their personal information. Equally important is the continuous process of creating trust and equity in the field, for example by giving participants as much control as possible over the data collection and the interview situations. Particularly important are seemingly minor issues

that may nonetheless accumulate to shape the 'climate' between participants and researchers. These concern e.g. what questions not to ask, what data not to include, what examples not to publish. For example, during fieldwork the Norwegian government was withdrawing citizenship from migrants considered to have gained entrance to the country in illicit ways. For this reason, the parents in our study were never asked how or why they had come to Norway, even though this would have been quite interesting from a language-biography perspective. Moments such as these made us realize how we, researchers and authors, need to reflect on ethics in a comprehensive way and make informed decisions to minimize the harm and maximize the benefit for participants and researchers alike.

Lexander and Androutsopoulos (2023/in press) *Multilingual Families in a Digital Age. Mediational Repertoires and Transnational Practices*. Routledge (Critical Studies in Multilingualism).



# Societal impact

## Implementation of the Language Act

In January 2022, the new Norwegian Language Act was implemented. It legislates the status of the Norwegian language and defines the status of the Sámi languages, Norwegian sign language and other languages for which the State under international agreements has a responsibility. Multilingualism is given significant attention in the new Act. The work led by Unn Røyneland on behalf of the Norwegian Language Council's expert report, "Language

in Norway — culture and infrastructure" (Røyneland et al., 2018) was central for the understanding of the nature and importance of multilingualism in Norway. The new Language Act replaces an Act which dates back to 1980.

## Children's Books Corpus Development with the National Library of Norway

Luca Onnis has been collaborating with the National Library of Norway and TextLab (UiO) to create a digitized and searchable corpus of children's books in Norwegian. This would be the first such corpus for Norwegian, one of the very few corpora on children's books available in the world, and probably the largest in the world in terms of size (with a few thousands books available). In the future, one may extract useful statistics that can be shared with parents and caregivers about the language contained in children's books, and related activities that promote reading in the family. It may also be possible to collect a child-directed spoken language corpus of Norwegian, so as to be able to compare properties of spoken vs. written language in the early years of child language development.

## The Norwegian Truth and Reconciliation Commission

The Norwegian Truth and Reconciliation Commission, where Pia Lane is a member, is in the process of finalizing their report which will be submitted to the Norwegian Parliament in June 2023. The goal of the Commission's inquiry is to investigate the Norwegianisation Policy and injustice against the Sámi and Kvens/Norwegian Finns and thereby to lay the groundwork for the recognition of the experiences of the Sámi and Kvens/Norwegian Finns during enforcement of this policy by the Norwegian authorities, and what consequences these experiences have had for them collectively and individually, and to propose measures for further reconciliation.

## Seminar with the Minister of Education

The Ministry of Education organized small seminars for the Minister of Education Tonje Brenna and her state secretaries in the fall of 2022, to provide room for input and for dialogue between researchers and the minister. One of the meetings was about newly arrived children in Kindergarten and in schools. Anne Golden contributed with insights from second



language acquisition, on how to secure inclusive and effective education for the immigrant children in general and for newly arrived refugees in particular, and on what skills the pedagogues need in order to ensure such education.

## Models of education for newly arrived students in Norwegian schools – with NIFU

Nationally, there is a wide range of models for organizing newly arrived students' schooling, from education in separate groups while learning Norwegian, to integrated education in all subjects. This variation reflects different emphases on the linguistic, academic and social needs of the newly arrived. The Education Directorate funded project 'Research on educational offers for newly arrived students' was designed by NIFU ('Nordic Institute for Studies in Innovation, Research and Education'), inviting external researchers in, among them Anne Golden. She has taken part in planning, design, data collection (school visits), and contributed to the interim report. Ingebjørg Tonne has been in the reference group for the project. The NIFU-interim report was delivered in December 2022: 'Learning

Norwegian, professional development and new friends – is it possible at the same time? Interim report from the project Research on educational offers for newly arrived pupils.'

## Strengthening and improving language competence in infants and toddlers of multilingual families – with the municipalities

Natalia Kartushina, PhD-candidate Audun Rosslund and colleague Julien Mayor have started a collaboration with three Oslo municipalities to support and inform parents in their upbringing of their children with regard to infants' language development. Many multilingual families do not speak their first language to their child. The aim is to support language development in infants in the language their parents feel most competent, by distributing researched based information to parents in groups and during individual talks.

## Multilingualism in the European University Alliance Circle U

As part of the European university alliance [Circle U](#), University of Oslo collaborates with eight other universities on imperative goals for the future of higher education. By 2025,

Circle U is to be an inclusive, research-intensive and interdisciplinary European university. Students, staff and partners from civil society, businesses and the public sector collaborate to jointly develop competencies and solutions for keeping Europe and our planet healthy, peaceful, democratic and prosperous. One goal is to empower students and staff through mobilization and collaboration. In this setting multilingualism is seen as both a tool and a goal. Ingebjørg Tonne has represented MultiLing/UiO in the alliance, providing input to the discussions on defining and scrutinizing the concepts used when discussing multilingualism, language learning, language use, knowledge and understanding.

## Representation in the Board of the Language Council of Norway

Toril Opsahl has been deputy representative in the board of the The Language Council (Språkrådet) – the state's administrative body in language matters in Norway. In 2022 the board, among other things, initiated and applied for funding for projects monitoring government agencies' compliance with the newly implemented [Language Act](#).

# MultiLing social



## MultiDance

Since January 2022, Aleksandra Olszewska and Samantha Goodchild have been inviting MultiLingers to meet for an energizing dance session on a weekly basis. For 20 minutes in the workday, the meeting room is transformed into a judgement free safe space, where we move along to upbeat music - complete with multicoloured lights and disco ball! Everyone is welcome and attendees include fellows and core group members. MultiLingers contribute their favorite tunes to the MultiDance/Multi-Rave/MultiBreaker Party public playlist on Spotify (other streaming services are available of course) which has a spectacular current run time of 28 hours 48 minutes.

## MultiLing language café

During the summer months this year, MultiLing's Research Assistant, Zahir Atari, organized a Norwegian language café every other week during lunch time. Everyone at MultiLing as well as the department were invited to have their lunch and practice Norwegian with their colleagues. The café was highly popular and both scientific staff members and administrative staff members were present during the sessions. Additionally, many Norwegian speakers attended the café which provided a good opportunity for those who wanted to learn Norwegian to practice. The café was a good arena to meet and get to know your colleagues, relax, and have lunch, as well as to speak a lot of Norwegian.

## Annual retreat

This year, MultiLing was happy to organize yet another Annual Retreat, and this year we visited Hotel Jelay Radio in Moss. The topic for the retreat was "research communication and dissemination," and we were fortunate to have journalist and editor at Aftenposten, Mina Hauge Nærland, come speak and animate a workshop. Mina gave us an insight into the inner workings of a major newspaper outlet and gave advice on how to reach out to an extramural audience. The activities during the retreat included presentations, group discussions, workshops on public dissemination, a Socratic walk, as well as social events with dinner and a quiz.



Theorizing  
and operationalizing  
multilingualism

Bjørn Ramberg and Unn Røyneland:

# What kind of a kind is a language?

In recent decades, the concept of language and the delineation and naming of languages have come under renewed scrutiny. In some parts of sociolinguistics the idea that there is no such a thing as a named language, that is, a shared pattern of behavior identifiable in linguistic terms, has evolved from suspicion to dogma. The claim is that the proper object of investigation is the idiolect. Named languages are inventions in service of social and political struggles and goals, and are to be investigated as ideological constructions. According to this view languages are not linguistic objects and therefore not entities that may be considered natural kinds. Hence, they are not to be invoked in scientific explanations of linguistic behavior.

But what are natural kinds? Traditionally the scientific power of natural kinds is accounted for in terms of the properties and essences they represent. This strategy, however, quickly leads to ontological reductionism.

For the human sciences, a constructivist approach to natural kinds is more fruitful. As the constructivist philosopher Nelson Goodman suggests in his critique of empiricist metaphysics: successful science entrenches certain categories as explanatorily relevant. The power of natural kinds is owed to the dynamics of scientific practice rather than to pre-packaged nature.

Our claim is that the ontological argument against language expresses a scientific purity that undermines human sciences by blocking interesting and revealing descriptions of human practice (Ramberg & Røyneland 2023). Human science requires what the philosopher Ian Hacking calls human kinds, that is, type-concepts that are both reflexive and looping. They are reflexive, insofar as their meaning is rooted in the human practices that they are employed to describe. They are looping, in that they may create new avenues of human self-understanding and thereby contribute to

the transformation of the subject under investigation. These traits suggest that human kinds are different in kind from the prototype natural kinds of natural science, but does not imply that human kinds cannot do scientific work.

The scientific legitimacy of the concept of a language is not undermined by contrast with natural kinds, nor by pointing out that named languages are (re)constructed as part of ongoing social and political struggles. Rather, the question is whether the dynamics of change in patterns of linguistic behavior can be adequately understood without recourse to supra-individual clusters described in linguistic terms. Our contention is that a great deal of illuminating linguistics actually depends on the idea of a language thus conceived. Moreover, so does concerted political action aimed at redressing social injustice and pushing back repressive linguistic regimes.

Ramberg, Bjørn and Unn Røyneland (2023/in press). Language activism and social justice – Why languages still matter. *Language in Activism: The role of Scholars in Linguistic Reform and Social Change*, Cutler, Røyneland, Vrzic (eds.) Cambridge University Press.

# Appendices

In the appendices section, you will find a complete list of all of MultiLing's prestigious publications from last year, a map of everyone who worked at the Center in 2022, and an overview of the ten distinguished institutions with which MultiLing has formal collaboration agreements, as well as the nature of the collaboration.

## Appendix 1 Publications 2022

### BOOKS

**Golden, A.** (2022). *Ordforråd, Ordbruk og Ordforrådslæring – i et andrespråksperspektiv*. Gyldendal Akademisk.

**Lane, P.**, Kjelsvik, B., & Myhr, A.B. (2022). *Negotiating Identities in Nordic Migrant Narratives: Crossing Borders and Telling Lives*. Palgrave Macmillan.

**Makoni, S.**, Madany-Saá, M., Antia, B.E., & **Lomeu Gomes, R.** (2022). *Decolonial Voices, Language and Race*. Multilingual Matters.

**Mirvahedi, S.H.** (2022). *Linguistic Landscapes in South-East Asia the Politics of Language and Public Signage*. Routledge.

Ragnhildstveit, S., **Golden, A.**, & Gujord, A.K.H. (2022). *Nye innsikter i norsk som andrespråk. Inspirert av Kari Tenfjords forskning*. Alvheim og Eide akademisk forlag.

### PEER-REVIEWED ARTICLES IN SCIENTIFIC JOURNALS

**Androutsopoulos, J.** (2022). Scaling the pandemic disposition: A multimodal analysis of mask-requirement signs during 2020. *Linguistic Landscape*, 8(2-3), 131–148.

Bekkhuis-Wetterberg, P., Brækhus, A., Müller, E.G., **Norvik, M.I.**, Winsnes, I.E., & Wyller, T.B. (2022). Primær progressiv afasi. *Tidsskrift for Den norske legeforening*, 142(17), 1477–1480.

Bergmann, C., Dimitrova, N., Alaslani, K., Almohammadi, A., Alroqi, H., Aussems, S., Barokova, M., Davies, C., Gonzalez-Gomez, N., Gibson, S.P., Havron, N., Horowitz-Kraus, T., Kaneri, J., **Kartushina, K.** et al. (2022). Young children's screen time during the first COVID-19 lockdown in 12 countries. *Scientific Reports*, 12.

Bousquette, J.; & **Natvig, D.A.** (2022) Heritage Language Home and Community: Gendered Division of Labor and Language Shift. *Selected Proceedings of the 11th Workshop on Immigrant Languages in the Americas (WILA 11)*, 55–62.

Bukhalenkova, D., Vareksa, A., Gavrilova, M., & **Kartushina, N.** (2022). Emotion Understanding in Bilingual Preschoolers. *Behavioral Sciences*, 12(4), 1–11.

Diepeveen, A., **Svennevig, J.**, & Urbanik, P. (2022). Suspects' opportunities to claim their legal rights in police investigative interviews. *International Journal of Speech Language and The Law*, 28(2), 171–200.

**Falkum, I.L.** (2022). The development of non-literal uses of language: Sense conventions and pragmatic competence. *Journal of Pragmatics*, 188, 97–107.

**Fyndanis, V.**, **Cameron, S.**, Hansen, P., **Norvik, M.I.**, & **Simonsen, H.G.** (2022). Multilingualism and verbal short-term/working memory: Evidence from academics. *Bilingualism: Language and Cognition*, 1–14.

**Fyndanis, V.**, Masoura, E., Malefaki, S., Chatziadamou, E., Dosi, I., & Caplan, D. (2022). The Role of Working Memory, Short-Term Memory, Speed of Processing, Education, and Locality in Verb-Related Morphosyntactic Production: Evidence From Greek. *Frontiers in Psychology*, 13, 1–21.

**Fyndanis, V.**, Miceli, G., Capasso, R., **Killmer, H.**, Malefaki, S., & Grohmann, K. K. (2022). Production of Sentential Negation in German and Italian Non-fluent Aphasia. *Journal of Psycholinguistic Research*.

**Golden, A.**, & **Szymanska, O.** (2022). Griper polske studenter poenget på norsk? Forståelse av metaforiske uttrykk blant norskstuderende i Polen. *Nordand: nordisk tidsskrift for andrespråksforskning*, 17(2), 65–79.

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**Hansen, J.P.B.** (2022). Recruiting repair: Making sense of interpreters' embodied actions in a video-mediated environment. *Discourse Studies*, 24(6), 719–740.

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**Kartushina, N.**; Mani, N., Asli, A.E., Alaslani, K. Aldrich, N.J., & Almohammadi, A., et al. (2022). COVID-19 first lockdown as a window into language acquisition: associations between caregiver-child activities and vocabulary gains. *Language Development Research*, 2, p. 1–36.

**Kartushina, N.**, & Mayor, J. (2022). Coping with dialects from birth: Role of variability on infants' early language development. Insights from Norwegian dialects. *Developmental Science*, 26(1), 1–19.

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**Killmer, H.**, **Svennevig, J.**, & Beeke, S. (2022). Requests to children by parents with aphasia. *Aphasiology*.

Krulatz, A., Christison, M.A., Lorenz, E., & **Sevinc, Y.** (2022). The impact of teacher professional development on teacher cognition and multilingual teaching practices. *International Journal of Multilingualism*

**Kvietok Dueñas, F.**, MacKee, M.M., Sota, I.G. (2022). Hacia una investigación descolonizadora: aportes para la enseñanza de la investigación en la formación superior en educación intercultural bilingüe en el Perú. *Dialogo Andino*, (67), 112–123.

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**Lane, P.**, Hagen, K., Nøklestad, A., & Priestley, J. (2022). Creating a corpus for Kven, a minority language in Norway. *Nordlyd*, 46(1), 159–170.

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**Lexander, K. V.**, & Watson, R. (2022). Things You Cannot Do in Norway: Multilingual Transnational Action and Interaction in Digital Communication. *Nordic Journal of African Studies*, 31(1), 45–71.

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**White, M.J.**, Southwood, F., & Huddlestone, K. (2022). Children's acquisition of negation in L1 Afrikaans. *First language*, 43(1), 1–36.

Zeng, Z., **Liu, L.**, Tuninetti, A., Peter, V., Tsao, F.M., & Mattock, M. (2022). English and Mandarin native speakers' cue-weighting of lexical stress: Results from MMN and LDN. *Brain and Language*, 232.

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Bousquette, J., Natvig, D.A., Kjelsvik, B., **Lane, P.**, & Myhr, A.B. (2022). Heritage Language Home and Community: Gendered Division of Labor and Language Shift - Interdisciplinary approaches to the study of spoken, written and material narratives. In K. Biers and J.R. Brown (Eds.), *Selected Proceedings of the 11th Workshop on Immigrant Languages in the Americas* (pp. 55–62). Cascadilla Proceedings Press.

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Kjelsvik, B., **Lane, P.** & Myhr, A.B. (2022). Interdisciplinary approaches to the study of the abyssal line. In B.E. Antia, & S. Makoni (Eds.), *Southernizing Sociolinguistics* (pp. 19). Routledge.

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**Lane, P.** (2022). "It feels like now this is in our own language": Religion, authenticity and belonging. In **P. Lane**, B. Kjelsvik, & A.B. Myhr (Eds.), *Negotiating Identities in Nordic Migrant Narratives: Crossing Borders and Telling Lives* (pp. 185–210). Palgrave Macmillan.

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**Lomeu Gomes, R.**, & **Lanza, E.** (2022). Southern Approaches to Family Multilingualism. In S. Makoni, A. Kaiper-Marquez, & L. Mokwena (Eds.), *The Routledge Handbook of Language and the Global South/s* (pp. 285–296). Routledge.

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**Mirvahedi, S.H.** (2022). Introduction. In **S.H. Mirvahedi** (Ed.), *Linguistic Landscapes in South-East Asia: The Politics of Language and Public Signage* (pp. 1–5). Routledge.

**Olszewska, A.I.**, Coady, M., & Markowska-Manista, U. (2022). Language Planning, Linguistic Imperialism, and English Language Teacher Education in Post-Soviet Poland: A Literature Review. In L. McCallum (Ed.), *English Language Teaching Policy and Practice across the European Union* (pp. 51–67). Springer.

Otsuji, E. & **Pennycook, A.** (2022). Becoming and unbecoming Asian in Sydney. In J. Lee (Ed.), *The sociolinguistics of Global Asias* (176–188). Routledge.

**Pennycook, A.** (2022). Poking at the soft ideological underbelly of linguistics. In K. Aparecido Da Silva & L.S. Machado Pereira (Eds.), *Contemporary critical studies in linguistics: Festschrift for Kanavillil Rajagopalan* (pp. 21–40). Pontes Editores.

**Pennycook, A.** & Otsuji, E. (2022). Metrolingual practices and distributed identities: People, places, things and languages. In W. Ayres-Bennett & L. Fisher (Eds.), *Multilingualism and Identity: Interdisciplinary Perspectives* (pp. 69–90). Cambridge University Press.

Ragnhildstveit, S., **Golden, A.**, & Gujord, A.K.H. (2022). Kari Tenfjord – en banebryter i andrespråksfeltet. In S. Ragnhildstveit, A. Golden & A.K. Helland Gujord (Ed.), *Nye innsikter i norsk som andrespråk. Inspirert av Kari Tenfjords forskning* (pp. 11–19). Alvheim og Eide akademisk forlag.

Shomamy, E. & **Pennycook, A.** (2022). *Language, pedagogy, and active participant engagement: Gaze in the multilingual landscape*. In R. Blackwood & U. Røyneland (Eds.), *Spaces of Multilingualism* (pp. 31–47). Routledge.

**Svendsen, B. A.** (2022). Norway. Contemporary urban speech styles. In P. Kerswill & H. Wiese (Eds.), *Urban Contact Dialects and Language Change, Insights from the Global North and South* (pp. 206–222). Routledge.

**Szymanska, O.**, & **Golden, A.** (2022). Å skyte seg selv i foten eller i kneet? Forståelse og produksjon av metaforiske uttrykk i norsk når førstespråket er polsk. In S. Ragnhildstveit, **A. Golden** & A.K. Helland Gujord (Eds.), *Nye innsikter i norsk som andrespråk. Inspirert av Kari Tenfjords forskning* (pp. 107–132). Alvheim og Eide akademisk forlag.

**Szymanska, O.**, & Janik, M.O. (2022). I en vev av tempus: Tempusbruk i norsk som andrespråk hos en voksen polsk innlærer. In S. Ragnhildstveit, **A. Golden** & A.K. Helland Gujord (Eds.), *Nye innsikter i norsk som andrespråk. Inspirert av Kari Tenfjords forskning* (pp. 85–106). Alvheim og Eide akademisk forlag.

Veraksa, A., Bukhalenkova, D., **Kartushina, N.**, Oshchepkova, E. (2022). Language Development and Executive Functions in Russian 5–7-Year-Old Children: A Longitudinal Study. In A. Veraksa (Eds.), *Child Development in Russia. Early Childhood Research and Education: An Inter-theoretical Focus*, vol 3. (pp. 37–65). Springer.

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## Appendix 2

# The MultiLing team

### CORE GROUP



**Unn Røynealand**  
*Professor and  
Center Director*



**Ingebjørg Tonne**  
*Professor and  
Deputy Director*



**Haley De Korne**  
*Associate Professor  
and Theme Leader*



**Natalia Kartushina**  
*Associate Professor and  
Theme Leader*



**Valantis Fyndanis**  
*Researcher*



**Anne Golden**  
*Professor Emerita*



**Elizabeth Lanza**  
*Professor Emerita*



**Franziska Köder**  
*Researcher*



**Pia Lane**  
*Professor*



**Monica I. Norvik**  
*Researcher*



**Luca Onnis**  
*Associate Professor*



**Toril Opsahl**  
*Associate Professor*



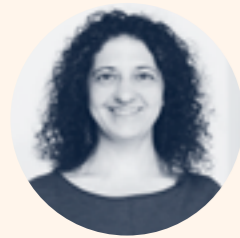
**Hanne Gram Simonsen**  
*Professor Emerita*



**Bente Ailin Svendsen**  
*Professor*



**Jannis Androutsopoulos**  
*Research Professor*



**Mira Goral**  
*Research Professor*



**Minna Lehtonen**  
*Research Professor*



**Aneta Pavlenko**  
*Research Professor*



**Alastair Pennycook**  
*Research Professor*

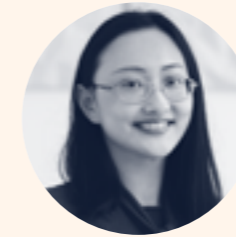


**Jan Svennevig**  
*Research Professor*

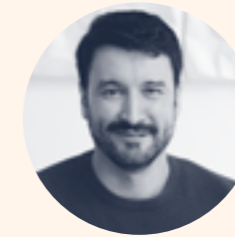
### POSTDOCTORAL RESEARCH FELLOWS



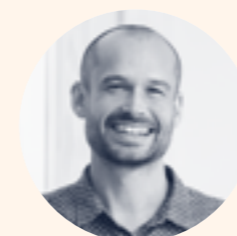
**Frances Kvietok Dueñas**



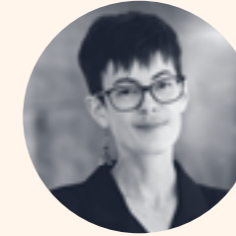
**Qingyuan Gardner**



**Rafael Lomeu Gomes**



**Gavin Lamb**



**Samantha Goodchild**



**Peng Li**



**Aleksandra Olszewska**



**Oliwia Szymańska**



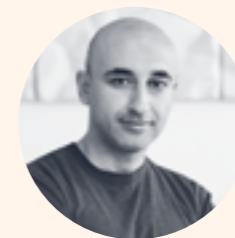
**Arun Prakash Singh**



**Marianna Kyriacou**



**Michelle White**



**Seyed Hadi Mirvahedi**



## DOCTORAL RESEARCH FELLOWS



**Mari J. Wikhaug Andersen**



**Hanna Solberg Andresen**



**Nuranindia Endah Arum**



**Elisabet García González**



**Jenny Gudmundsen**



**Anne Marte Haug Olstad**



**Audun Rosslund**



**Magdalena Solarek-Gliniewicz**



**Ingvild Badhwar Valen-Sendstad**

## OTHER SCIENTIFIC STAFF



**Silje Robberstad**  
*Research Assistant*



**Rolv Syver Robøle**  
*Research Assistant*



**Ingrid Lossius Falkum**  
*Affiliated Researcher*



**Maria Garraffa**  
*Research Professor*



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## 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 MultiNord 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.



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