

UNIVERSITY
OF OSLO



Center for Multilingualism in Society across the Lifespan

Final Report 2013-2024



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.

DESIGN: Anagram Design

PHOTOS: All photos are owned by the University of Oslo or private and used with permission. Photos in this report are taken by Nadia Frantsen, Oda Hveem, Seyed Hadi Mirvahedi, Ane Theimann, Unn Røynealand, Olaf Christensen, Máinnas, Audun Rosslund, Øystein A. Vangnes, Elizabeth Lanza, Camilla Lee, Pia Lane and Stortinget
Illustration photo: colourbox.com
Cover photo by Seyed Hadi Mirvahedi

Contents

About MultiLing	
Highlights 2023-24	12
Facts & figures 2013-2024	14
Organizational structure of MultiLing	16
The Extended Leadership Team and The Center Board	17
Scientific Advisory Board	18
MultiLing's Organization in Themes and Colloquia	20
MultiLing Voices	22
Research output	
Theme 1 Report	26
Theme 2 & 3 Report	38
The Socio-Cognitive Laboratory	50
Activities	
Doctoral Defenses 2023-24	56
Doctoral Defenses 2013-2024	57
Research Stays Abroad	57
The MA Program	58
Research Training and Workshops	60
MultiLing Closing Conference 2023	68
New External Funding	70
External Funding 2013-2024	72
Public Dissemination and Communication	74
Societal impact	83
The Truth and Reconciliation Commission	84
MultiLing Community and Clubs throughout the years	86
Appendices	
Appendix 1: Publications 2023	89
Appendix 2: The MultiLing team	92
Appendix 3: MultiLingers throughout the years	96
Appendix 4: Institutional partners	98

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 has been a vital part of our faculty's vibrant research community.

MultiLing's almost eleven years as a Centre of Excellence in Research is coming to a close. As the Dean of the Faculty of Humanities, I had the privilege of attending the Closing Conference in October 2023. There, I was astounded not only by the amount, but also the breadth and quality of the research that has been produced at the Center during these years. Earlier in 2023, I also had the opportunity to participate at a roundtable titled "How do we talk about race in Norwegian academia today?" This is one of four such roundtables organized by MultiLing in collaboration with the Faculty that address key questions with regard to diversity and inclusion in academia, the others being "Women in Leadership" in 2018 and 2019 and "Intersectional Experiences in Academia" in 2022. International and early career scholars at MultiLing have also made an impact on university

governance, with two MultiLingers elected to the board of the Faculty, and one on the board of the University of Oslo. Over the years, MultiLing has been an asset to the Faculty in multiple ways. One of these is the Summer and Winter Schools, which have made it possible for doctoral fellows from across the Faculty to receive training and mentorship from leading researchers from across the world. Another contribution is the Socio-Cognitive Laboratory, which will continue to serve the Faculty with cutting-edge research facilities as a part of the new HumanLab. In addition to this, MultiLingers will carry on the legacy of producing collaborative research on multilingualism also after its formal closure as a Center of Excellence. The impact of MultiLing will continue to resonate within our Faculty also in the decades to come.



↑
FRODE HELLAND
Dean of the Faculty of Humanities

The Head of Department's Introduction

As the proud host of the Center of Multilingualism in Society across the Lifespan for the last decade, it is with gratitude and melancholy that the Department of Linguistics and Scandinavian Studies now says farewell to MultiLing.

Over the past decade, MultiLing has truly taken up and embraced the title of Center of Excellence. MultiLing's commitment to conduct excellent research is evident from the outstanding number of high-quality publications throughout the years. In addition, MultiLing can boast of an impressive number of successful PhD theses and defenses, an excellent record of active and prolific dissemination to the public, and a wide array of international collaborators.

It goes without saying that MultiLing's success is attributed to all the researchers and staff at the Center in its exceptional eleven-year-long journey. It is due to a collective effort that we can proudly reflect on all the significant milestones and achievements that took place during MultiLing's lifespan.

As the Head of the Department, I would also like to take this opportunity to extend my appreciation to everyone at MultiLing

that was involved in creating the new research field MULTI at the Department of Linguistics and Scandinavian Studies. It is with great satisfaction to share that the new Master's program in Multilingualism has been very successful with the highest number of applicants among all the Master's programs at the Department in 2023. With a majority of applicants coming from outside of Norway, the MA program has become a great place to foster diverse perspectives and to create an environment that encourages cross-cultural collaboration.

In the years to come, I am looking forward to following the work and impact that MultiLing will continue to inspire after it is integrated into our Department. We will continue our commitment to researching multilingualism and contributing to the field both in Norway and globally. Thank you all for your hard work, dedication, and persistent engagement.



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

The Director's Introduction

MultiLing Voices

After almost eleven years as a Center of Excellence, MultiLing will be gradually phased into our host department, the Department of Linguistics and Scandinavian Studies, in the spring of 2024. However, our research in the field of multilingualism and many of our outreach events will continue, such as the Annual Einar Haugen Lecture, the Annual Mother Language Day, and the Multilingualism Research Forum. Furthermore, the MA program in Multilingualism, an important legacy of the Center, will ensure continued teaching and research on multilingualism in years to come. As may be witnessed on the cover page of this final report, MultiLing's Japanese cherry blossom tree, which was planted when we started in 2013, has grown substantially over the years both in height, width and depth – and so has MultiLing's research and impact.

For those at MultiLing, 2023 has been a year of bittersweet farewells, but also of wonderful reunions, such as our three-day

closing conference in October. In this report, our eleventh Annual Report and also our final report as a Research Council of Norway Center of Excellence, we want to highlight all the people who have contributed to making MultiLing what it is today: an internationally renowned innovative research center in multilingualism, yet also a collegial and supportive workplace. Hence, the running theme of this report is the "Voices of MultiLing", where former MultiLingers, members of our Scientific Advisory Board, Research Professors, partners and collaborators throughout the past eleven years share insights into what MultiLing has meant to them both professionally and personally: for their research, academic development, and careers opportunities.

Academic accomplishments

In 2023, MultiLing researchers have produced cutting-edge research on multilingualism using a range of different methodological and theoretical approaches. We have published books, edited volumes,

special issues, and a large number of high quality articles, as may be witnessed from the Theme 1 and Theme 2/3 reports. Our theme leaders have done a remarkable job in organizing writing retreats and workshops, which have really proven to be very successful in encouraging and enhancing writing for publication. MultiLing researchers have also disseminated our research at a large number of conferences and workshops in different parts of the world and have been invited as plenary speakers or guest lecturers to as many as 23 different countries!

As MultiLing's period as a Center of Excellence is coming to an end, several of our PhD Fellows have just submitted, or are in the process of submitting, their dissertations. One PhD Fellow defended her dissertation in June of 2023, one in October of 2023, and another in the beginning of January 2024. Several Postdoctoral Fellows have finalized their projects and have secured exciting positions both in Norway and abroad, within academia as well as



UNN RØYNELAND

Center Director 2022-2024

outside of academia. Last but not least, four of MultiLing's Associate Professors were promoted to Full Professors this year, which makes a total of five Full Professor promotions in the history of MultiLing! We are also delighted to see that MultiLing continues to be a place of recruitment for PhD candidates. In the Center period, 9 former research assistants have gone on to pursue a doctoral degree, one this year.

The Socio-Cognitive Lab

One of MultiLing's most important legacies is no doubt the Socio-Cognitive Lab. The lab keeps growing in terms of number of projects and lab users, hours in the lab and number of participants: last year 18 projects used the lab for approximately 2835 hours testing almost 1000 participants. The participants included infants, children, and adults across the lifespan, with and without clinical impairments. With so many active studies, the lab almost reached its capacity and we clearly see the need to expand. To that end, we have sub-

mitted an infrastructure application to the Research Council of Norway to establish a HumanLab in collaboration with another Center of Excellence, RITMO, the Centre for Interdisciplinary Studies in Rhythm, Time and Motion. The vision is to merge, upgrade and expand the MultiLing and RITMO labs and build a world-class facility for non-clinical studies of human behavior, perception, and action. The new facility addresses the need for the humanities to take part in the digital transition by using advanced data capture systems, enabling novel uses of technology and new study inquiries. If funded, the HumanLab will be the only openly available research facility in Norway to offer a complete range of methods for studying human behavior in non-clinical settings.


Outreach events

At Multiling we like to keep ourselves busy, and this year was no exception! MultiLing organized several events for the general public, including the Annual Mother Language Day in February which

Total scientific output 2013-2024

 **71**

Books, edited volumes and special issues

 **668**

Research articles

 **1441**

Conferences, workshops, and invited presentations

 **20**

(plus 6 soon to be completed)

Doctoral dissertations



focused on how Norwegian and Polish speakers communicate with each other in different arenas and contexts, such as workplaces, hospitals, schools, or in families. The event, which was hosted at Litteraturhuset (“The House of Literature”), attracted a large audience and sparked a lively debate.

In March, MultiLing scholars were once again awarded funding from the Faculty of Humanities’ Equal Opportunity and Diversity Fund and from the Young Academy of Norway to organize an interdisciplinary seminar aimed at scholars and students. The title of this year’s seminar was “How do we talk about race in Norwegian academia today?” The seminar stimulated important discussions about how we as scholars relate to issues of race in our scholarly writing, our teaching, and our public dissemination practices. This was an impressive fourth time that MultiLing received this faculty funding, thanks to the initiatives of our young scholars.

In 2023, MultiLing also organized 18

in-house Multilingualism Research Forums (MRF). The aim of the MRF is to give researchers working on various aspects of multilingualism a platform to share their research internally at the Center, but also externally to the wider public. In addition, we organized our yearly Winter and Summer PhD schools, as well as several workshops, colloquia, and seminars. In sum, MultiLing has, as in previous years, been an active and vibrant research community with a great number of stimulating and thought-provoking events.

The Einar Haugen Lecture

In September, in honor of the European Day of Languages, MultiLing organized its Annual Einar Haugen Lecture. This year’s keynote speaker was Marit Westergaard, Professor at UiT, the Arctic University of Norway and the Director of the AcqVA Aurora Center and the newly established Center C-LaBL (Center for Language, Brain & Learning). The title of her lecture was “Amerikanorsk’ and other heritage languages: Acquisition, Variation & Attrition”. In her highly engaging lecture, Westergaard

shed light on fundamental issues in multilingualism with examples from heritage languages in Norway and Norwegian heritage language in North America.

MultiLing Closing Conference

MultiLing’s Closing Conference took place October 18 – 20. The conference brought together current and former MultiLingers, members of our Scientific Advisory Board, partners, collaborators, and friends of the Center from across the world, many of whom we had not seen in years. For three consecutive days, various aspects of multilingualism across the lifespan were discussed and synthesized through panels, lectures, and poster sessions. It was an enormously rich three days – eleven productive years condensed in a feast of research! The intensity of the MultiLing experience and multiple synergies that we have created as a team throughout the years have elevated us all. This would not have been possible without the bold funding scheme that the Research Council of Norway (RCN) has established through its Center of Excellence program. We were delighted that

representatives from the RCN were able to join us for the Closing Conference and would like to express our gratitude on behalf of the entire MultiLing team. The conference began with an opening ceremony at the University Aula, kicking off with the Fjellheim/Øiseth duo performing a magical fusion of Sámi yoik and modern jazz, creating a special, intimate, and open atmosphere. This musical performance was followed by a finely tuned and engaging keynote lecture, by longtime collaborator and friend of MultiLing, Professor Lourdes Ortega (Georgetown University, USA). In her talk, “Why Decolonial Understanding of Multilingual Learning Is Worth the Trouble”, Professor Ortega situated the study of multilingualism within the context of global justice, thereby addressing a concern that resonates with MultiLing’s founding vision. On the two following days, present and former MultiLingers and MultiLing collaborators presented their research in panel debates, posters, and talks. It was particularly moving to see so many alumni returning to share their work and take part in the celebration of MultiLing.

The Norwegian Truth and Reconciliation Commission

2023 was also a year of milestones: after 5 years of intense work, the Norwegian Truth and Reconciliation Commission, in which MultiLing’s Professor Pia Lane served as a member, handed over their report to the Norwegian Parliament. In their 700-page report, the Commission investigates the Norwegian authorities’ Norwegianization policy and the injustices committed against the Sámi and Kvens/Norwegian Finns, and proposes measures for future reconciliation. The report was read aloud at the National Theatre in Oslo for 30 consecutive hours, with Pia Lane being one of the readers. The event was broadcast on Norwegian television under the title, “Norge Lytter” (“Norway Listens”). Many viewers reported that it was an emotional experience taking in this detailed and somber account of a chapter of Norwegian history that is marred by injustice. The main results of this report, as well as the role of art in reconciliation and in the revitalization of the language and culture of minoritized groups, were fea-

tured in MultiLing’s celebration of the 2024 Mother Language Day, which was hosted at the National Theatre on February 13.

MultiLing Social and Community

As mentioned initially, the running theme of this report is “MultiLing Voices”. However, these voices will not only show the great research conducted at MultiLing through our almost eleven years as a Center of Excellence. They will also show how each and every MultiLinger has contributed to creating a fantastic MultiLing community of collaboration and team spirit – with MultiDance, knitting circles, outdoor activities, open meetings, lunches, annual retreats, writing retreats, and wonderful vibes. As you will see, this is not the end of MultiLing, but rather a continuation of innovative research within the field of multilingualism, inspiring collaborations, and long-lasting friendships!

About MultiLing

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

Highlights 2023-24

MAJOR EVENTS AND NEW PROJECTS

In 2023-24, MultiLing's team can boast of 70 high quality publications and 3 doctoral defenses

70 

high quality publications
(1 book, 5 edited volumes,
1 special issue, 37 journal
articles, 26 book chapters)

45 

keynotes and invited talks
in 23 different countries
(8 keynotes and
37 invited talks)

3 

doctoral defences

164 

conference presentations
in total

New externally funded projects

Godt språk, bedre forutsetninger.
PIs: Natalia Kartushina and Julian Mayor

Hindi-BabyNet
PI: Arun Singh

Societal impact

The Truth and Reconciliation Commission submitted their comprehensive report on Norwegian policy and injustice against the Sámi, Kven/ Norwegian Finns and Forest Finns to the Norwegian Parliament on June 1, 2023. MultiLing's Pia Lane served as one of the members of the Commission.

Awards and recognitions

Pia Lane was awarded the 2024 «Fridtjof Nansen Award for Excellence in Science» for her outstanding and pioneering research on indigenous and minoritized languages and her great efforts to strengthen their position both nationally and internationally.

Elizabeth Lanza was awarded an Individual Fellowship for a three-month research stay in early 2024 at the prestigious Stellenbosch Institute of Advanced Study (STIAS) in South Africa. She was granted the award in recognition of her academic achievements, her

proposed project on family multilingualism, and her strong collaborative ties with Africa, particularly South Africa through MultiLing's INTPART collaboration.

Unn Røynealand was elected as a member of the Norwegian Academy of Science and Letters in recognition of her outstanding research within the field of sociolinguistics. She is a leading scholar internationally in the field of linguistic diversity and nationally one of the foremost experts on the Norwegian language and Norwegian language policy, with a specialization in Norwegian dialects.

Aneta Pavlenko was awarded the American Association for Applied Linguistics' (AAAL) Distinguished Scholarship and Service Award for 2023 for her outstanding work as a scholar and for her fight for more equity, diversity, inclusion, and access in AAAL. Pavlenko has had a massive influence on the field of applied linguistics and is the second most cited applied linguist in multilingualism research.

Monica Norvik was awarded the 2024 LHL Stroke and Aphasia's honorary award for her extraordinary efforts within the area of brain health and stroke, and for stroke victims and relatives. Through her research Norvik has contributed to increased awareness and knowledge of language and language disorders in multilinguals with aphasia.

Researcher Training

MultiLing Winter School 2023: *Researching family multilingualism: Theoretical and methodological approaches*, February 27-March 3.

Eyelink workshop, September 6-8.

AttCom workshop, May 25.

MultiLing Summer School 2023: *Birth of an Experiment in Language Science*, September 11-15.

Writing retreat Theme 1 and Theme 2-3, November 23-24.

Statistics seminars, monthly in the fall of 2023.

Milestones and major events

Mother Language Day 2023: *Møter mellom norsk og svensk: Språkforskere forteller*. February 28.

Annual Einar Haugen Lecture 2023: *'Amerikanorsk' and other heritage languages: Acquisition, Variation & Attrition*. Professor Marit Westergaard (UiT The Arctic University of Norway). September 26.

MultiLing Closing Conference, October 18-20, with MultiLing Lecture: *Why Decolonial Understandings of Multi-*

lingual Learning Is Worth the Trouble. Professor Lourdes Ortega (Georgetown University, USA). October 18.

Mother Language Day 2024: *Forsoning og revitalisering av språk og kultur – kunstens rolle*. February 13.

Doctoral degrees

Ingvild Badhwar Valen-Sendstad defended her thesis *Health literacy as ideological work: Migration, language and communication in the welfare system*.

Helene Killmer defended her thesis *Participation in conversations by persons with aphasia: A study of everyday activities*.

Elisabet García González defended her thesis *Multilingualism Across the Lifespan: Exploring Social and Cognitive Factors of Language Switching and Use*.

Submitted PhD dissertations

Hanna Solberg Andresen, December 2023.

Audun Rosslund, December 2023.

Nuranindia Endah Arum, January 2024.

Jenny Gudmundsen, January 2024.

Mari J.W. Andersen, March 2024.

Magdalena Solarek-Gliniewicz, March 2024.



Lexander, K. V., Androutsopoulos, J. (2023). *Multilingual Families in a Digital Age: Mediating Repertoires and Transnational Practices*. Routledge.



Svendsen, B.A., & Jonsson, R. (Eds.). (2024). *The Routledge Handbook of Language and Youth Culture*. Routledge.

Major Publications

Book/Volumes/special issue

Cutler, Cecelia A.; Røynealand, Unn; Vrzić, Zvezdana (eds.) (2024). *Language Activism: The Role of Scholars in Linguistic Reform and Social Change*. Cambridge University Press.

Lexander, Kristin Vold; Androutsopoulos, Jannis (eds.) (2023). *Multilingual Families in a Digital Age: Mediating Repertoires and Transnational Practices*. Routledge.

Lomeu Gomes, Rafael; Lanza, Elizabeth (eds.) (2024). Family Multilingualism: Decolonial and Southern Approaches. Special issue. *Journal of Multilingual Theories and Practices*.

Pavlenko, Aneta (ed.) (2023). *Multilingualism and History*. Cambridge University Press.

Svendsen, Bente Ailin; Jonsson, Rickard (eds.) (2024). *The Routledge Handbook of Language and Youth Culture*. Routledge.

Research articles

Goral, M., Norvik, M. I., Antfolk, J., Agrotou, I., & Lehtonen, M. (2023). Cross-language generalization of language treatment in multilingual people with post-stroke aphasia: A meta-analysis. *Brain and Language*.

Kvietok Dueñas, F. (2023). Migrant bilingual youth, family, and school language policy: Ethnographic insights for urban Quechua education. *International Journal of the Sociology of Language*.

Lo, C.H., Hermes, J., Kartushina, N., Mayor, J., & Mani, N. (2023). e-Babylab: An open-source browser-based tool for unmoderated online developmental studies. *Behavior Research Methods*.

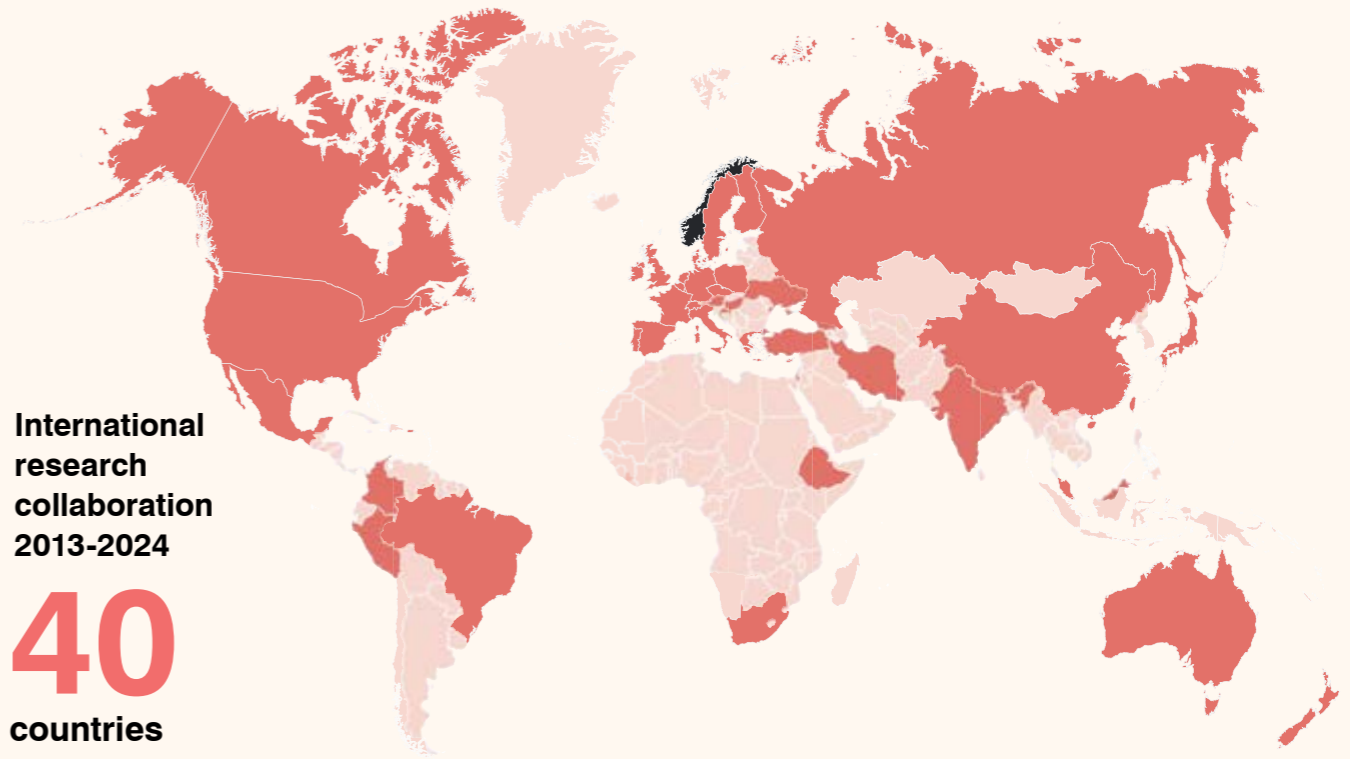
Lane, P. (2023). From silence to silencing? Contradictions and tensions in language revitalization. *Applied Linguistics*.

Mirvahedi, S.H., & Hosseini, M. (2023). Multilingual children's imaginative worlds and their language use: A chronotopic analysis. *International Journal of Bilingualism*.

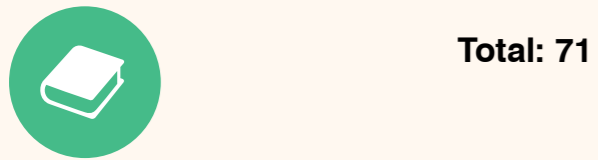
Facts & Figures 2013-2024

11 Years

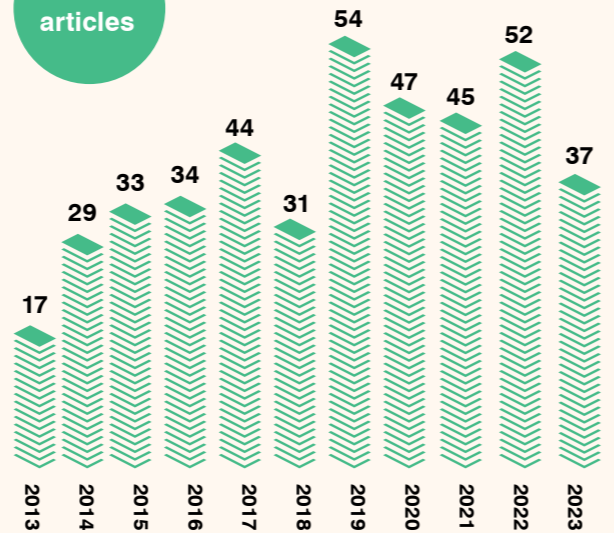
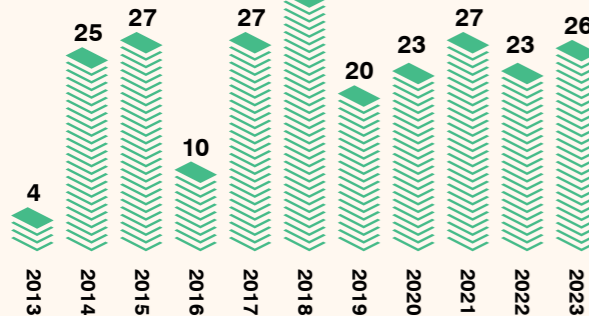
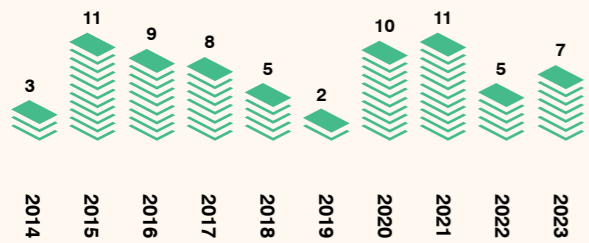
We proudly present key accomplishments from MultiLing's eleven years as a Center of Excellence



Publications



Books, edited volumes and special issues

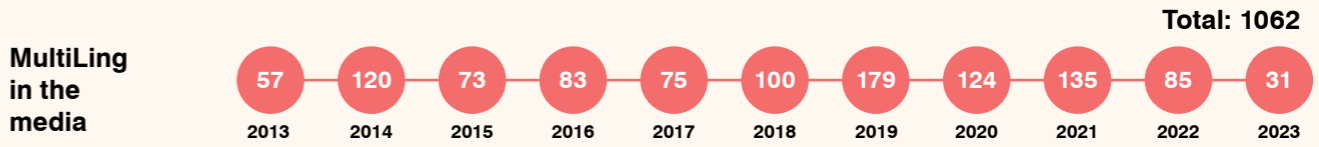
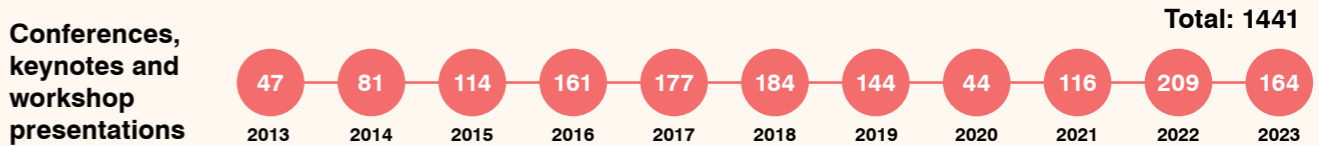


MultiLing in social media

3806 Facebook followers **1689** Facebook posts

 Facebook 2024

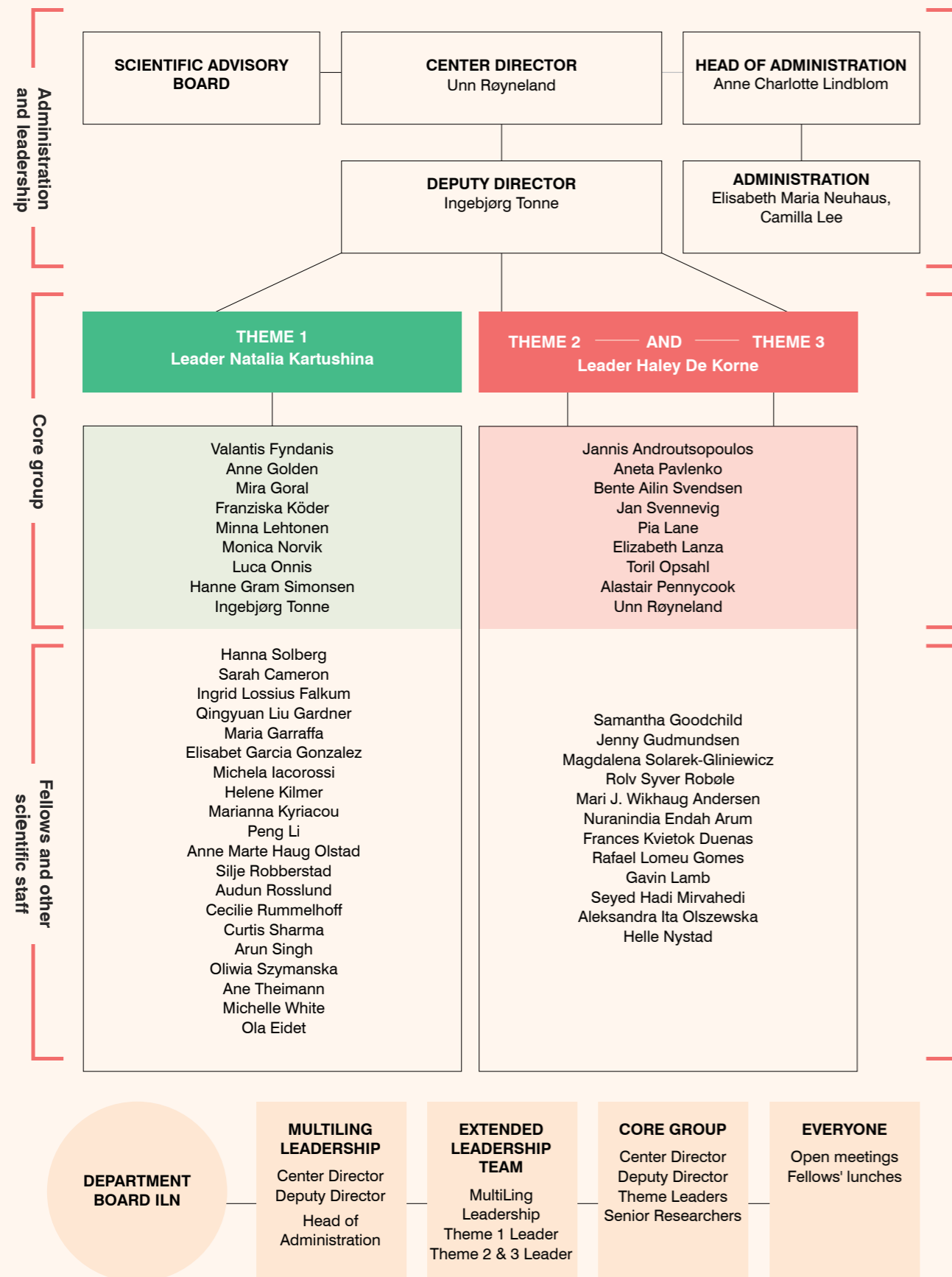
Conference presentations and public outreach



Activities and Events



Organizational structure of MultiLing



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 digitally mediated communication. Røynealand's most recent research focuses on language activism and social justice, dialect acquisition in migratory contexts, language and embodiment, multi-lectal 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 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 18 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, D.C., the US Embassy in Oslo, and at ANSA – Association of Norwegian Students Abroad.

THEME 1 LEADER

Natalia Kartushina
Natalia Kartushina is Professor of Psycholinguistics. She did her PhD at the Experimental Psycholinguistics Lab at the University of Geneva, Switzerland, and has a background in speech therapy, cognitive psychology, and psycholinguistics. Her current research inter-

ests 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 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.

2013-2024

MULTILING LEADERSHIP

- Elizabeth Lanza** (Center Director 2013-2021)
- Unn Røynealand** (Center Director 2022-2024, Deputy Director Autumn 2015-2021)
- Bente Ailin Svendsen** (Deputy Director 2013 - Summer 2015)
- Ingebjørg Tonne** (Deputy Director 2022-2024)
- Mari C. R. Otnes** (Head of Administration 2013-2021)
- Anne Charlotte Lindblom** (Head of Administration 2021-2024)

EXTENDED LEADERSHIP GROUP

- Anne Golden** (Leader Theme 1, 2013-2018, and Autumn 2020)
- Minna Lehtonen** (Leader Theme 1, 2019-2020)
- Ingebjørg Tonne** (Leader Theme 1, 2021-2022)
- Natalia Kartushina** (Leader Theme 1, 2022-2023)
- Jan Svennevig** (Leader Theme 2, 2013-2015, and 2018-2020)
- Bente Ailin Svendsen** (Leader Theme 2, 2016-2017)
- Unn Røynealand** (Leader Theme 3, 2013-2015)
- Pia Lane** (Leader Theme 3, 2016-2018)
- Toril Opsahl** (Leader Theme 3, 2019-2020)
- Haley De Korne** (Leader Theme 2/3, 2020-2023)
- Oliwia Szymanska** (Member from Temporary Academic Staff, 2023)

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 Alessandro Palumbo)

Representatives for permanent academic staff

- Toril Opsahl** (1st deputy: Johan Tønnesson)
- Sverre Stausland Johnsen** (2nd deputy: Haley De Korne)
- Hans Kristian Rustad** (3rd deputy: Guro Busterud)

Representative for technical/administrative staff

Kathrine Kjellmann Brachel (deputy: Thea Høiland)

Representative for temporary academic staff

Åshild Aspøy (1st deputy: Ranveig Kvinnsland; 2nd deputy: Marianne Mosvold Leemhuis)

Student representatives

Yasmin Ullestad
Joakim Tjøstheim

External representative

Hege Stensrud Høsøien (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 nine 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. As MultiLing as a Center of Excellence is coming to an end, we would like to thank both current and previous SAB members for their invaluable contributions.



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



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



↑
MARIANNE GULLBERG
is Professor of Psycholinguistics at the Centre for Languages and Literature at Lund University, Sweden, and Director of Lund University Humanities Lab, an autonomous research department.



↑
LI WEI
is Professor, Director & Dean, UCL Institute of Education, and Chair of Applied Linguistics University College London, United Kingdom.



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



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



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



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



↑
QUENTIN WILLIAMS
is 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).

Former Scientific Advisory Board members:

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

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

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

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

↑
CHRISTOPHER STROUD
is Senior Professor of Linguistics at the University of the Western Cape, South Africa, and Professor of Transnational Multilingualism at Stockholm University, Sweden. At the University of the Western Cape, he has been Director of the Centre for Multilingualism and Diversities Research (CMDR).

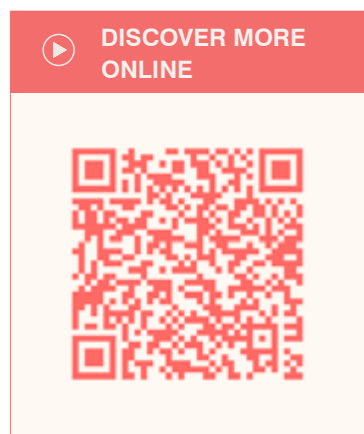
↑
BEN RAMPTON
is Professor of Applied Linguistics and Sociolinguistics and Director of the Centre for Language, Discourse and Communication at King’s College London, United Kingdom. He is the Director of the King’s ESRC Interdisciplinary Social Science Doctoral Training Centre.

↑
ANETA PAVLENKO
is Professor of Applied Linguistics, Department of Communication, Drexel University, Philadelphia, USA, and Affiliate Research Professor at MultiLing, University of Oslo, Norway.

↑
BRENDAN WEEKES
is Professor Emeritus in Communication Science at the University of Hong Kong’s Faculty of Education and a visitor at the Department of Psychology (Centre for Speech, Language, and the Brain) at the University of Cambridge, United Kingdom. He is an Honorary Professor at the School of Psychology at the University of Melbourne, Australia.

MultiLing’s organization in Themes and Colloquia

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



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

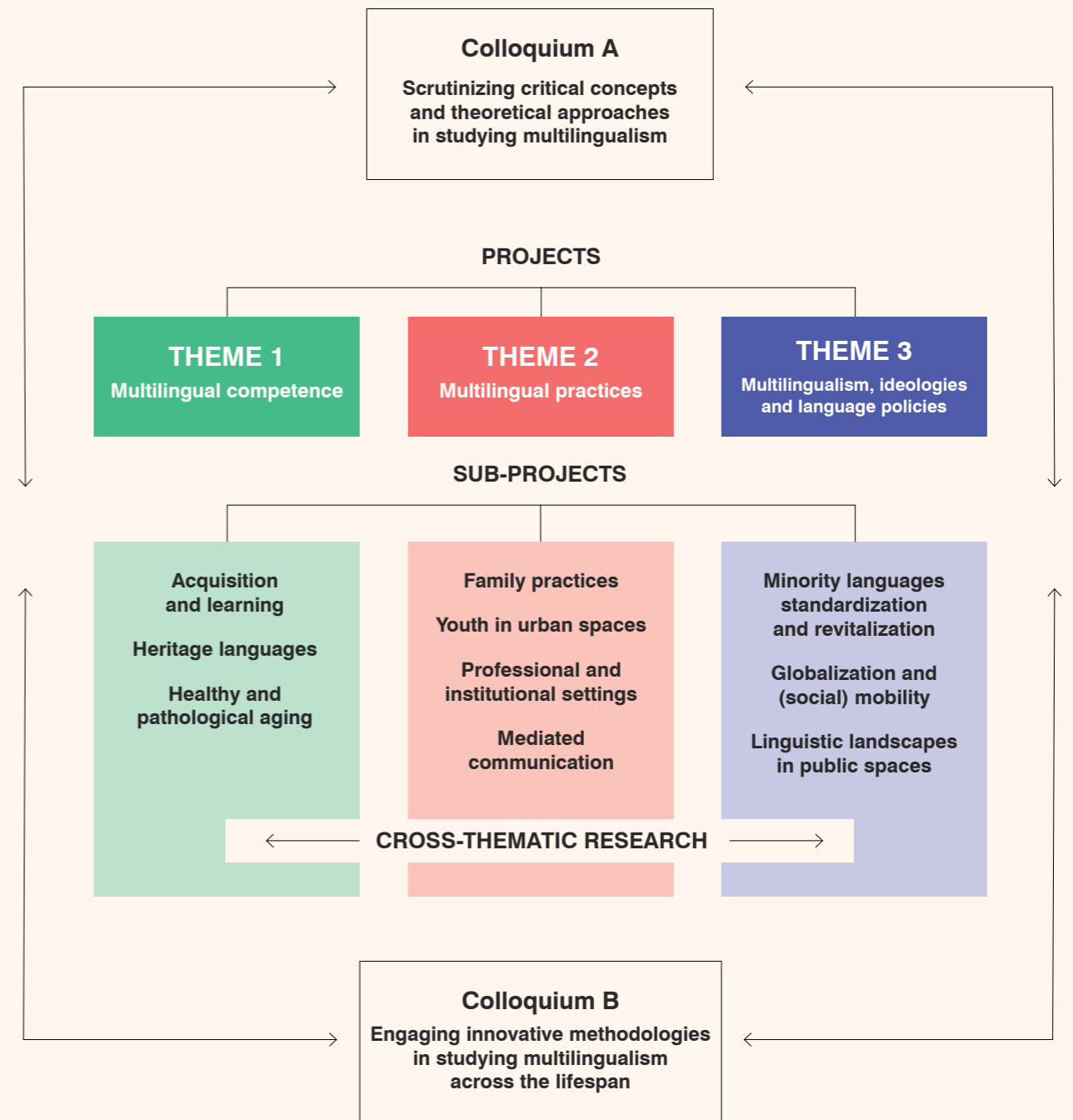
The Themes are constructed to complement one another, and they are led by Theme leaders. In 2021, the Extended Leadership Team decided to have a single Theme leader for both Themes 2 and 3, as many of the relevant researchers had work that spanned across the two Themes. MultiLing’s Researchers and Research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





MultiLing Voices

MultiLing’s legacy cannot be measured in numbers only. Even more important are the people who, at different times and in different ways and capacities, have made MultiLing what it is. Throughout this report you can read testimonies from members of the Scientific Advisory Board, Professors, PhD and Postdoctoral Fellows, and visiting Researchers about their time at MultiLing and where it has taken them.

Many people have worked at MultiLing during the Center’s almost eleven years as a Center of Excellence: 25 Core Group members, 7 Research Professors, 67 PhD and Postdoctoral Fellows, 18 Researchers, 17 Research Assistants, 2 Technical Staff and last but not least 6 members of the Administrative Staff (in some cases, an individual has had various positions: for instance as Research Assistant and then PhD, or PhD and then Postdoctoral Fellow or Researcher).

In this final report, we highlight all the people who have contributed to making MultiLing what it is today, an internationally renowned innovative research center in multilingualism, and also a collegial and supportive workplace. The running theme of this report is the “Voices of MultiLing”, where former MultiLingers, members of our Scientific Advisory Board, Research Professors and partners, all of whom have become MultiLing friends, give us insight into what MultiLing has meant to them professionally and personally.

MultiLing’s research training has contributed to developing the next generation of scholars of multilingualism. Several of our junior researchers have stayed on at MultiLing and others have found interesting positions in or outside of academia in Norway or in other parts of the world. We are particularly proud of the fact that all former MultiLingers have secured great jobs and continue to contribute outstandingly in various parts of society. They are MultiLing’s greatest achievement, and we are enormously proud of you!

In addition, hundreds of people have visited the Center as invited guest researchers, guest

lecturers, or as participants at workshops, seminars or conferences organized by the Center. MultiLing has truly been a hub for multilingualism research where scholars from cognitive, sociolinguistically and anthropologically oriented research on linguistic diversity have come together and shared insights and research findings.

A distinctive feature of MultiLing is the way in which its Scientific Advisory Board has been integrated in the scientific work right from the start and throughout its eleven years. We have co-written, co-edited, co-presented, and co-supervised. In short, without the wonderful scholars – wonderful people – in the SAB, MultiLing would not have been MultiLing. We are very thankful for their steadfast commitment.

Multilingualism and diversity are defining features of societies across the globe. Through the International Partnership for Excellent Education and Research (INTEPART) with outstanding universities in South Africa and the US, MultiLing has highlighted Southern experiences of multilingualism, mobility, and diversity. The partnership had two installments and extended over 7 years, producing a transformative effect on all those involved. We are grateful for the inspiration and contributions from all participants.

The individual voices resonating in vignettes across this report all contribute to the MultiLing refrain of what these past eleven years as a Center of Excellence have meant for people at both a professional and personal level. Happy reading!

Elizabeth Lanza and Unn Røynealand



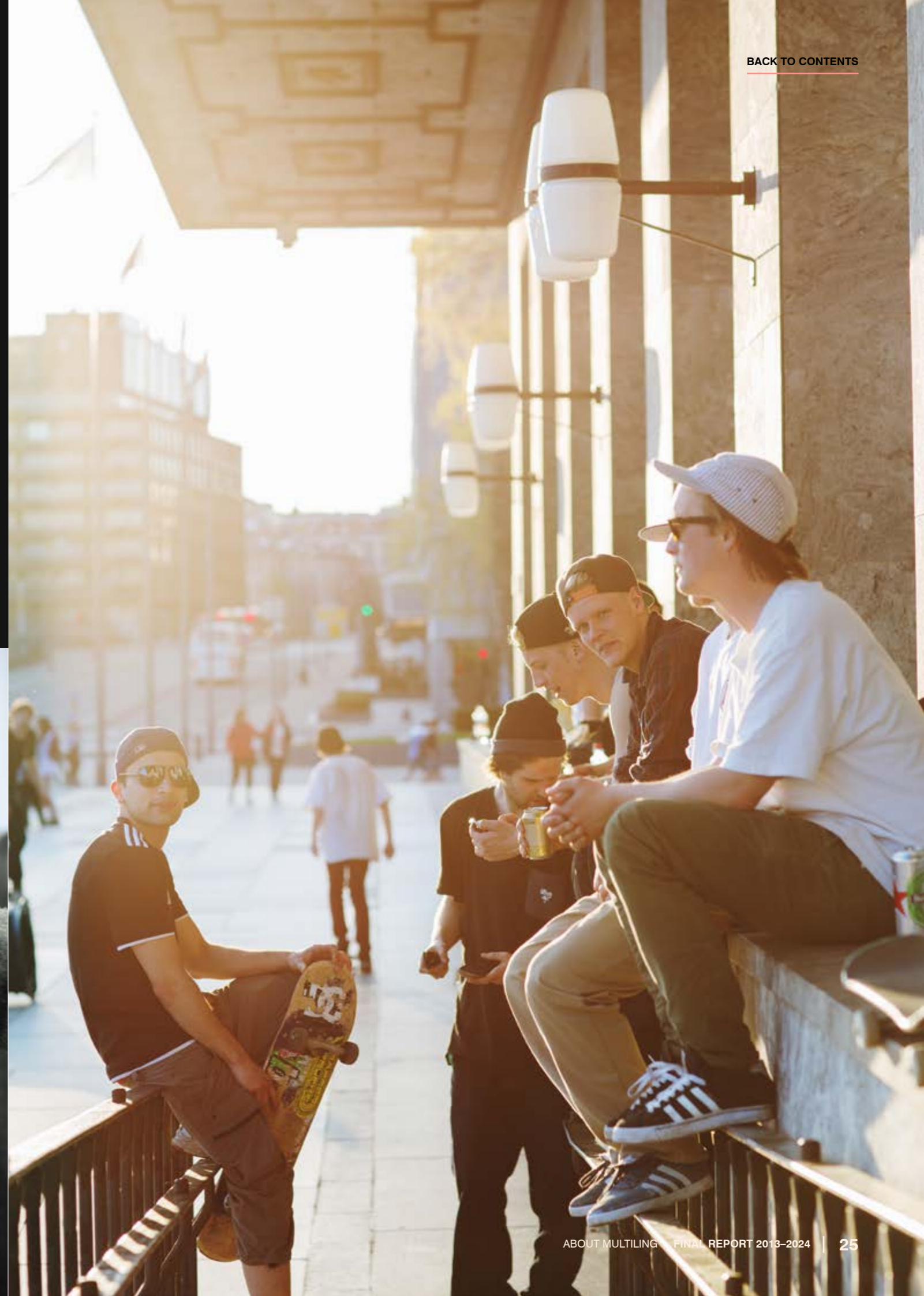
MultiLing Voices

Li Wei

- **Member of MultiLing’s Scientific Advisory Board 2013-2023**
- **Professor, Director & Dean, UCL Institute of Education**
- **Chair of Applied Linguistics University College London, United Kingdom**

The concept of MultiLing when it was set up over ten years ago was ground-breaking. It takes a life-span approach to the multilingual development of the individual while placing it firmly and sensibly in social contexts, thus combining and transcending traditional disciplinary boundaries between linguistics, psychology, neuroscience, development science, sociology, and cultural studies. The Centre has brought together leading scholars in these adjacent fields, as well as early career researchers and graduate students. It has not only produced an impressive amount of impactful work, but also built a capacity of a new generation of researchers for multilingualism. Two aspects of the Centre’s work really stand out: methodological innovation and impact on policy and practice including research practice (i.e. how to do research on multilingualism). Colleagues in MultiLing have used a dynamic mixture of different methods, always theoretically motivated and empirically grounded, in very exciting ways. Consequently, the research has led to a highly significant impact not only through conventional channels of dissemination, e.g. publications and conference presentations, but also through exhibitions, policy commissions, and many varied forms of public engagement. MultiLing has truly set the standard for centres of international and interdisciplinary excellence.

Scientific advisors are usually there to support research activities by offering suggestions and critiques. But the deep engagement with SAB members in MultiLing means that I have learned a great deal in return, and expanded my own networks of research collaborators. It has been an extremely enjoyable and rewarding experience. MultiLing’s legacy will be felt for a very long time to come.



- **Associate Professor, MultiLing 2018-2020 (Former theme 1 leader at MultiLing, Socio-Cognitive Lab manager and member of MultiLing’s Core Group)**
- **Research Professor, MultiLing 2020-2023**
- **Present position: Professor, Speech-Language Pathology, University of Turku, Finland**

I started at MultiLing in 2018, right before the opening of the Socio-Cognitive Laboratory. Leading lab development was an exciting challenge for me, where I could put into use the experience I had gathered from different lab environments in Finland and abroad. One of the first tasks was to purchase the EEG system and to try to envision which features the local users and projects might find most useful in the long run. There were very few projects using the lab initially, but our little lab admin team started to develop some basic lab practices and organizing training events and workshops. I also became Theme 1 leader with economic responsibility for the lab, where I wanted to consider how we could produce more concrete research out of the funds we had. All this management experience, involvement in several recruitment processes, and many other tasks taught me a lot and have proven valuable also in my current position. Being involved in the Studies of Multilingual Aphasia project, to give one example, was a great opportunity to get integrated into one already active project and to learn more about a topic that I had wanted to expand my knowledge on. These and other research contacts (with both junior and senior researchers) have led to fruitful collaborations – both local and international ones – that are still ongoing. I have many good memories of my MultiLing years (work- and outdoor-related ones alike!) and hope that the valuable personal connections formed during those years will last a long time.



MultiLing Voices

Minna Lehtonen

Research Output

THEME 01

Multilingual competence

In 2023 researchers in Theme 1 continued contributing to excellent research in the fields of second language acquisition and classroom teaching, clinical linguistics with a focus on individuals with aphasia and dementia, the relationship between bilingualism and cognition, and language development and processing. Hundreds of data hours (eye-tracking, EEG, audio and video recordings, experimental tasks, and observations) have been collected and analyzed through 2023, leading to impactful publications in the respective fields. A new member, PhD candidate Alexandra Bogoyavlenskaya, joined Theme 1 this year. She will examine the role of variability in early language development. We wish the best of luck to Alexandra! Below is a snapshot of the most important achievements in 2023 and the future directions of researchers in Theme 1.



↑
NATALIA KARTUSHINA
Theme leader

L2 teaching/classroom research

In Norwegian schools, L2 teachers generally give effective feedback on students' texts. But it seems that the most successful response often relates to content, genre requirements, and sometimes to spelling. In her work, Tonne (2023) reflects on syntactic response, i.e., how teachers respond to the make-up of the sentences written by the students. Is this response successful, in the sense that the recipient, the student, understands what the teacher means in the written response, for example with the message "Write shorter sentences"? What does it take for the students to understand teachers' feedback on the syntactic structure? How can the response be more accurate? In this work, Tonne analyzes the data and provides guidelines for L2 teachers.

L2 teachers' activities are mostly focused on the specific topic they teach, yet, can we contribute to pupils' meta-linguistic awareness in classrooms in grades 1-7 through linguistic exercises? Tonne and Golden (2023) report from an investigation of a Norwegian municipal course established to give teachers a better linguistic foundation for their reading instruction. By monitoring the course, teacher presentations and analyzing the text material used, the researchers find that the course and the

material have major content and structural shortcomings. The research unveils that the teachers are not confident with elementary aspects of phonology and morphology, and that the use of grammatical terminology is scarce. At the same time, the described didactic schemes testify that the teachers have grasped the underlying point of the course, namely that one may increase the students' meta-linguistic awareness by exploring linguistic form.

Szymanska and Golden (2023) examined understanding of metaphor in Polish students of Norwegian. By focusing on the concept of equivalence between Polish and Norwegian expressions, they sought to gain a deeper insight into the reasons for why partially equivalent expressions are particularly difficult to understand in an L2. Through a multiple-choice test, an explanatory task and a group discussion, the authors revealed that the equivalence of the expressions in Polish and Norwegian does affect comprehension of the metaphors; yet, unfamiliar words, different images, as well as the context, contribute to their misinterpretation. In another project on discourse comprehension, Li and his colleagues examined understanding of the pragmatics of Spanish echo questions in Chinese L1 learners of Spanish. Using a



Individual differences in L2 learning have been at the core of L2 studies for the last decade. Which individual factors facilitate learning?

dynamic analysis, they reported that the pragmatics of Spanish echo questions were not fully acquired by L2 learners even at an advanced level, and the learners showed clear L1-transfer on the intonational level (Li, & Xi, 2023). These two research studies suggest that higher-order linguistic levels of processing might necessitate years of L2 experience and/or L2 use before they can be mastered by L2 speakers.

Another – and maybe the most challenging – aspect of L2 learning is the acquisition of L2 phonology, which entails an ability to perceive and produce L2 sounds accurately. Li and colleagues assessed whether the teaching of L2 prosody and speech sounds can be more effective if using hand gestures, known as multimodal learning (Li, Baills, Alazard-Guiu, Baqué, & Prieto, 2023). The authors provide three key pedagogical points for successful multimodal phonetic learning that they recommend for L2 settings: use of meaningful discourse, encouraging teacher-student interaction, and embedding difficult L2 sounds in facilitative prosodic structures. In a follow-up

study, Li and his colleagues examined the factors that contribute to better learning in multimodal settings. Their work revealed that making co-speech hand gestures cueing L2 articulatory features can significantly change pronunciation accuracy. When controlled for other factors, the alignments between the hand form gesture and the speech gesture were significant predictors of accurate L2 sound pronunciation (Li, P., Baills, F., Xi, X., & Prieto, P., 2023). In a related piece of work, Li has shown that hand gestures mimicking visible articulatory features, such as lip aperture, can improve the learners' pronunciation accuracy of challenging L2 sounds (Xi, Li, & Prieto, 2023). This body of work has important practical implications for the teaching of L2 phonology.

Individual differences in L2 learning have been at the core of L2 studies for the last decade. Which individual factors facilitate learning? To address this question, Li and collaborators examined the relationship between musical perception and speech imitation in L2 learners of L1 tone and

intonation languages (Li, Zhang, Baills, & Prieto, 2023). Their research revealed that musical aptitude interacts with speakers' L1 backgrounds in predicting L2 speech imitation: musical accent aptitude predicted L2 imitation for tone L1 speakers, whereas melodic aptitude predicted L2 imitation for intonation L1 speakers. This research suggests a complex interaction between L1, individuals' musical aptitude, and L2 speech production. In a separate project, Xi, Li, and Prieto found that visuospatial working memory positively predicted the perceptual learning of L2 sounds that do not have salient articulatory movement (Xi, Li, & Prieto, 2023), suggesting that individual differences in cognitive abilities can modulate L2 learning.

Clinical linguistics

While some researchers in Theme 1 work on understanding L2 and bilinguals' language learning in healthy individuals, others examine language rehabilitation and use in vulnerable clinical populations. So far, studies on the efficacy of language treatment for multilingual people with post-

stroke aphasia and its generalization to untreated languages have produced mixed results. Goral, Norvik, Lehtonen, and their colleagues conducted a systematic review and a meta-analysis to examine within- and cross-language treatment effects and the variables that affect them (Goral, Norvik, Antfolk, Agrotou, & Lehtonen, 2023). The results showed significant treatment effects, with robust within-language treatment effects and weaker cross-language treatment effects. Age of language acquisition of the treated language predicted within-language and cross-language effects. These important results suggest that treating multilingual people with aphasia in one language may generalize to their other languages, especially following treatment in an early-acquired language.

Killmer assessed how aphasia can affect individuals' family life. She examined how parents with aphasia deal with children's resistance to requests (Killmer, 2023). Using conversation analysis, she examined 10 hours of video recordings involving three parents with aphasia. This

work revealed that parents with greater linguistic resources deal with active resistance by seeking compliance with counter arguments, whereas parents with limited linguistic resources use intrusive physical practices, gestures, increased volume, and repetition. This work provides important insights into how aphasia can affect parent-child relationships to provide better support to families.

Fyndanis, Killmer, and their colleagues examined production of sentential negation in 9 German- and 7 Italian-speaking individuals with non-fluent aphasia and factors affecting it (Fyndanis, Miceli, Capasso, Killmer, Malefaki, & Grohmann, 2023). German and Italian differ in the syntactic properties of the negative markers *nicht* and *non*, respectively. The results of the sentence anagram task revealed no significant difference between negative and affirmative sentences in either group. There was a main effect of verbal working memory, but no interaction with the sentence type. Education did not affect task performance either. These results con-

tribute to a better understanding of (morpho) syntactic impairment in non-fluent aphasia, which is currently under-studied.

It is of crucial importance to use valid and reliable tools for language assessment and diagnosis. Simonsen, Norvik, and their colleague provided statistical and psychometric analysis for the CAT-N: the Comprehensive Aphasia Test for Norwegian (Jensen, Norvik, & Simonsen, 2023). The article documents and discusses the statistical procedures used in the development and standardization of the Norwegian adaptation of the CAT (CAT-N), describes the norming procedure with 85 persons with aphasia and 84 normal controls, and documents the psychometric properties of the test including its validity and reliability. In a related study, Norvik, Simonsen and their colleagues investigated whether the two adapted versions of the Comprehensive Aphasia Test – in Norwegian and Croatian – using the same adaptation procedure, succeeded in making the two tests comparable across two languages and cultures (Korić, Norvik, Kuvač Kraljević,

Røste, & Simonsen, 2023). Based on the norming samples of persons with aphasia and healthy controls in the two languages, results showed high comparability, but the Norwegian test had lower item difficulty, as indicated by higher scores on several subtests both by persons with aphasia and by healthy controls. Differences can be explained by differences in language structure, as well as in education level between the two samples. However, the reliability of the two versions was high and comparable, which is an important step forward toward large implementation of the test.

Word retrieval in dementia is often assessed through single-word naming tasks, but single-word tasks do not fully capture the performance or difficulties in real communication in dementia. Thus, connected speech is a more ecologically valid task. Norvik, Simonsen, and their colleagues have collected narrative data from a cartoon description task (the Bird Story from the Bilingual Aphasia Test) from L1 and L2 users of Norwegian, with and without dementia, piloting a method for creating lexical and content norms for Norwegian (Norvik, Ribu, Hansen, & Simonsen, 2023). Results showed that for lexical retrieval, being an L2 user in addition to having dementia amplified the word finding difficulties. In the content analysis, however, participants with dementia identified fewer content elements than healthy controls, but there was no difference between L1 and L2 users in this respect. This research is an important step further towards better procedures to assess word retrieval in patients with dementia. These and other important results in the field of multilingual aphasia in Norway and abroad are further described in a book chapter by Norvik, including, in addition, sections with advice to speech and language therapists on the assessment and clinical work with multilingual persons with aphasia (Norvik, 2023).

Bilinguals and multilinguals

Although the Covid-19 pandemic is mostly behind us, research on its effects on society is still abundant and teaches us about human behavior in extreme conditions of social isolation. García González, Liu, and Lanza examined language in multilingual families during the COVID-19 pandemic in Norway using an online ques-

tionnaire (García González, Liu, & Lanza, 2023). Over the Covid-19 related lockdown, there was an increase in use and exposure to Norwegian and heritage languages, and the latter was positively associated with participants' well-being. Furthermore, researchers find a unique presence of English in multilingual families in Norway, especially across online spaces and, overall, a positive attitude towards multilingualism in Norway. The researchers concluded that even in dire times of despair, families were able to find opportunities to promote multilingualism and language maintenance.

The relationship between executive functions and bi/multi language learning has been at the core of bilingual research for the last decades; yet, the answer is still unclear. Lehtonen, Fyndanis and their colleague, in a comprehensive review (Lehtonen, Fyndanis, & Jylkkä, 2023), examined cross-sectional and longitudinal research on language switching and executive function in language users with and without cognitive deficits. The bilingual executive advantage account assumes that bilinguals' language behaviors constantly engage domain-general executive functions. The authors proposed an alternative theoretical framework that suggests that language behaviors are skills that become automatic with practice and come to rely on task-specific processes. The researchers reported that many findings seem to contradict the domain-generality hypothesis (that language switching engages executive functions used for nonverbal tasks); however, they can be accounted for by the skill-learning account. Researchers provide a number of recommendations of how the latter account could be further tested.

Bilinguals might be better at learning new languages by implicitly transferring skills from their known languages. For example, Hindi and Mandarin share a sound feature called retroflexion, so English-Mandarin bilinguals should find it easy to learn new Hindi sounds that are distinguished by retroflexion. A study by Onnis and colleagues (Goh, Onnis, & Styles, 2023) on English-Mandarin bilinguals, revealed unexpected results – no evidence of transfer effects or a relationship between language proficiency and learning. The conclusion

Although the Covid-19 pandemic is mostly behind us, research on its effects on society is still abundant and teaches us about human behavior in extreme conditions of social isolation.



suggests that language-specific transfer effects may not be universal in adults, and established neural patterns might hinder precise language feature learning otherwise seen in children.

Cognates, i.e., words that are similar in form and meaning across two languages, are important indicators for access and representations in bilinguals' mental lexicons. Simonsen and colleagues compared three different ways of measuring cognateness: (1) researcher intuitions – bilingual researchers rate the degree of overlap between the paired words, (2) Levenshtein distance – an algorithm that computes overlap between word pairs, and (3) translation elicitation – English-speaking monolinguals guess what Norwegian words mean (Strangmann, Antolovic, Hansen, Simonsen, 2023). Results show that cognateness can be ranked on a continuum. Though all three

measures intercorrelated moderately to highly, researcher intuitions demonstrated a bimodal distribution, yielding scores on the high and low end of the spectrum, consistent with the common categorical approach in the field. Levenshtein distance would be preferred for fine-grained distinctions along the continuum of form overlap. This paper is an important methodological contribution to the field of bilingual research.

Language development and processing

Although some researchers find similarities between child first and adult second language acquisition, there are important differences that cannot be neglected, such as, for example, differences in the quality and quantity of language input, which has been thoroughly analyzed during the last decades in infants. However, while mothers' speech toward their child has been extensively analyzed in the literature and shown

to shape infants' early language development, very little research has assessed fathers' speech. Rosslund, Kartushina, and their colleagues examined Norwegian fathers' and mothers' speech (n=45) addressed to their 8-month-old infants while reading a picture book (Rosslund, Hagelund, Mayor & Kartushina, 2023). Results showed that both mothers' and fathers' infant-directed speech (IDS) had exaggerated prosody and expanded vowel spaces, as well as more variable and less distinct vowels. Thus, mothers' and fathers' IDS had similar acoustic properties. Yet, these were not associated with direct or indirect measures of word comprehension; the authors provide reasons for the lack of such a relationship and recommendations for future research in monolingual and bilingual populations.

Most of the research on language development comes from studies featuring so-called WEIRD (Western, Educated, Industrialized, Rich, and Democratic) societies. In her research, White assesses the gap in knowledge on language development in less-studied languages and examined 6-year-old children's comprehension and production of passive constructions in Afrikaans and isiXhosa, two under-researched and typologically different languages spoken in South Africa (Nel, Southwood, & White, 2023). They used picture selection and sentence completion tasks to collect comprehension and production data respectively. The results revealed that, by the end of the first grade, both isiXhosa and Afrikaans groups had acquired full comprehension of all passive types, but only the isiXhosa group fully acquired passive production. The differences in production were attributed to differences in passive morphosyntax. The authors made a significant contribution to a better understanding of language development in non-WEIRD societies.

One of the important language skills that support discourse understanding is perspective taking. Perspective taking plays a role in a variety of functions of language, from irony understanding to narrative writing. Köder has co-edited a special issue and co-authored an editorial article on perspective taking in language, where they examined the relationship between different types of perspective taking, from perspective taking in conversation to narrative perspective shifting, and from visual to cognitive and emotional perspective taking (Vogels, Zeman, Contemori, Hendriks, Köder, & Maier, 2023). The authors provided relevant theoretical distinctions and clarified the terminology that should inform future research in perspective taking.

Speech sound production in a second language has been related to patterns used to produce first language sounds. However, it remains unclear whether speech sound production is a stable characteristic of an individual. Li, Kartushina, and their colleagues examined stability in the production of vowels across time in Norwegian adult speakers. For that, they used an innovative speech production elicitation method – Characteristic Speech

Production – that allows for assessing participants' production in a disguised quiz task. Researchers found that the Norwegian vowel categories were stable over time, but the backness-based contrasts /æ-ɑ/ and /u-i/ showed instability, suggesting that individual sound production is stable over time, but contrast distinction is more variable and might be affected by other linguistic or individual factors (Li, Flege, Martin, & Kartushina, 2023).

Research has shown that the consistency between a letter (grapheme) and a sound (phoneme) affects word recognition and learning, but which sub-syllabic unit of consistency is more psychologically relevant? Onnis and his colleagues examined the orthography-phonology consistency in English across a number of sub-syllabic units (i.e., grapheme, onset, vowel, coda, and rime) (Lim, O'Brien, & Onnis, 2023). Their results revealed that the onset-vowel-coda structure's consistency accounted for more variance in adult naming times. Overall, their findings support interactivity between a word's phonology and orthography in word-recognition tasks.

In an experiment where the participants were asked to describe short video-clips, Andresen (2023) explored the verbalization of goal-oriented motion events in Norwegian, a non-aspect-language. She investigated to what degree L1 speakers of Norwegian mentioned potential endpoints in goal-oriented motion events, as compared to L1 speakers of English, a language with grammatical aspect. For example, when describing a film-clip showing two women walking on a path in the direction of a house, Andresen found that the speakers of L1 Norwegian verbalized significantly more endpoints (*to damer som går mot et hus* ['two women walking towards a house']) than did the speakers of L1 English. Furthermore, she found a certain reservation as to whether the goal would be reached, reflected in the L1 Norwegian speakers' choice of prepositions (either *inn i* ['into'], *til* ['to'], or *mot* ['towards']), revealing that when including endpoints, it was not an 'all-or-nothing' choice in the Norwegian verbalizations. Interestingly, the Norwegian speakers mainly mentioned more endpoints than the English speakers when reaching a potential





Although many will leave MultiLing in 2024, most will still stay connected with MultiLing via their collaborations, both on ongoing and planned projects.

goal was open to interpretation. The results from Andresen's study provide a basis for comparison for her next study, where she investigates bilingual Norwegian-English children and the question of language-specific conceptualization in the bilinguals' two languages.

Activities

The year of 2023 was marked by a number of impactful and society-relevant activities and important events. First and foremost, Killmer defended her PhD dissertation, and García González, Andresen, and Rosslund successfully submitted their PhD theses. In January 2024 García González also successfully defended her thesis in a public defense. We are very proud of them and congratulate them on achieving this important step in their academic careers!

Simonsen published an English version of a chapter published in Norwegian concerning the use of peer group mentoring in supervision across the faculty and the

possibility of knowledge transfer within the organization (Maasø, Arnt, & Simonsen, 2023). Killmer cooperated with the Dutch project "COPACA - Communicatie en participatie bij chronische afasie" ['Communication and participation with chronic aphasia'] aiming to develop test and treatment materials focused on communication skills and participation for people with aphasia, and acquiring new knowledge about communication skills and participation in individuals with chronic aphasia.

Some colleagues secured grants to visit prominent labs and research centers in 2023. Gardner had a six-month stay at Boston University to collect data, within the Machine Learning Aphasia project, on English-speaking persons with aphasia. Prakash Singh had a three-month Mobility Stay at the School of Communication and Culture at Aarhus University within the BabyLearn project to apply deep learning models to explore the role of IDS in infants' learning. Szymanska had a short research

stay at Laboratoire Parole et Langage, Aix-en-Provence, where she collected comparative data from migrant physicians performing in French as a second language.

Finally, an extensive amount of data was collected throughout 2023 by Theme 1 members (see details in the Lab report). Theimann collected data for two eye-tracking prediction studies with 2-year-old participants. Within the TEFLON project, Haug Olstad tested, twice, with different linguistic and cognitive tests, 58 children aged 7-12 years, who had been residing in Norway between 2 and 12 months. Köder and colleagues tested participants using eye-tracking and cognitive tests to assess idiom and irony processing. The AttCom team also conducted a survey to better understand how ADHD affects different communicative abilities in a person's first, second, and third language, and another survey to examine the practices and experiences of clinicians in the mental health services working with multilingual

clients. All in all, the project has reached around 350 participants. Rosslund collected eye-tracking data for a multi-lab collaboration on infants' theory of mind. White collected data from 109 South African English-Afrikaans children, and in collaboration with the PolkaNorski project she collected data from a further 116 Polish-Norwegian bilingual children. Within the Machine Learning Aphasia project, Fyndanis collected data from patients with aphasia in the U.S. (Boston University), Italy (San Camillo Hospital, Lido/Venice, Italy), Greece (Athens, Thessaloniki), and Cyprus. We wish them the best of luck with processing and analysing the data. Surely, it will lead to exciting and impactful articles.

Transitions and future projects

Although many will leave MultiLing in 2024, most will still stay connected with MultiLing via their collaborations, both on ongoing and planned projects. Li will join Basque Center on Cognition, Brain and

Language (Spain) funded by the prestigious Juan de la Cierva grant to assess the role of cognitive and individual factors in second language learning and bilinguals' production. He will continue to collaborate with MultiLing via common ongoing projects. White will join the University of Plymouth as a researcher and will continue working on early language acquisition while continuing her collaboration with MultiLing as an affiliated researcher. Killmer has successfully defended her thesis and started as an Associate Professor in special needs education at Oslo Metropolitan University. Norvik will continue at Statped, yet, she will keep working on the projects that she has participated in while at MultiLing: as leader and co-leader of projects on assessment tools for Primary Progressive Aphasia and subgroup Multilingual Aphasia Practices group respectively, and within a sub-project on a Core Outcome Set led by UCL (UK). Simonsen and Norvik will also continue working in the international network CATs (Collaboration of Aphasia Trialists).

In addition, many ongoing projects will continue in 2024. For instance, the AttCom project (Köder and Kyriacou), the BabyLearn project (Kartushina, Rosslund, and Prakash Singh), the Polish-Norwegian StarWords project (Simonsen), "Godt Språk, bedre forutsetninger" ['Good Language, better conditions'] (Kartushina and Rosslund), a collaborative project on CDI III and screen time (Simonsen), and the Collaboration of Aphasia Trialists (Simonsen). Prakash Singh will start a prestigious EU-funded 2-year Postdoctoral (MSCA) Fellowship that aims to provide vocabulary norms for Hindi-speaking infants and collect infant and adult-directed speech data for Hindi speakers in India. The TEFLON project (Haug Olstad, Lehtonen, Köder) will continue data collection and analysis to study the effectiveness of a Norwegian language learning game. We wish the best of luck to these projects and we hope for more projects to come.



MultiLing Voices
Quentin Williams

- **Yggdrasil post-doctoral fellowship, MultiLing 2013-2014**
- **INTPART partner from 2016-2022**
- **Member of MultiLing’s Scientific Advisory Board 2022-2023**
- **Director, Centre for Multilingualism and Diversities Research (CMDR) and Associate Professor, Linguistics Department, University of the Western Cape, South Africa**

In 2012, I was awarded an Yggdrasil post-doctoral fellowship to visit the Center from August 2013 to July 2014. At that time, little did I know, my visit to MultiLing would be an important, formative experience. At the Center, I participated in several activities, meetings, and fora that expanded my knowledge of sociolinguistics, multilingualism, and academic networks. I had the opportunity to complete several publications, including transforming my PhD dissertation into a book, entitled *Remix Multilingualism*. I also had the opportunity to lecture in the MA course on Multilingualism. After my fellowship ended, I was appointed Lecturer in the Linguistics Department and a Research Fellow in the Centre for Multilingualism and Diversities Research (CMDR) at the University of the Western Cape (UWC). Over the years, I was happy to sustain engagements with colleagues and fellows at the Center, informally or through projects such as the INTPART project that formally connected colleagues and students from UWC, University of Cape Town (UCT), University of Stellenbosch (US), University of Oslo (specifically MultiLing), and Georgetown University. In 2021, when I assumed the directorship of the CMDR I sought to sustain this network and (specifically) support new academic activities between UWC and

MultiLing. I also actively promoted the institutional and departmental relationship between MultiLing and UWC. Towards the end of the term of MultiLing, I was humbled by the invitation to join the Scientific Advisory Board (SAB) of the Center. In my capacity as a senior scholar and board member, I have had the pleasure of presenting at the What’s in a Name? Labelling concepts and languages 2.0: expanding the scenery workshop and other meetings. But at the same time, I have had the pleasure to work with other board members and debate and weigh up the important scientific contributions and work of students, fellows, and researchers at the Center. As a sociolinguist, I have found a strong sense of a need to connect to the global debates on language, multilingualism, agency, and voice, and that was clearly articulated in the activities, fora and publications.

In many respects, MultiLing has played a formative role in my career as a sociolinguist and an academic. But over the years, I have found, the collegiality at the Center, the resources, colleagues, and networks have benefitted many careers, including the many students and colleagues that came from UWC and the CMDR.



MultiLing Voices
Anna De Fina
Lourdes Ortega

- **Georgetown University**
- **INTPART partners 2019-2022**

Both of us have had transformative experiences with MultiLing through the deep opportunities we had for sustained interaction and collaboration. We presented talks and seminars at MultiLing in Oslo, hosted MultiLing students and scholars at Georgetown, and organized panels at international conferences together with colleagues at MultiLing. The highlight of such experiences was our participation in the four-year INTPART grant that MultiLing was able to secure in 2019, financed by the Research Council of Norway involving a collaboration between us as representatives of Georgetown University and colleagues and researchers from MultiLing and four South African universities. The INTPART collaboration offered us an unprecedented opportunity to provide Ph.D. students at Georgetown with the possibility of traveling to Norway and South Africa and to encounter other students and scholars from very different backgrounds, present their work to experts in the field, and come in contact with entirely new realities. These students, most of whom have by now successfully graduated, have talked about the INTPART experience as life changing and as fundamental to the way their research evolved. For example, one of our recent Ph.D. graduates who received funding to participate in several INTPART initiatives, described the experience in the following terms:

“The various conferences over the period of four years greatly shaped my own research on immigrant health discourse to consider my positionality, and critically analyze how best we can incorporate linguistic findings in medical practice.” (Helen Dominic)

Another recent Ph.D. graduate, expressed a similar sentiment of gratitude for the funding to participate in several INTPART initiatives, including a Summer School in Oslo:

“The 2022 MultiLing Summer School on Linguistics and Environmental Justice course enriched my thinking [...] and offered me opportunities to network and share my research with scholars from multiple universities in Europe and Africa. I gained a fresh perspective and built lifelong friendships.” (Rima Elabdali)

For us, an important moment in the collaboration fomented by the INTPART grant was the colloquium on Social Justice that we organized in 2019 at Georgetown University. During that occasion, we all reflected on the unequal situation of scholars and students in the Global North and South and those exchanges set the basis for further discussions and theoretical elaborations that led us to co-edit a Special Issue of the prestigious journal *Applied Linguistics* on Decolonizing Applied Linguistics with Marcelyn Ostendorp, one of the INTPART South African collaborators.

Our work with MultiLing has not only meant that we have engaged in important theoretical debates and reflections, but also that we have developed strong and deep friendship ties with colleagues at MultiLing and in other parts of the world which are now part of our life.

Thank you forever, MultiLing!

THEME 02 03

Multilingual practices and Multilingualism, ideologies and language policies

Researchers in Theme 2 and Theme 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

Digital communication in context

Digital communication is more prominent than ever, and MultiLing researchers are contributing to the forefront of this field. Former Postdoctoral Fellow Kristin Vold Lexander (now Associate Professor at Inland Norway University of Applied Sciences) and Jannis Androutsopoulos published the volume *Multilingual Families in a Digital Age: Mediational repertoires and transnational practices*, a product of the flagship project Multilingualism and Mediated Communication (2017-2022). The book draws on Lexander's ethnographic studies of Senegalese families in Norway and explores the integration of linguistic and media resources in family repertoires, their creative practices of digital translanguaging, engagement in diaspora practices, and opportunities of digital communication for the development of children's heritage language skills.

Jenny Gudmundsen's paper "Can You Write it: A Longitudinal Study of Mobilizing the Chat in Video-Mediated L2 Interaction" appeared in the online journal *Social Interaction Video-Based Studies of Human Sociality*. Using longitudinal conversation analysis, she investigates screen-recordings of naturally occurring interactions between a L2 user of Norwegian and various L1 users in a digital language café. The findings show that the participants often engage the chat function to write words when the focal participant encounters unknown words, and that the practice becomes more conventionalized over time, demonstrating the participants' development of context-specific interactional competence

in the video-mediated setting. Gudmundsen submitted her PhD thesis on on-line communication and language learning in early 2024.

Ingvild Badhwar Valen-Sendstad published the article "(e)Health literacy brokering: Bridging sociolinguistic gaps at the welfare office?" in the *International Journal of the Sociology of Language*. She investigates how both on-line and in-person communication occurs between migrant clients and their caseworkers at the Norwegian welfare office, drawing on longitudinal participant observation and interview data. She discusses how the clients' use of Norwegian spouses as language and literacy brokers functions as social capital in several ways, enabling the women to access institutional services and reassuring their caseworkers that the women have sufficient literacy resources to gain access to on-line information. The article points to the dual nature of brokering strategies as capital, but also as a factor that may reproduce structural vulnerability, and calls for better understanding of brokering as a health literacy strategy.

Former PhD Fellow Jessica Pedersen Belisle Hansen (now Associate Professor of Norwegian at Østfold University College) has continued to publish on research supported by MultiLing in which she investigated digitally-mediated interpretation. In 2023 she published a chapter on "Interpreters' repair initiators in video-mediated environments" in the edited volume *Interactional Dynamics in Remote Interpreting*, and a monograph on *Fjerntolking*.



En bok om meningsdannelse [‘Remote interpretation. A book on making meaning’] and has presented this work widely for practitioner and academic audiences.

MultiLing researchers have also contributed to improved methodologies using digital resources. Anne Golden and Toril Opsahl published a paper in the Norwegian SLA journal *Norsk som andrespråk – NOA* [‘Norwegian as a Second Language – NOA’] where they discuss methodological issues concerning the use of humour-based video stimuli in focus groups, entitled “Sånn typisk scene fra en polsk komedie egentlig.’: Bruk av humorbasert videostimuli i forskning på talere av norsk som andrespråk.”

[“One of those typical scenes from a Polish comedy actually.”: Using humour-based video stimuli in research on speakers of Norwegian as a second language’]. The Nettskjema diktafon [‘Nettskjema dictaphone’] digital research tool that was developed by the UiO IT team upon the request of the Multilingualism in the Family project (MultiFam 2015-2018) has gained many new functionalities since the prototype in 2017, and is now widely used by researchers across UiO and other Norwegian universities. Innovative research on the digital writing practices of adolescents was carried out in 2023 under the leadership of Unn Røynealand, as part of the RCN-funded project Multilectal Literacies

in Education (2020-2025) directed by long-time collaborator Øystein A. Vangsnes, (Western Norway University of Applied Sciences and UiT, The Arctic University of Norway). Data from approximately 450 9th graders was collected through fieldwork in three middle sized communities in Western, Northern and Southeastern Norway. The data include questionnaires, experimental perception and production tests, eye tracking experiments, group conversations and donation of private, non-sensitive social media texts. Since early 2023 a new PhD Fellow, Helle Nystad, is researching language variation and norm negotiation in digital social writing as part of this project. Preliminary results

show that there are substantial differences among geographical regions, both when it comes to the written online practices and perceptions of what constitutes standard and dialect writing. The MultiLing participants in the project have presented results from the study at various conferences and several publications are in preparation.

Language across boundaries of time, place, and species

Much of the research in Theme 2 and Theme 3 focuses on contemporary dynamics of multilingualism. A ground-breaking volume edited by Aneta Pavlenko now sheds light on multilingualism throughout history. *Multilingualism and History*, published by Cambridge University Press, shatters the cliché that ‘we live in the world more multilingual than ever before’ and illuminates the millennia-long history of multilingualism as a social, institutional, and demographic phenomenon. Its fifteen chapters by prominent historians, classicists, and sociolinguists span the period from the third century BC to the present day, and range from ancient Rome and Egypt to medieval London and Jerusalem, from Russian, Ottoman and Austro-Hungarian empires to modern Norway, Ukraine, and Spain. These thought-provoking case studies challenge stereotypical beliefs, foreground the historic normativity of institutional multilingualism and language mixing, examine the transformation of polyglot societies into monolingual ones, and bring out the cognitive and affective dissonance in present-day orientations to multilingualism, where ‘celebrations of linguistic diversity’ coexist uneasily with creation of ‘language police’.

In the Norwegian context, Unn Røynealand has co-authored an updated and revised version of the textbook *Det norske dialektlandskapet* [‘The Norwegian Dialect Landscape’] co-written with Brit Mæhlum. This authoritative resource documents dialect diversity across Norway, and includes a new chapter on linguistic variation among new speakers of Norwegian – in particular, accented speech and acquisition of dialects. The book addresses whether positive attitudes towards Norwegian dialect diversity also extend to accented Norwegian, and whether L2 learners acquire regional dialects, showing that learners do indeed acquire the local dialect where they live and that this is always positively evalu-

ated. Speaking Norwegian with a foreign accent is, however, not necessarily viewed more positively in Norway than anywhere else. This indicates that not all kinds of linguistic variation are equally accepted and that linguistic discrimination indeed happens in Norway as well.

Former Postdoctoral Fellow Olga Solovova (now Researcher and Invited Assistant Professor at the University of Coimbra, Portugal) has continued her work on multilingualism in borderlands. Her edited volume *Russian as a Transnational Language: Resonance, Remembrance, Reimagining* (co-edited with Sabina Vasker) examines Russian diaspora experiences from Japan to Portugal and Finland, highlighting multilingual practices in these contexts. Her co-authored chapter “Border assemblages: Language, materiality and borderliness in Kirkenes” in the volume *Border Language: Multilingual Practices on the Border* (co-authored with Alastair Pennycook and Pia Lane) draws on the ethnographic fieldwork that she completed in northern Norway during her time at MultiLing, and sheds light on transnational language practices in this border region.

Gavin Lamb is advancing both communication studies and environmental studies through his forthcoming book, *Multispecies Discourse Analysis: The Nexus of Discourse and Practice in Sea Turtle Tourism and Conservation* which will be published by Bloomsbury in 2024. He provides a theoretical and methodological framework for examining human-wildlife interactions and working towards more ethical relations among all inhabitants of our fragile planet. Drawing on long-term fieldwork in and around sea turtle conservation and tourism in Hawai’i, Lamb illuminates the crucial role of language and communication in environmental movements.

Multilingual families and youth

MultiLing scholars continue to play a leading role in research on family multilingualism. Rafael Lomeu Gomes and Elizabeth Lanza have co-edited a special issue of the *Journal of Multilingual Theories and Practices* on “Family multilingualism: Decolonial and Southern approaches”. In the introductory article, they explain that this special issue draws on southern epistemologies, Southern Theory, and theories of decoloniality to contribute

with original research on topics such as the role of language in southern experiences of family-making, the extent to which family formations are shaped by and/or challenge hierarchically organised social categorisations such as social class, race/ethnicity, and gender/sexuality, and the nexus between everyday language practices and (institutional) policies in processes of language reclamation and language socialisation. Lomeu Gomes, Lanza and former MultiLing Research Assistant Zahir Athari co-wrote the article “(Nanny) State as family by proxy: Media discourses on refugee and asylum-seeking children in Norway”, which appears in the special issue. They extend the boundaries of research on Family Language Policy by addressing the situation that occurs when the State takes over the care of unaccompanied minor refugees and asylum-seekers, thereby assuming by proxy the responsibilities normally assigned to families.

Seyed Hadi Mirvahedi makes both theoretical and methodological contributions to the field in work co-authored with Mona Hossein. In “Family language policy in retrospect: Narratives of success and failure in an Indian-Iranian transnational family”, published in *Language Policy*, they use collaborative auto-ethnography to examine parents’ past lived, and future imagined, experiences, as well as language ideologies that are polycentric and scaled. In “Multilingual children’s imaginative worlds and their language use: A chronotopic analysis” published in the *International Journal of Bilingualism*, they draw on the notion of chronotope and analyze the imaginative play of a transnational child in order to understand multilingual children’s awareness and use of semiotic resources in changing social contexts. They find that despite a rich linguistic and cultural repertoire, the child situates English on a higher scale level in a hierarchically layered system.

Mirvahedi has also explored family language practices in Norway through research with Afghan refugees. In “Family, a racialized space: A phenomenological approach to examining Afghan refugee families’ language policies in Norway”, published in *Language Policy*, he applies a phenomenological understanding of body and embodied experience to examine refugee families’ identity (trans)formation and language ideologies and practices. An analysis of

interviews with three refugee families shows parents’ desire for their children to develop a Norwegian identity, but racialization in the host society conversely leads children to identify with their Afghan roots. This study provides better understanding of the complexities and nuances of transnational populations’ language ideologies and practices as well as identification and integration processes in the host society.

Former Postdoctoral Fellow Judith Purkarthofer (now Junior Professor in German Studies at the University of Duisburg-Essen, Germany) also explores transnational children and families in an article drawing on data collected as part of the MultiFam project (2015-2018). In “Transnational families’ social spaces ‘in between’: Expectations, decision-making and belonging in light of educational choices in Norway” published in *European Educational Research Journal*, she explores the role of the education system in the choices and practices of German families in Norway, and highlights how they create ‘third spaces’ to support family continuity in their transnational lives.

Turning to other methodological approaches to family multilingualism, former Postdoctoral Fellow Kellie Gonçalves (now Senior Lecturer in Sociolinguistics and Discourse Studies at the University of Bern, Switzerland) and Elizabeth Lanza co-authored the invited chapter “Famylscapes, multilingualism, and family language policy” in *The Handbook of Linguistic Landscapes* to be published by Bloomsbury in 2024, where they trace new directions at the intersection of linguistic landscape and family language policy studies.

Youth voices have long been an area of focus at MultiLing. Working with researchers across Scandinavia and around the world, Bente Ailin Svendsen co-edited *The Routledge Handbook of Language and Youth Culture* with Rickard Jonsson, to be published in early 2024. This important handbook brings critical youth studies into conversation with sociolinguistic research, and sets the agenda for future research on youth as drivers of linguistic creativity and change. The volume contains 32 chapters divided into thematic sections that explore key aspects of this topic, including youth activism, safe spaces,

MultiLing scholars continue to play a leading role in research on family multilingualism.



on-line and off-line communication, and representations of youth, among others. Several MultiLing members contributed to this volume. Lomeu Gomes’s chapter, “Representations of youth in Western media: Towards a Southern perspective”, presents a critical analysis of discourses circulating in Western media about youth with immigrant backgrounds. Former Postdoctoral Fellow Samantha Goodchild and Svendsen co-authored a chapter on “Citizen (socio) linguistics: What we can learn from engaging young people as language researchers”, where they share their participatory research with youth as a methodological advancement in the field. Haley De Korne and Frances Kvietok Dueñas co-authored a chapter with Lorena Córdova Hernandez on “Youth in language endangerment and

reclamation processes”, where they draw on research with Indigenous youth in Peru and Mexico in order to discuss how youth engage in and shape language reclamation movements.

Language teaching and learning

Language teaching and learning experiences remain an important area of focus. Mari Johanne Wikhaug Andersen’s work explores the under-researched area of multilingualism in vocational education. Her first article, “Mellom barken og veden: Om flerspråklighet og læreraktørskap på yrkesfag” [‘Between a rock and a hard place: On multilingualism and teacher agency in Norwegian vocational education’] appeared in *Acta Didactica Norden*. She explores how Norwegian vocational sub-

ject teachers discuss the language-related dilemmas in their teaching of mainstream vocational classes, specifically related to students’ multilingualism. The study investigates which languages vocational teachers allow in their classrooms, and what their decisions reveal about their experienced space for agency.

Aleksandra Olszewska continues her work on critical pedagogy and education for vulnerable populations. Her chapter “Critical scholarship of hope: Language teacher education and schools in Poland” published in the volume *Putting Critical Language Pedagogy into Practice* includes reflections, epistemic reflexivity, and resolved actions based on her work with refugee students in Poland. In a co-



authored study entitled “It’s like fuel: Igniting rural English learner education through place-conscious professional development” published in the *Journal of Research in Rural Education*, Olszewska and colleagues report on a 3-year study conducted with rural teachers in the USA, consisting of a place-conscious educator professional development program aimed to support rural English learners (ELs) and their families. This collaboration appeared to be pivotal in creating and implementing new supports for ELs and more equitable education for EL students and families.

Engaging in on-going conceptual debates in the field, Alastair Pennycook’s chapter

“From Douglas Firs to giant cuttlefish: Reimagining language learning” appeared in the volume *From Southern Theory to Decolonizing Sociolinguistics: Voices, Questions and Alternatives*. He critically discusses second language acquisition research and the metaphors it uses as a contribution to advancing the field of language teaching and learning.

Addressing practitioner and scholarly audiences, Jenny Gudmundsen, Jan Svennevig and colleagues in the research network “Exploring New Materialism for second language learning in the Nordic societies” published a policy brief entitled *A Nordic model for supporting language learning*

in everyday contexts. They discuss challenges in the linguistic integration of adult migrants in Nordic countries, and propose a model that goes beyond the classroom to include language companionship and language mentoring on the job.

Communication in the workplace

The workplace can be a site of language learning, as well as high-stakes communication. Kellie Gonçalves and co-author Anne Schluter present an ethnographic study of workplace communication in their book, *Domestics Talk: Language Use and Social Practices in a Multilingual Workplace*, published by Multilingual Matters in January 2024. They examine

Youth voices have long been an area of focus at MultiLing.

the role of different linguistic resources in a US workplace with primarily Spanish and Portuguese-speaking employees and critically analyze how language brokering and agency is negotiated in this organizational space.

The flagship project ‘Second-language communication in workplace settings – the case of Polish migrants in Norway’ (NorPol 2020-2024) led by Toril Opsahl continues to contribute important findings on language in the workplace in Norway. Magdalena Solarek-Gliniewicz will submit her thesis “Strategies to establish common understanding in L2 medical consultations: A study of conversations between Polish doctors and Norwegian patients” in March 2024. Golden and Opsahl’s paper “No(r) way? Language learning, stereotypes, and social inclusion among Poles in Norway” is published in a special issue of the journal *Social Inclusion* which probes links between adult migrants’ language learning, education, the labour market, and social inclusion through a collection of case studies. Golden and Opsahl’s case study shows how Polish professionals in Norway respond to negative stereotypes in a focus group setting by creating a discursive space for empowerment and agency. In another co-authored article, “«Polsk, men» – narrativer om profesjonell identitet og posisjonering blant høyt utdannede polakker i Norge” [“Polish, but” – Narratives on professional identity and positioning among highly educated Poles in Norway’], published in the journal *Nordand: Nordisk tidsskrift for andrespråksforskning* [‘Nordand: Nordic journal for second language research’], Opsahl and Golden take a narrative approach to focus group conversations. Even though language learning is highlighted as important in policy documents, competence in the second language is rarely explicitly included when the participants negotiate professional identities in narratives.

In January 2024, Nuranindia Endah Arum submitted her thesis on highly educated Indonesian migrants in the labour market in Norway, which sheds light on the experiences of Southeast Asian migrants in Scandinavia. Her article, “‘Only this time in English’: Local language learning investment of multilingual migrant engineers” will appear in the journal *Apples: Journal of Applied Language Science* in early 2024.

Based on a sequence of interviews with Indonesian engineers working in Norway, she examines how their investment in learning and using Norwegian is impacted by their professional trajectories. Findings show that English is not sufficient in their workplaces, and despite the participants’ investment in learning Norwegian, it does not always translate to a sense of belonging and career progression due to ideologies that marginalize these migrant employees, such as raciolinguistic ideologies.

Minoritized languages and decolonial futures

The project Indigenous Language Resilience: From learners to speakers (SPEAKERS 2023-2028) was launched by Pia Lane and Haley De Korne. Two new members of this project will join the team in spring 2024, and the project will provide insight into Indigenous language learning over time through four in-depth case studies in the coming years. Lane has three publications in 2023 related to this project, all investigating silence from different perspectives. The article “From silence to silencing? Contradictions and tensions in language revitalization”, published in *Applied Linguistics*, draws on perspectives from Southern Theory in order to investigate silences, emotions, and tensions in language reclamation. This article, and also the book chapter “The role of the past in language revitalization”, published in the volume *Multilingualism and History*, shed light on how our colonial past may re-emerge in processes of language reclamation as experiences and worldviews get internalized and passed on to new generations. In the chapter “The South in the North: decolonisation and decolonisation of the mind”, published in the volume *From Southern Theory to Decolonizing Sociolinguistics – Voices, Questions and Alternatives*, Lane argues that silence in the form of language shift can happen because of what Ngūgī (1986) calls colonization of the mind – when a nation state succeeds in making its subjects internalize a feeling of interiority and otherness. Such processes of colonization led to language shift in Kven and Sámi communities, and the act of taking one’s language back may therefore be an act of decolonization.

Frances Kvietok Dueñas has continued her long-term engagement with Quechua education in the Andes during her postdoctoral

fellowship at MultiLing. With Nancy H. Hornberger, she co-edited a special issue of the *International Journal of the Sociology of Language* focusing on 'Bringing the language forward: engagements with Quechua language planning and policy'. This issue brings together authors from the Andes and beyond, and includes contributions in English, Spanish, and Quechua. Her article in this special issue, "Migrant bilingual youth, family, and school language policy: ethnographic insights for urban Quechua education" draws on ethnographic research with bilingual youth and examines the intersection of school language policies and family language policies. She shows how youths act as family language policy agents guided by local ideologies, and argues that urban Quechua education efforts need to consider how migrant youth shape their bilingualism and that of their families across rural-urban continua.

Turning to Indigenous language education in Mexico, Kvietok Dueñas published the article "Authorities at play in Indigenous language reclamation: tensions and possibilities in the Yucatan Peninsula" in *Multilingua: Journal of Cross-Cultural and Interlanguage Communication*, with co-author Aldo Anzures Tapia. The authors analyze the power dynamics in reclamation activities, and how linguistic and pedagogical authority are asserted among all participating actors, including researchers. Reflecting on their experiences in an action-research project focusing on Maya language, the authors shed light on the various tensions lived in long-term language reclamation projects. The article is published in both an English and Spanish version.

Several scholars have continued their work on Southern Theory and decoloniality in linguistics. Rafael Lomeu Gomes and colleague Višnja Milošević contributed an Epilogue to the volume *Shades of Decolonial Voices in Linguistics* in which they discuss the chapters present in the volume and consider decolonial approaches to linguistics. Alastair Pennycook and colleague Sinfree Makoni contributed the chapter "Looking at multilingualisms from the Global South" in *The Routledge Handbook of Multilingualism*. Frances Kvietok Dueñas and colleague Sofia Chaparro also contributed to this volume with a chapter on

"Raciolinguistic ideologies". Both chapters provide a critical examination of current trends in multilingualism research.

Aleksandra Olszewska's chapter "Humanizing and multilingual arts-based research methods: Counter-stories of refugee-background students in Poland" published in the volume *Arts-Based Research Across Textual Media in Education - Expanding Visual Epistemology*, examines one methodology for including minoritized voices in research and knowledge production. She applied poetic work, handprints, and language self-portraits to draw attention to stories of Chechen refugee-background students in Poland, illustrating how arts and research can be combined to make space for voices that might otherwise be silenced.

Language policy and language activism

As a result of the project Communicating rights in police investigative interviews (2017-2022), Jan Svennevig, former Postdoctoral Fellow Paweł Urbanik, and former MA grant award recipient Aafke Diepeveen examine how investigators seek to ensure that L2 suspects understand their rights in their article "How police investigators seek to secure that suspects speaking a second language understand their rights in investigative interviews" published in the journal *Police Practice & Research*. They identify practices for making rights more accessible compared to how they are formulated in legal acts, such as dividing turns into smaller segments, substituting technical terms with plain vocabulary, and supplementing the wording of the prosecution instructions with explanations or reformulations. Aneta Pavlenko's paper, "Language proficiency as a matter of law: Judicial reasoning on Miranda waivers by speakers with limited English proficiency (LEP)" published in *The International Journal of the Semiotics of Law* offers a comprehensive examination of judicial language ideologies in US courts. The findings reveal that, despite the prevalence of Language Access plans, law enforcement still does not have adequate resources to advise LEP speakers of their rights in languages other than English, all the while some courts continue to treat second language proficiency as an all-or-none phenomenon. This approach results in linguistic discrimination against



Our colonial past may re-emerge in processes of language reclamation as experiences and worldviews get internalized and passed on to new generations.

LEP speakers who cannot comprehend legal language but are denied the services of an interpreter because they can answer basic questions in English.

Turning to the role of researchers as socio-political agents, Unn Røynealand and co-editors Cecelia Cutler and Zvezdana Vrzić completed the volume *Language Activism: The Role of Scholars in Linguistic Reform and Social Change*, to be published by Cambridge University Press in early 2024. The volume theorizes language activism and discusses research and teaching experiences involving social engagement and activism. The contributors are language scholars with broad and diverse research experiences, including four MultiLing members. The

chapters amply demonstrate that socially engaged research provides important and relevant knowledge that should be made available to individuals, communities, stakeholders, and policy makers when making decisions related to language. Collectively, the volume offers compelling accounts of how such socially engaged research contributes to the promotion of greater linguistic equality and social change.

New horizons and continued impact

The past year several members completed their time at MultiLing and have moved on to new positions. Seyed Hadi Mirvahedi began a position as Assistant Professor in the area of Minorities and Multilingualism at the University of Groningen, the Netherlands.

Rafael Lomeu Gomes transitioned into a new postdoctoral fellowship at UiT the Arctic University of Norway, where he is contributing to the project Multilingualism in Transitions. Gavin Lamb began a postdoctoral position at the NORCE research center, contributing to an EU-funded project on climate change policies. In early 2024 he will make another exciting transition to Associate Professor of English Language in the Department of Professional and Intercultural Communication at the Norwegian School of Economics (NHH). Ingvild Badhwar Valen-Sendstad successfully defended her thesis on *Health literacy as ideological work: Migration, language, and communication in the welfare system*, and began working as an Assistant Professor



of Multilingual Didactics at Inland Norway University of Applied Sciences. In spring 2024, Mari Johanne Wikhaug Andersen will submit her thesis on multilingualism in vocational education and start a new job as Assistant Professor of Scandinavian Linguistics at Østfold University College. Marie Curie Postdoctoral Fellow Frances Kvietok Dueñas completed her fellowship, and will start a prestigious postdoctoral fellowship at the Pontifical Catholic University of Peru in 2024. We are delighted that these emerging scholars are carrying their expertise in multilingualism into new teaching and research environments, and that many continue to collaborate with MultiLing researchers.

Our Research Professors also completed their time at MultiLing in 2023. Jannis Androutsopoulos, Aneta Pavlenko, Jan Svennevig, and Alastair Pennycook all returned to MultiLing for the Closing Conference in October, and continue to provide support and inspiration for MultiLing scholars in a variety of ways. Pavlenko was awarded the 2023 Distinguished Scholarship and Service Award by the American Association for Applied Linguistics, and will continue her work on migrant populations in legal systems as an international

advisor and researcher on the project Negotiating multilingualism in situations of conflict (PI Professor Monika Schmid, University of York), funded by the UK Economic and Social Research Council (2023-2028). Androutsopoulos continues to host the Digital Language Variation in Context (DiLCo) lecture series and has contributed to the MA program in Multilingualism as a guest lecturer in digital data methods. Pennycook facilitated a workshop on academic writing and publishing for scholars at MultiLing in spring 2023, and discussed his ongoing work on language assemblages, which will appear in the volume *Language assemblages* published by Cambridge University Press in 2024. Svennevig has continued to work with PhD fellows at MultiLing and to participate in the Conversation analysis and interactional linguistics research group at the Department of Linguistics and Scandinavian Studies. MultiLing researchers have benefited greatly from the inspiration and mentorship of these affiliated professors over the past 5 years. These relationships and the research projects that have been supported by Theme 2 and Theme 3 in recent years continue to bear fruit, and the current projects underway will lead to many more results in 2024 and beyond.

MultiLing researchers have benefited greatly from the inspiration and mentorship of these affiliated professors over the past 5 years.



MultiLing Voices
Monica Norvik

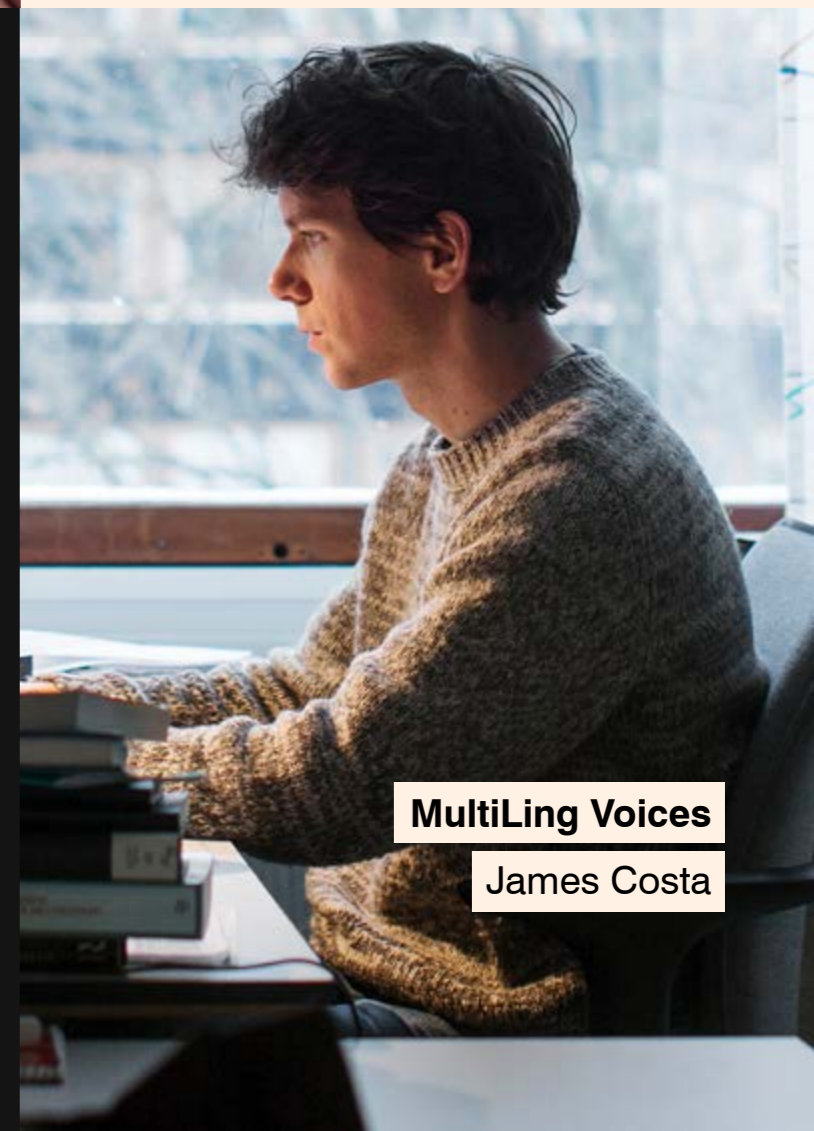
- **PhD Fellow, MultiLing 2013-2015**
- **Researcher and member of the MultiLing Core Group 2015-2023**
- **Present position: Speech and Language Therapist/Senior Advisor, Statped - national service for special needs education, Norway**

I joined MultiLing as a PhD Fellow at the start-up in 2013. I was already working on a dissertation on multilingualism, and since my two supervisors also were at the Center from the start, MultiLing was a very good fit for the continuation of my doctoral work. MultiLing was an excellent place to be a PhD Fellow. We were several research fellows, from Norway and from other places in the world. We were given great opportunities to travel to conferences and present our research – and the INTPART collaboration with universities in South Africa gave me new insights and broadened my horizons.

After finishing my dissertation, I became a member of the Core Group as a Researcher. As a junior researcher, I learned a lot from more experienced colleagues, both in administrative tasks and in terms of research. The Socio-Cognitive Laboratory also gave me opportunities to build on what I had worked on in my doctoral work, and together with colleagues at MultiLing, we have been working on one of the flagship projects at MultiLing, *Studies of Multilingual Aphasia*. I am so grateful for all the opportunities MultiLing has given me: time and fundings to carry out research projects, to write articles, and last but not least the opportunity to work with and learn from excellent scholars and colleagues from all over the world.

- **Postdoctoral Fellow, MultiLing 2013-2015**
- **Present position: Professor of Sociolinguistics and Linguistic Anthropology, Université Sorbonne Nouvelle, France**

I arrived in Oslo on a sunny day in May 2013. The next day, I started a postdoctoral adventure with MultiLing that lasted until the end of 2015. During those years, I worked on the sociolinguistic project STANDARDS, in which we sought to understand how social actors appropriated, rejected, and made decisions about issues of standardization in minority language settings. My own work was on Scots in Scotland, in the run up to the 2014 independence referendum. My time at MultiLing clearly shaped my subsequent career. Not only was I able to do fieldwork and publish new research, Oslo also provided a stimulating intellectual environment, both with scholars at MultiLing and internationally. This in turn gave me a vibrant international network in Norway and beyond. Now a professor at Université Sorbonne Nouvelle in Paris, I am still in close contact with Oslo for research and teaching purposes. Writing this as Chair of the Linguistics department, I cannot overstate how foundational those years in Oslo were. I often think of them with nostalgia, wishing I were back there, or on a writing retreat collaborating with friends and colleagues on meaningful work surrounded by the beautiful snowy mountains of Norway.



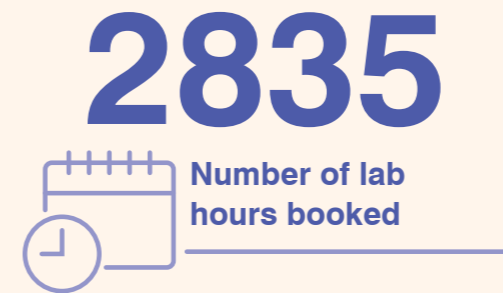
MultiLing Voices
James Costa



The Socio-Cognitive Laboratory

The Socio-Cognitive Lab over the years

The Socio-Cognitive Laboratory was established in 2018 through University of Oslo (UiO) funding from the Norwegian government awarded to MultiLing to achieve world-leading status. Its aim is to bring together research questions and methodologies from cognitive linguistics, psycholinguistics, and sociolinguistics. With Minna Lehtonen as Lab Director, EEG was established as a research method. In 2019, Franziska Köder joined the lab as Lab Manager and established the lab as the center of EyeHub, a network for eye-tracking and pupillometry at UiO. Lab engineer David Thornton followed in 2023, and he has since renewed the lab's audio-video system. Since its beginning, the Socio-Cognitive Laboratory has had an ever-growing user base of researchers and students and is one of MultiLing's most important legacies.



Fun Facts:

In 2023 a total of 3190 EEG electrodes have been filled with conductive gel.

We asked our researchers how many times they have questioned their life choices in the lab in 2023. Here are some of the answers:

Our beloved Lab Engineer David has been called to aid in the lab approximately 136 times in 2023.

- Hundreds
- Every hour I've spent clearing out gel of EEG caps
- Every single time (please help me)
- 0

The lab in 2023

Facts: In 2023, the lab has continued to grow and has set many new records: 18 projects used the lab for approximately 2835 hours in 2023, testing 991 participants. Participants included infants, children, and adults across the lifespan, with and without clinical impairments such as aphasia or ADHD. With so many active studies, the lab almost reached its capacity and needed to find alternative testing rooms and adopt a more regulated scheduling system.

To advance the lab, the Faculty of Humanities provided funding for upgrading the audio-video system (NOK 295,000) and facilitating participant reimbursement

and e-infrastructure (NOK 224,218). Early 2024, the lab also received an infrastructure grant from the Faculty of Humanities (NOK 600,000) for purchasing new portable eye-tracking and EEG equipment.

Faces: In January, we welcomed Lab Engineer David Thornton to the team, and it is hard to imagine how we would have managed without him. Another great addition to our team is Research Assistant Ola Eidet, who supports both the lab and EyeHub. The extended lab leadership in 2023 consisted of Unn Røynealand, Natalia Kartushina, Luca Onnis, Haley De Korne, Pia Lane, and Anne Marte Haug Olstad.

The lab has also hosted several interns in 2023. Britt Anna te Winkel and Mandy Alyshia van de Wiel from the University of Groningen (the Netherlands) joined the lab with Erasmus+ internships from February to June. Katja Romeyke from the University of Hamburg (Germany) also spent two months with us from September to November as an Erasmus+ intern. For the first time, we also had internal interns from the MA program in Multilingualism: Béibhinn Maire McTigue Reardon and Fatemeh Montazerikafarani. We are grateful for the interns' enthusiasm, help, and fun together.



The future of the Socio-Cognitive Lab

Concrete plans are underway to join forces with the FourMs Lab of the Centre of Excellence RITMO Centre for Interdisciplinary Studies in Rhythm, Time and Motion to build HumanLab. HumanLab will be a general-purpose lab facility to study different types of human behavior, from language and communication to musical performances and literary perception. It will offer

a variety of cutting-edge technologies such as eye-tracking, EEG, motion-capture, and physiological measures for testing participants inside and outside the lab. The lab leadership teams of both labs went together on a field trip to the Humanities Lab at Lund University in Sweden to get inspiration on how to organize and run a big Humanities lab.



New lab member

← OLA EIDET RESEARCH ASSISTANT

Ola Eidet joined MultiLing as a full-time Research Assistant in the Socio-Cognitive Lab in February 2023. He holds an MA in Norwegian literature with teacher education from 2022 and has prior experience from working as a substitute teacher in high schools in Oslo. As

a Research Assistant, his tasks have included testing adults and children in multiple projects using various methods, handling day-to-day lab logistics, and giving tours of the lab to students. He has also worked as a coordinator for EyeHub, where he has helped organizing the EyeHub Forum and EyeHub Lecture, as well as administering the EyeHub "seed" funding. Most importantly, he has taken upon himself to be the main coffee brewer at MultiLing and is the direct cause behind many a shaky and over-caffeinated linguist roaming the halls of Henrik Wergeland's House!



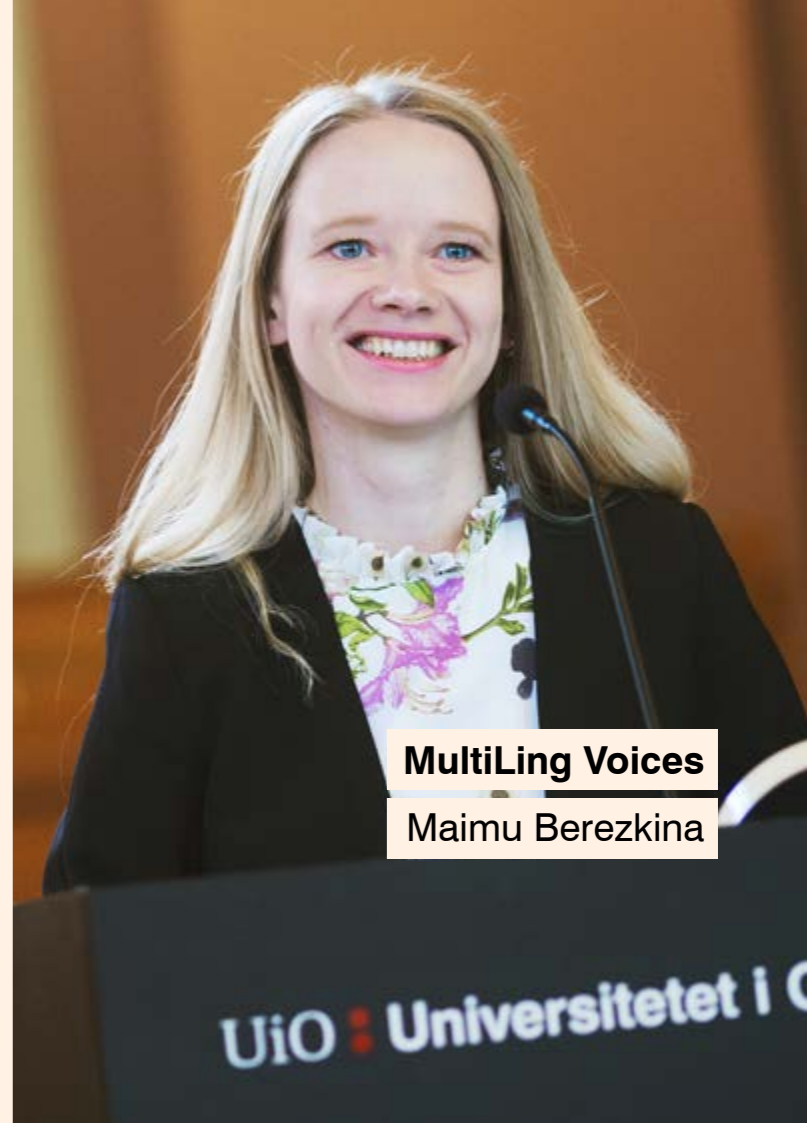
MultiLing Voices
Pernille Hansen

- PhD Fellow, MultiLing 2013-2017
- Postdoctoral Fellow, MultiLing 2017 -2020
- Present position: Associate Professor, Department of Education, Inland Norway University of Applied Sciences, Norway

I started my PhD six months before MultiLing opened, leaving seven years later with an international network and research opportunities I would not have found outside the Center. My academic family, the research group for clinical linguistics and language acquisition, quickly found a home within the freshly painted walls of the fourth floor. Being a part of the Center meant we could expand our international network. My PhD built upon a COST Action on multilingualism and developmental language disorder that ended just as MultiLing started up. Travel funds, open arms towards guests, and support for hosting events meant we could stay in touch as a network. This work now continues in a project with EEC funding involving a big team of researchers from several Polish and Norwegian institutions (including MultiLing). Another academic advantage was the many opportunities to widen my perspectives, from the first year's Conf'apéros with provoking theoretical discussions to my last years of attempting real bridging between approaches as a postdoc on the Dementia Project. These experiences come to use both in my own research and when supervising students with a variety of research interests. Finally, on a personal level, my PhD journey did not depend on MultiLing, but it sure would be a less socially fulfilling experience with the community on the fourth floor.

- PhD Fellow, MultiLing 2013-2016
- Present position: Content Advisor at Helsenorge.no, Norway

The four years I spent at MultiLing were truly formative for me, both career-wise and personally. The Center provided us, the PhD students, a unique opportunity to meet world-leading socio- and psycholinguistic experts in person, participate in small-group workshops and discussions with authors we were citing in our work, and travel the world to attend leading conferences. It was also a time of building life-long friendships with amazing people who all share a deep love and curiosity for language and multilingualism in its many forms and shapes. I wrote my PhD thesis about what happens to the use of different languages when the communication between the state and the people moves online. Thanks to this project, I got hired soon after submitting my thesis to lead the work of making Norway's main health website (helsenorge.no) more multilingual. I am truly grateful for my time at MultiLing and all the opportunities it has provided, and it is beautiful to know that also after the closing of the Center I will still be part of the MultiLing family. Once a MultiLinger, always a MultiLinger!



MultiLing Voices
Maimu Berezkina

Activities

In keeping with MutliLing tradition, 2023 and the beginning of 2024 have been full of various events and activities. We are pleased to present some highlights in the following pages.

Doctoral defenses 2023-24



↑
INGVILD BADHWAR VALEN-SENDSTAD

On June 23, 2023 Ingvild Badhwar Valen-Sendstad successfully defended her dissertation *Health literacy as ideological work: Migration, language, and communication in the welfare system* for the degree of Philosophiae Doctor (PhD).

Her dissertation explores how migrant women on sick leave from work use Norwegian when taking care of their health and how civil servants talk about the work they do to ensure migrant individuals' access to information and services.



↑
HELENE KILLMER

On October 6, 2023 Helene Killmer successfully defended her dissertation *Participation in conversations by persons with aphasia: A study of everyday activities* for the degree of Philosophiae Doctor (PhD).

Her thesis sheds light on how persons with aphasia participate in conversations. It helps us understand the opportunities and challenges persons with aphasia face when talking to others. The study uses Conversation Analysis (CA) to examine conversational activities, such as storytelling, planning, and requesting, to provide insights into how participation of persons with aphasia manifests in real-life conversations.



↑
ELISABET GARCÍA GONZÁLEZ

On January 19, 2024 Elisabet García González successfully defended her dissertation *Multilingualism Across the Lifespan: Exploring Social and Cognitive Factors of Language Switching and Use* for the degree of Philosophiae Doctor (PhD).

In her thesis she investigates how cognitive and social factors influence speakers' choice of language in both children and adults as well as how the Covid-19 pandemic influenced language dynamics in multilingual families. By combining different theoretical and methodological approaches and studying speakers with diverse ages and linguistic backgrounds, she aimed to create an increasingly holistic portrayal of multilingualism and of multilingual language users.

PhD dissertations submitted in 2023-2024

In 2023 and the first quarter of 2024, several of MultiLing's PhD candidates submitted their doctoral dissertations: Hanna Solberg Andresen, Audun Rosslund, Nuranindia Endah Arum, Jenny Gudmundsen, Mari J. W. Andersen, and Magdalena Solarek-Gliniewicz. Many of the fellows began their PhD journeys right when the pandemic hit and as society was shut down. They therefore had to restructure and rethink their projects to fit "the new normal". We are very proud of all of MultiLing's PhD fellows, and grateful for their hard work. Congratulations to them all!

Doctoral defenses 2013-2024

Monica Norvik - *Language assessment and therapy for verb production impairments in multilingual aphasia.* (2015)

Ingri D. Jølbo - *Identity constructions in young Somalians' second language writing.* (2016)

Nathan Albury - *The Folk Linguistics of Language Policy: Knowing, Feeling and Doing Maori Language Revitalisation.* (2016)

Jakob Wiedner - *Norwegian Romani: A Linguistic View on a Minority Language in the North of Europe.* (2017)

Maimu Berezkina - *Multilingual state websites in Estonia and Norway: A study of language policy in new media.* (2017)

Kamilla Kraft - *Constructing migrant workers: Multilingualism and communication in the transnational construction site.* (2017)

Yeşim Sevinç - *Language anxiety in the immigrant context: An interdisciplinary perspective.* (2017)

Pernille Hansen - *In the beginning was the word: A study of monolingual and bilingual children's lexicon.* (2017)

Diana Camps - *The Discursive Construction of Limburgish in the Netherlands.* (2018)

Verónica Pájaro - *Who gets to pass? Majority and minority background candidates in job interviews.* (2018)

Maria A. Obojska - *Stance in online and offline metalinguistic talk among Polish adolescents in Norway.* (2019)

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

Jorunn Simonsen Thingnes - *To choose or not to choose minoritised languages. Language policy and language choices in academia.* (2020)

Ingeborg Sophie Ribu defended her thesis *Language and cognition in healthy aging and dementia.* (2020)

Yvonne van Baal - *Compositional Definiteness in American Heritage Norwegian.* (2020)

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

Jessica P. Belisle Hansen - *Video-mediated interpreting. The interactional accomplishment of interpreting in video-mediated environments.* (2021)

Ingvild Badhwar Valen-Sendstad - *Health literacy as ideological work: Migration, language, and communication in the welfare system.* (2023)

Helene Killmer - *Participation in conversations by persons with aphasia: A study of everyday activities.* (2023)

Elisabet García González - *Multilingualism Across the Lifespan: Exploring Social and Cognitive Factors of Language Switching and Use.* (2024)

Research stays abroad



←
QINGYUAN LIU GARDNER
POSTDOCTORAL FELLOW

In January 2023, I began my 6-month research stay with Dr. Swathi Kiran's lab at Boston University as part of the Machine Learning Aphasia project (PI: Valantis Fyndanis, funded by the Research Council of Norway).

During this time, I had the opportunity to participate in data collection with local stroke patients who had been diagnosed with aphasia. Through this, we gained a better understanding of the kind of language difficulties aphasia patients have, particularly in cognitive capacity and in the comprehension/production of time reference. On a personal level, I was

moved by how carers, partners, and aphasia patients themselves cope with the day-to-day challenges of the condition, and the positive effects of good therapy and rehabilitation. I also had the privilege of observing the running of one of the best aphasia research centers in the US, which was not only inspiring, but also serves as the basis for exciting interdisciplinary collaborations to come! The journey does not end with the research stay – in a world where geographical distance poses little constraint on collaborations, we look forward to working with more researchers across borders and languages!



The MA program

A part of MultiLing's legacy is the establishment of Multilingualism as an academic area of concentration at the Department, including a new MA programme in Multilingualism. We welcomed our first cohort of students in 2022, and currently 33 students from 21 countries are enrolled. Prior to the start of the MA program, MultiLing researchers carried out teaching, supervision, and dissemination related to multilingualism in other BA and MA programs at the Department of Linguistics and Scandinavian Studies, including Linguistics, Norwegian as a Second Language, and Nordic Philology. We will continue to include multilingualism in the departmental teaching portfolio across programmes, and in the MA in Multilingualism, in the future.

The goal of this MA programme is to provide high-quality education in Multilingualism that will prepare students to tackle current societal challenges through professional and academic work. The students examine multilingualism through a variety of theoretical lenses, develop advanced research skills, and gain knowledge that will help them explore multilingualism as a resource for the individual and society.

Students choose to specialize in social or cognitive/psychological approaches to the study of multilingualism, and gain familiarity with research in both approaches. In addition to a set of obligatory courses,

students can choose elective courses in their areas of interest and opt to follow a research-intensive course of study or a practice-oriented course of study. For those who pursue the latter avenue, they may do a project semester as an intern at a workplace or organization relevant to their field of interest. Additionally, our students are encouraged to do a ten credit project-based research course that gives them hands-on experience in project design and management in collaboration with partner institutions outside of the university. The programme as a whole will contribute to the strategic goals of the Faculty of Humanities to strengthen the study-work relationship, and to educate students with expertise that responds to today's societal needs.

"My experience in the multilingualism master's program has been transformative. It's opened my eyes to how language impacts almost every aspect of our lives, from child rearing to employment to who we think we are and how we feel about ourselves and others. Being able to work on applied research projects and more closely examine this impact in real life has been particularly meaningful." — Valerie



MultiLing Voices
Robert Blackwood

- Professor, Languages, Cultures & Film at the University of Liverpool, United Kingdom
- Longtime collaborator of MultiLing:
 - Visiting scholar: May-June 2018
 - Presentations at several workshops/seminars at MultiLing over the years
 - Co-author and co-editor with MultiLingers of several volumes, special issues, and articles
 - Opponent at PhD defenses

It's no coincidence that the defining characteristic of MultiLing as a research Centre is equally the cornerstone of the sciences explored there. From its opening, MultiLing's people have been at the heart of the research and inspired the wider connections that have emanated out from Oslo to bring in people like me and many others to join the complex conversations around multilingualism. The organisation of MultiLing – with its nucleus in the kitchen-cum-common-room – has meant that the people who pass through the physical space are drawn into the hugely productive relationships that have underpinned a decade of thoughtful exchanges. These conversations have moved the debates around multilingualism forward in important and sometimes unexpected ways, and have been genuinely enriching. From the short winter days (when we non-Norwegians are surprised how early night falls) to the glorious and endless days of summer months, the Centre's researchers have enthusiastically welcomed those of us fortunate enough to consider ourselves friends of MultiLing into the discussions that have built a new architecture for research into multilingualism. Within my own specialisms, I've been nourished by the work on language ideologies, not only in the synergies between families, schools,

and state institutions, but also in the work on Linguistic Landscapes, and the ways in which our scientific knowledge can be brought to bear in wider society. This engagement with public policy has been an important achievement of the Centre. At the same time, the decade of dialogues has crossed all manner of conventional borders, where graduate students and established professors eat brunost and crackers together whilst teasing out possible solutions to questions on multilingual competence or language practices. I have really appreciated the discussions with the breadth of researchers across career stages, from those voraciously reading the latest developments and sharing useful references, through those with helpful advice for grant writing, to those who generously give their time to listen and talk through ideas and challenges. MultiLing's own lifespan has overlapped with an important decade in my own professional development, and I am profoundly grateful to the people of what I think of as the third floor of Henrik Wergeland's Building for their part in my own academic journey. We are often invited to consider the legacies of our activities, and for me it's the human relationships and intellectual enrichment that outlives the formal existence of MultiLing – tusen takk!

Research training and workshops



Winter School 2023

Researching family multilingualism: Theoretical and methodological approaches

FEBRUARY 27 – MARCH 3

EXTERNALLY INVITED LECTURERS:

Lyn Wright (University of Memphis) and Åse Palviainen (University of Jyväskylä)

ORGANIZERS:

Seyed Hadi Mirvahedi, Elizabeth Lanza, and Camilla Lee

The 2023 MultiLing PhD Winter School focused on diverse theoretical and methodological approaches to researching multilingualism in the family, shedding light on both linguistic and non-linguistic issues at home and beyond. The aim was to explore bi/multilingual families as a complex and dynamic space whose norms are informed both by family-internal factors and home-external affordances, including technological developments supporting digital communication, and constraints. During the Winter School, participants explored multiple methodological lenses, such as discourse analysis, interac-

tional sociolinguistics, and ethnographic fieldwork. There were 9 PhD candidates from all over the world that attended the seminars. The guest lecturers included Lyn Wright (University of Memphis, USA) and Åse Palviainen (University of Jyväskylä, Finland), both internationally acclaimed scholars in the field who gave inspiring lectures on family multilingualism. In addition, researchers from MultiLing, Luca Onnis, Natalia Kartushina, Rafael Lomeu Gomes, Seyed Hadi Mirvahedi, and Elizabeth Lanza gave insightful lectures about their research in family multilingualism.



Summer School 2023

Birth of an Experiment in Language Science

SEPTEMBER 11 – 15

EXTERNALLY INVITED LECTURERS:

Audrey Bürki & Klaus Oberauer

ORGANIZERS:

Natalia Kartushina, Luca Onnis, Peng Li, Ingrid Lossius Falkum, and Rolv Syver Robøle

The focus of the 2023 MultiLing PhD Summer School was the planning and implementation of research designs within the language sciences and related fields with an emphasis on theory building and model testing in the wake of the “theory crisis”. Two renowned international scholars, Audrey Bürki (Professor, University of Potsdam) and Klaus Oberauer (Professor, University of Zürich) gave lectures on statistics, including an introduction to

Bayesian statistical analysis, and the philosophy of science that underpins sound research. Doctoral students were able to present on and discuss their projects in light of these concerns. In addition to the PhD Fellows, the lectures were also attended by Postdoctoral Fellows, MA students and others interested in the contents, with attendance averaging 20 individuals throughout the week.



MultiLing Voices

Liquan Liu

- **Marie Curie Postdoctoral Fellow, MultiLing 2019-2021**
- **Present position: Senior Lecturer in Psychological Science at Western Sydney University, Australia**

MultiLing is a school of knowledge and a place with warmth. There, I got the opportunity to develop and complete the project Language-Affect Interface in Parent-Infant Communication funded by the Marie Skłodowska-Curie grant, experimentally examining infants' affectual development and its interaction with language in the first year after birth. During this time, I worked with wonderful colleagues in Norway, Scandinavia, and the world albeit during the difficult times of the pandemic. These collaborations could not and would not have happened without the generous support from MultiLing. I also got the opportunity to be exposed to the Norwegian language and culture, and understanding the Norwegian mentality was essential to my work and life in Norway. Socially, I got the chance to experience what it is like to be a MultiLinger. I'll never forget the lovely experience of combining sauna and ice bathing. Thank you for encouraging me to try. I believe that the meaning of life is something we create ourselves, through our experiences. My time at MultiLing is one of the experiences that has given my life meaning, and I will never forget the friendship and mentorship I got there. From research to team activities, from the snowy white to the green life, I will always treasure the memories of my time at MultiLing.

- **Postdoctoral Fellow, MultiLing 2021-2024**
- **Present position: Associate Professor of English Language at NHH Norwegian School of Economics, Norway**

My postdoctoral fellowship at MultiLing has been a transformative chapter in my academic journey, and has given me research, teaching, and networking opportunities that have significantly shaped the trajectory of my career. My exposure to diverse perspectives in applied linguistics through workshops, symposiums, and conferences I've been able to attend worldwide through the support of MultiLing—a highlight being the Linguistics and Sustainability Nordic workshop series I was able to attend in Denmark and Finland—has enriched my scholarly network and expanded my research collaborations in exciting new directions. The professional growth I experienced at MultiLing, in particular, has been instrumental in enabling me to secure a position as Associate Professor of English Language at NHH - Norwegian School of Economics' Department of Professional and Intercultural Communication in Bergen, Norway starting this spring in 2024. Beyond the academic realm, the social aspects of my MultiLing experience have been equally rewarding, enabling me to forge lasting connections with exceptional colleagues in Norway and around the world. I am immensely grateful not just for the invaluable experiences and opportunities MultiLing has provided, but for the new friendships I have made along the way, marking a pivotal and fulfilling phase in my academic journey so far.



MultiLing Voices

Gavin Lamb



Colloquium A and B - Multilingualism Research & Well-being

In 2023, MultiLing organized Colloquium A and B as a joint event. In this year's colloquia, researchers explored the state of the art in multilingualism research that aims to contribute to well-being through increased knowledge of language and cognition, language in social institutions such as hospitals and schools, and individual experiences of multilingualism. The attendees discussed methodological choices that facilitate research in support of well-being and proposed future directions in

these areas. Many MultiLing researchers presented their research at the colloquia, including Minna Lehtonen, Valantis Fyndanis, Franziska Köder, Frances Kvietok Dueñas, Anne Golden, Toril Opsahl, and Monica Norvik and Hanne Gram Simonsen with Ingvild Winsnes (ILN, PhD Fellow). In addition, MultiLing invited guest lecturers Kenneth Paap (San Francisco State University), Joke Dewilde (University of Oslo), and Ragnhild Bang Nes (University of Oslo) to the event.

ORGANIZERS

Ingebjørg Tonne, Natalia Kartushina, Haley De Korne, Luca Onnis, Oliwia Szymanska, Mari J. Wikhaug Andersen, Anne Charlotte Lindblom, and Camilla Lee

DATE: May 4 – 5

How do we talk about race in Norwegian academia today?

With funding from the Faculty of Humanities and the Young Academy of Norway, MultiLing organized the interdisciplinary seminar: “How do we talk about race in Norwegian academia today?”. This one-day event aimed to bring together scholars and interested students to discuss the terminology and approaches we use to talk and write about issues related to race in today’s academic community in Norway, and how we best can support anti-racism. The goal was to provide a space for researchers from different disciplines to discuss how we relate to issues of race in our scholarly writing, our teaching, and our public dissemination practices.

ORGANIZERS

Haley De Korne and Rafael Lomeu Gomes

DATE: March 6



AttCom workshop “Attending to (in) attention in communication”

The AttCom project hosted a workshop on May 25 where researchers from linguistics, psychology, and philosophy explored questions such as: How does ADHD affect the learning of multiple languages? Do people with and without ADHD process figurative language differently? Does being multilingual improve inattention symptoms or executive functions? The interdisciplinary discussions were aimed at getting new insights into the pivotal role that attention abilities play in facilitating successful communication across diverse settings and populations.

ORGANIZER

Franziska Köder

DATE: May 25

EyeHub 2023

In 2023, EyeHub organized 8 EyeHub Forums featuring presenters from diverse disciplines, including linguistics, musicology, vision science, and information technology. One notable highlight early in the year was Bob McMurray’s thought-provoking lecture, where he argued for a shift away from exhaustive statistical modeling to embrace simpler index approaches. The Annual EyeHub lecture and workshop were led by Elke B. Lange, who conducted a workshop on analyzing blink data and discussed the interplay between musical processing and visual information, and its impact on ocular motor movements. To support small-scale projects utilizing eye-tracking or pupillometry, EyeHub provided “seed” funding for five different projects.

ORGANIZERS

Franziska Köder and Ola Eidet

MultiNord workshop “Research in linguistically and culturally heterogeneous contexts in the Nordic countries”

As part of the research network MultiNord’s workshop series, MultiLing organized a workshop on research into linguistically and culturally heterogeneous contexts in the Nordic region. The focus of this year’s workshop was on race, colonialism, national self awareness, epistemology, and history of science. The first plenary, by Jon Røyne Kyllingstad (University of Oslo), shed light on how scientific ideas about race have influenced Norwegian ideas on national identity, origin and history, perceptions of Norwegians’ po-

sition in the world and attitudes towards minorities. The second plenary with the title «Situated knowledges and the (post)colonial North» was held by Marie Maegaard (University of Copenhagen) and discussed challenges related to researcher positionality and to the colonial history of science, taking the case of Greenland as a point of departure. Eleven additional talks were presented, from both students, early career- and established researchers from all of Scandinavia.

ORGANIZERS

Bente Ailin Svendsen, Unn Røyneland, and Toril Opsahl

DATE: September 18-19



Multilingualism Research Forum (MRF)

Formerly known as the Wednesday seminars, Multilingualism Research Forum (MRF) gives researchers working on various aspects of multilingualism a platform to share their research. In 2023, we have hosted members of the MultiLing Core Group, MultiLing Research Professors, Postdoctoral Fellows, PhD Fellows, MA students, academics from other Norwegian universities, and international speakers from Italy, Cyprus, Australia, the United Kingdom, France, Poland, Denmark, and Germany. There

were 18 seminars in total, with Arun Prakash Singh and Rolv Syver Robøle organizing the seminar in the spring of 2023, and Michela Iacorossi and Rolv Syver Robøle organizing them in the fall. In 2024, the Multilingualism Research Forum will continue on a monthly basis.

ORGANIZERS

Arun Prakash Singh, Michela Iacorossi, and Rolv Syver Robøle

Monthly digital seminars on statistics

In 2023, Theme 1 leader, Natalia Kartushina, set up monthly seminars on statistics, where researchers had an opportunity to get statistical support and advice from experienced stat-

istician Roger Mundry (biostatistician in Leibniz-Science Campus). Mundry would go through the data together with the researchers and 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 a great success and helped researchers with the statistical analysis in their projects, and in addition they were able to learn from each others' projects.

ORGANIZER

Natalia Kartushina



MultiLing Voices

Jessica Pedersen Belisle Hansen

- PhD Fellow, MultiLing 2017-2021
- Present position: Associate Professor at the Department of Languages, Literature and Culture, Østfold University College, Norway

Being a PhD candidate at MultiLing has been an inspiring journey. Taking part in a vibrant research environment at an early point in my academic career has been rewarding in many ways. MultiLing's many and various perspectives on multilingualism have given me the opportunity to learn and develop perspectives beyond the primary focus of my PhD project. I am grateful to have met and engaged with brilliant scholars, some from other subfields than myself, and many with perspectives other than mine. I have learned a lot and met many great people, several of whom I still collaborate with. I am deeply grateful for the guidance and mentorship offered by distinguished scholars and colleagues. In addition to broadening my research interests and stimulating my academic curiosity, being a part of MultiLing's research community has benefited my academic career, among other things, through a broader understanding of the academic field of multilingualism and insights into multilingualism in Norwegian society specifically. This in turn has been useful and still informs parts of my work as Associate Professor where I research and teach about various aspects of language in the teacher education programme.

- Postdoctoral Fellow, MultiLing 2017-2020
- Present position: Senior Lecturer at the Department of English, University of Bern, Switzerland

My time as a Postdoctoral Fellow at MultiLing from 2017-2020 was outstanding and one of the most unique and memorable professional, cultural, social, and productive experiences within my academic career. For Sinek (2014: 8) "exceptional organizations all have cultures in which leaders provide cover from above and the people on the ground look out for each other".

MultiLing certainly offered us ample "cover from above" where shared values, goals, and a sense of nurturing community predominated. As post-docs, we were presented with numerous opportunities that strongly encouraged us to develop diverse skills and strengthen our individual research trajectories, enhancing our international marketability while carefully maintaining a work-life balance.

As post-docs, we were granted the luxury of time, flexible working conditions, resources, networking prospects, extraordinary support, and incomparable mentoring from both local and global scholars, most of whom are world-leading trailblazers in their own respective fields. As such, the regular exposure to dynamism, innovation, and excellence was not only intellectually inspiring but also naturally contagious on both an individual and collective level, where creative collaborations flourished and enduring friendships were formed. To have been part of a Center that has made significant scientific contributions about multilingualism and linguistic diversity within society was incredible and historic. And for me personally, an absolute honor and remarkable privilege. Tusen Takk!



MultiLing Voices

Kellie Gonçalves

MultiLing Closing Conference 2023

One of the highlights of 2023 was no doubt the Closing Conference in October — an enormously rich three days — ten productive years condensed into a feast of research!

Both current and previous scholars from MultiLing were invited to present, discuss, and synthesize our research and achievements. The conference started with an opening ceremony at the impressive University Aula with a magical fusion of Sámi yoik and modern jazz by Frode Fjellheim and Hildegunn Øiseth and a keynote lecture given by Professor Lourdes Ortega, titled "Why Decolonial Understanding of Multilingual Learning Is Worth the Trouble".

The main conference included presentations, panel discussions and posters on the diverse research topics explored at MultiLing, such as multilingual competence and acquisition, multilingualism in multifaceted populations (aphasia, dementia, and ADHD), language and cognition, multilingual and multimodal communication online and offline, language attitudes and ideologies in multilingual settings, and multilingual practices in families, institutions, and public spaces. The conference ended successfully with a lovely closing dinner at the beautiful nineteenth-century Villa Eckbo.



New external funding

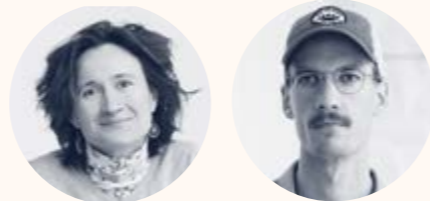
In 2023, we were happy to see that a MultiLinger yet again was able to secure the very competitive Marie Skłodowska-Curie Actions (MSCA) grant. This is the sixth of its kind for the Center. MultiLing researchers also received funding for an important project on behalf of the borough of Stovner in Oslo, called “Godt språk, bedre forutsetninger”.

Godt språk, bedre forutsetninger ‘Good language, better conditions’

MultiLing’s Professor Natalia Kartushina, Professor Julien Mayor and PhD Fellow Audun Rosslund were approached by the Oslo borough of Stovner to evaluate the effects of an intervention directed toward multilingual families that the local government had developed. The team was awarded a grant of NOK 1 million to develop a design with an active control group to evaluate the effects of this intervention.

Language is central to a child’s development and is one of the strongest predictors of later academic achievement, employment outcomes, and well-being. Yet, children

differ greatly in terms of the quality and quantity of language input – with children from lower socio-economic status and immigrant backgrounds being especially at risk of developing language delays and having lower achievements at school. Language interventions have proven successful to improve parent-child interactions resulting in children’s improved language skills among monolingual English-speaking children. The aim of the project is to develop and test a parent-focused language generic intervention (not oriented to one specific language) that works for multicultural and multilingual background families in Stovner.



↑
**NATALIA KARTUSHINA
AND AUDUN ROSSLUND**



Marie Skłodowska-Curie Actions (MSCA) grant

Arun Singh, a Postdoctoral Fellow at MultiLing, was in 2023 awarded a Marie Curie grant of 226 751 euro for his project titled “Hindi-BabyNet”. The research on infant language acquisition predominantly focuses on well-studied Indo-European languages in WEIRD countries. Cultural variations in parent-infant interaction highlight potential differences in infant language learning across diverse societies. The Hindi-BabyNet project in India aims to provide insights into infant language acquisition in various socio-economic

backgrounds. By exploring linguistic and acoustic aspects of Hindi-directed speech, the project contributes to understanding early language development. Utilizing machine learning, it investigates auditory cues in infant-directed speech from an Indian perspective.



↑
ARUN SINGH

External funding 2013-2024

In addition to the CoE funding, MultiLing has from 2013 to 2024 received approximately NOK 150 mill through other research funding schemes:

EUROPEAN COMMISSION FUNDING:

- Erasmus+Global Mobility Funding (2023-2026) – partnership with the Universidad Autónoma Benito Juárez de Oaxaca (UABJO) Faculty of Languages in Mexico.
- Marie Skłodowska-Curie Actions – 6 Postdoctoral Fellows (one from India in 2024-, one from Peru in 2021-2023, three in 2019-2021, USA, China and Australia, one from Portugal in 2018-2020).

NORDFORSK FUNDING:

- *Language, Globalization, and the Nation* (2021-2023) NOS-HS project grant. PI for Norway Bente Ailin Svendsen.
- *Linguistics and Sustainability* (2021-2023) NOS-HS project grant. PI for Norway Haley De Korne.
- *Language and Social Mobility. Exploring the role of language for socially mobile people in the Nordic countries* (2016-2018), NOS-HS project grant. PI for Norway Unn Røynealand.

RESEARCH COUNCIL OF NORWAY FUNDING:

- *Indigenous language resilience: From learners to speakers, SPEAKERS*, (2023-2028), The Sami Portfolio. PI Pia Lane and Haley de Korne.
- *The role of attention in communication - AttCom* project (2021-2025), FINNUT. PI Franziska Köder.
- *BABYLEARN: Role of infant-directed speech in early language development* (2020-2024), FRIPRO – Researcher Project for Young Talents. PI Natalia Kartushina.

- *NorPol: L2 Communication among Polish migrants in Norway* (2020-2024), FRIPRO. PI Toril Opsahl.
- *Machine Learning Aphasia Morphosyntactic Production in Stroke-induced Agrammatic Aphasia: A Cross-linguistic Machine Learning Approach* (2019-2023), FRIPRO/FRIHUMSAM. PI Valantis Fyndanis.
- *International Partnership for Excellent Education and Research, INTPART 1.0* (2016-2018) and 2.0 (2019-2021) funded by The Research Council of Norway and the Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (DIKU). PI Elizabeth Lanza/Unn Røynealand.
- *MultiFam: Family language policy in multilingual transcultural families* (2015-2018), FRIPRO. PI Elizabeth Lanza.
- *MultiLing Dementia: Language and Communication in Multilingual Speakers with Dementia in Norway* (2014-2019), FRIPRO. PI Jan Svennevig.
- *Standards – Standardising minority languages* (2013-2018), FRIHUMSAM and Fellesløftet, UiO. PI Pia Lane.

NORWEGIAN GOVERNMENT FUNDING:

- Verdensledende midler [World leading research funding] NOK 31 M (2015-2020). Direct funding from the Norwegian government. PI Elizabeth Lanza.
- Linguistic capacity building in Ethiopia (2014-2020) funded by Norad through NORHED. PI Janne Bondi Johannessen.

UNIVERSITY OF OSLO FUNDING:

- Infrastructure grant NOK 600 000 (2024) from the Faculty of Humanities, UiO.
- Infrastructure grant NOK 520 000 (2023) from the Faculty of Humanities, UiO.
- *EyeHub* (2022-2024) hub for Eye-tracking and pupillometry research methods. PI Franziska Köder.

PROJECTS WITH SUBSTANTIAL MULTILING INVOLVEMENT:

- *Technology-enhanced foreign and second-language learning of Nordic languages - TEFLON* (2021-2024). Collaboration with Nordic partners. Funded by NordForsk.
- *Multilectal Literacy in Education MultiLit* (2020-2025). Collaboration with Western Norway University of Applied Sciences (HVL) and UiT the Arctic University of Norway. Funded by the Research Council of Norway.
- *Grammatical Gender in Norwegian Dialects: Variation, Acquisition & Change - GenVAC* (2020-2024). Collaboration with Norwegian University of Science and Technology (NTNU). Funded by the Research Council of Norway.
- *PolkaNorski - Polish and Norwegian language and world knowledge development in mono- and multilingual children* (2020-2024). Collaboration with Oslo Metropolitan University (OsloMet). Funded by EEC Norway grants.



Public Dissemination and Communication

Dissemination of our research results to relevant communities, communication with society as a whole – these are central goals for MultiLing. In 2023 and throughout the MultiLing period, we have communicated with policy-makers and stakeholders, disseminated research to students and to the general public through the press, social media, open lectures, and debates.



Mother Language Day 2023

Once again, MultiLing held an event open to the public to mark the International Mother Language Day. This year, the Mother Language Day was organized by Toril Opsahl and Oliwia Szymanska, along with the NorPol-project and was held at Litteraturhuset ['the House of Literature'] in Oslo. The event focused on how Norwegian and Polish speakers communicate in different arenas and contexts, such as workplaces, hospitals, schools, or within families. The program

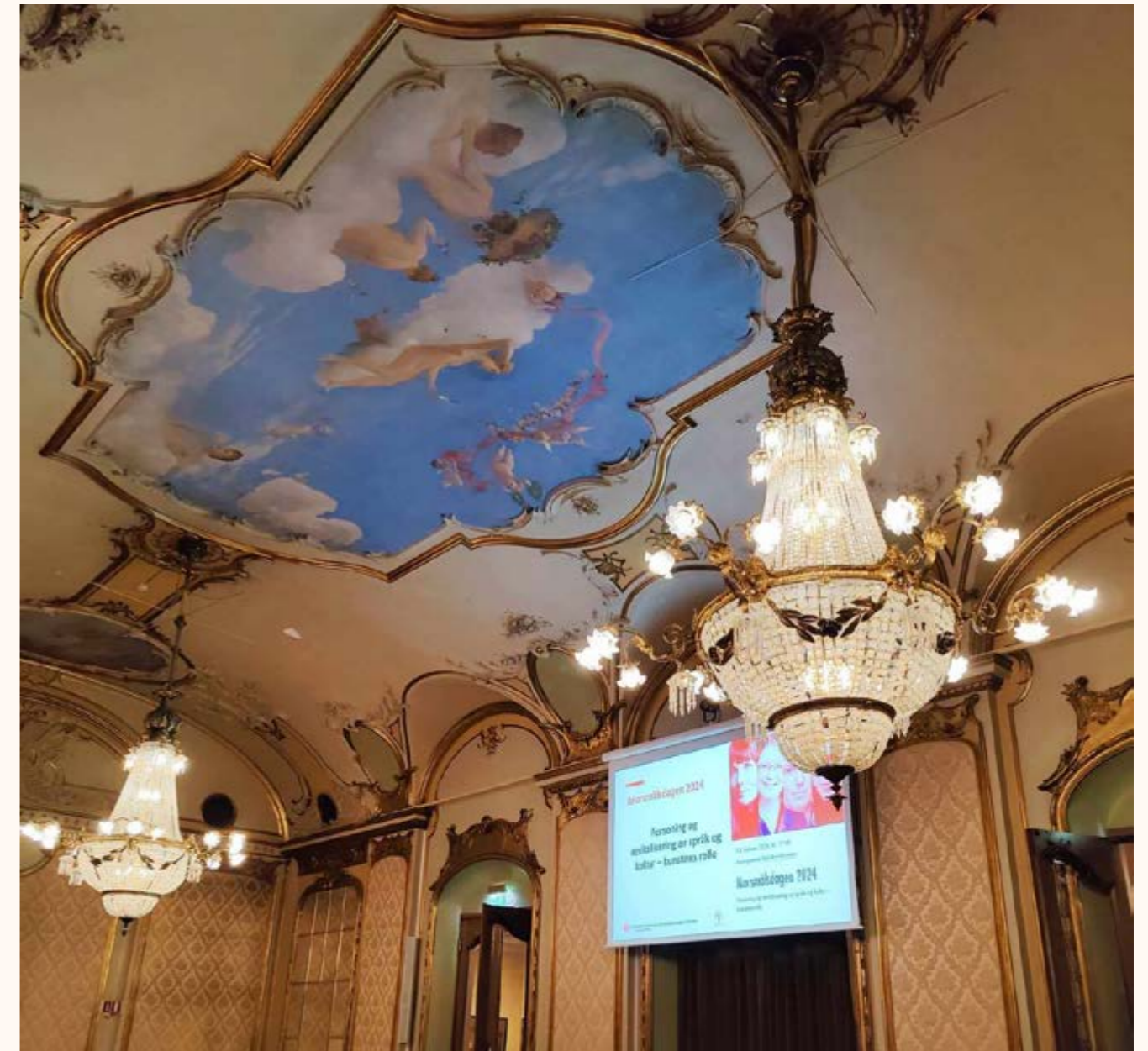
consisted of short 15-minute lectures in Norwegian, Polish, and English. The speakers included researchers from different projects that showed different aspects of communication between Norwegian and Polish language users. The presenters included Toril Opsahl, Oliwia Szymanska, Paweł K. Urbanik, Anne Golden, Magdalena Solarek-Gliniewicz, Kamil Malarski, Chloe Castle, Isabel Jensen, Pernille Hansen, Ingeborg Ribu, Jolanta Kilanowska, Nina Gram Garmann, Marta Vel-

nic, Marit Westergaard, and among them, author Ewa Sapieżyńska also gave a presentation on her book 'Jeg er ikke polakken din' ['I am not your Pole'].

ORGANIZERS

Toril Opsahl and Oliwia Szymanska

DATE: February 28



Mother Language Day 2024

In collaboration with the National Theatre, MultiLing organised an event focusing on the role of art for reconciliation and revitalisation of minoritized languages and cultures. The basis for the event was the report which the Norwegian Truth and Reconciliation Commission submitted to the Norwegian Parliament June 1, 2023. The report concludes that the Norwegian state committed injustice against the Sami, Kven and Forest Finnish populations through its policy of Norwegianization. For 35 consecutive hours the commission's report was recited from the National Theatre's main stage and broadcast live on Norwegian Broad-

casting Corporation (NRK). The Mother Language Day event looked to the future and asked: How can art contribute to strengthening language and culture?

The program began with a presentation of the report's main findings by MultiLing's Professor Pia Lane, and continued with a presentation by Frank Jørstad, theatre director for the Kvääniteatteri (the Kven theatre). He spoke about the process that led up to the reading of the report, an event titled «Norge lytter – en scenisk lesing av kommisjonens rapport» [Norway is listening – a scenic reading of the

Commission's report]. In addition, two monologues from *Näkymätön kansa – det usynlige folket* [*Näkymätön kansa – the invisible people*] was performed by Kvääniteatteri actor Ivar Beddari. The program concluded with a panel discussion chaired by renowned journalist and writer Kari Slaatsveen, with Pia Lane, Frank Jørstad and Ivar Beddari.

ORGANIZER

Pia Lane

DATE: February 13



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 given by Marit Westergaard, Professor of English Linguistics at UiT The Arctic University of Norway and the Director of the AcqVA Aurora Center for Language Acquisition, Variation & Attrition at UiT. In Westergaard's lecture, titled "Amerikanorsk' and other heritage languages: Acquisition, Variation & Attrition", she shed light on heritage languages in Norway and Norwegian heritage language in North America. Westergaard provided an overview of

some central issues in the study of heritage languages, focusing on the variation across speakers as well as the factors contributing to this variation. She then turned to "Amerikanorsk" and discussed both similarities with and differences from non-heritage Norwegian. This year's Einar Haugen Lecture was in a hybrid format and attracted a significant in-person audience. The lecture yielded a lively and engaging Q&A at the end.

ORGANIZERS

Unn Røyneland, Ingebjørg Tonne, Anne Charlotte Lindblom, Camilla Lee and Rolv Syver Robøle

DATE: September 26



Einar Haugen Lectures 2013-2023

2013 - Li Wei: "Cultural Encounters in transnational multilingual families"

2014 - Monika S. Schmid: "When your language becomes your only passport"

2015 - Michael Silverstein: "In two hemispheres, about two languages, of two minds"

2016 - François Grosjean: "Understanding the bilingual individual: Extending Einar Haugen's work"

2017 - Ofelia García: "Language in the school: Multilingualism and translanguaging"

2018 - Ana Deumert: "Art is not an intellectual way of thinking" – Poetics and the ecology of language"

2019 - Nicholas Evans: "The many roads to becoming multilingual: Lessons from small-scale speech communities"

2020 - Lourdes Ortega: "Language learning in a post-COVID world"

2021 - Aneta Pavlenko: "Does multilingualism need a history?"

2022 - Marianne Gullberg: "More than just hand-waving: Gestures and meaning in multilingual language use"

2023 - Mari Westergaard: "'Amerikanorsk' and other heritage languages: Acquisition, Variation & Attrition"



Dissemination in Norway and beyond

MultiLing’s researchers have continued to disseminate their own and others research on multilingualism, with the aim of increasing knowledge about this topic among the wider public.

As part of the endeavor to inform about the Socio-Cognitive Lab, Franziska Köder and colleagues offered a lab tour for high school students during the yearly *Åpen Dag* [‘Open Day’] event at UiO. Köder also gave a presentation on eye-tracking for a wider public titled “How we can find out about language by looking at people’s eyes” for secondary school students. Köder, with Researcher Cecilie Rummelhoff, also published an article on Multilingualism and ADHD (“ADHD og flerspråklighet: En mulighet eller en utfordring?” [‘ADHD and multilingualism: an opportunity or a challenge?’] in *Uro*, the membership magazine of the main ADHD interest group in Norway.

Anne Golden (together with Elisabeth Selj) was interviewed about writing in Norwegian as a second language, based on having edited a book on the topic (*Skrijving på norsk som andrespråk - vurdering, opplæring og elevenes stemmer* [‘Writing in Norwegian as a second language - assessment, training and students’ voices’], CappelenDamm Akademisk, 2023). The podcast is part of a series called *Lektor Lomsdalens innfall – norsk skole i et bredt format* [‘The various ideas of teacher Lomsdalen – taking a wide perspective on education in Norway’], which looks into questions related to education.

Pia Lane has published and presented several times on the role and status of the Kven language in Norway, among others an article

Throughout its time as a Center of Excellence, MultiLing has succeeded in spreading valuable knowledge on multilingualism both within and outside of Norway's borders.

with Kristin Bech and Aili Keskitalo in *Nytt norsk tidsskrift* (with the article “Språk i grenseland” [‘Language(s) in the borderlands’]). She was also interviewed in *Forskning.no* on the matter (“Flere unge lærer seg samisk, men det er ikke enkelt å ta det i bruk.” [‘More young people are learning Sami, but using it remains challenging’]), as well as in the journal *Ruijan Kaiku* (“Foreslår veien mot Nivå III for kvensk språk.” [‘Professor suggests a pathway toward Level III status for the Kven language’]). Lane was also portrayed in *Apollon*, a popular research magazine at UiO (“Kampen for morsmålet” [‘The struggle for one’s mother tongue’]), and was interviewed in the UiO paper *Uniforum* (“UiO-professor Pia Lane: - Eg tok tilbake kvensk som vaksen.” [UiO Professor Pia Lane: - I took back Kven as an adult.’])

In an informative and entertaining article about various aspects of being a research participant in the Socio-Cognitive Lab, a student in the new MA program in Multilingualism, Valerie Borey, interviewed MultiLing researchers Pia Lane, Franziska Köder, Anne-Marte Olstad, Natalia Kartushina, and Peng Li for the UiO paper *Universitas* (“Benefits of Being a Research Participant”).

In the weekly paper *Morgenbladet*, Haley De Korne was interviewed under the title “Aktivist på de små språkenes vegne” [‘An activist on behalf of minoritized languages’], where she among other things says: - Norway and Sápmi have had impressive language activists throughout the ages, but there is a long way to go before everyone feels that multilingualism is an asset. In the university chronicle *Khrono*, Haley De Korne published (with Korsvoll, Lison, Reinertsen, Elken, Hansen, and Dalbolt) the article “Fire tiltak for bedre språkpolitikk i akademia” [‘Four measures to improve language policy in academia’].

MultiLing Voices



In 2023, we published 4 editions of our newsletter, MultiLing Voices, providing updates on our latest publications, recent presentations, media appearances, and upcoming events. Among the 4 editions, 1 was a special edition about the Annual Einar Haugen Lecture given by Professor Marit Westergaard. By the end of 2023, MultiLing Voices had more than 700 subscribers.

24 000
views with high peaks
in June (Facebook)



An analysis of our Facebook activity shows continuous growth and expanded reach since MultiLing’s first debut on social media in 2013. As of early January, our Facebook page has 3800 followers, an increase of 100 since 2022. We also registered a total of 8900 page visits.



Natalia Kartushina was interviewed on the Municipality of Oslo's website about "Nytt forskningsprosjekt skal bedre språktilbudet i Bydel Stovner" ['A new research project will improve language services in Stovner'], where the project "Godt språk, bedre forutsetninger" ['Good language, better conditions'] will test a newly developed language program in the borough of Stovner. It takes place in collaboration with MultiLing, represented by Kartushina.

Frances Kvietok Dueñas wrote a review article of a book by Mneesha Gellman: "Review of 'Indigenous language politics in the school-room'", in *ReVista*, the Harvard Review of Latin America. Kvietok Dueñas was also invited by the Peruvian Ministry of Education to be part of the specialist task force to review a new intercultural bilingual education policy in Peru. She also reviewed teacher education materials focused on the Language Arts component of the national curriculum.

Elizabeth Lanza has written two blog posts for *psychologytoday.com*, one being "Accessing Children's Imaginative Worlds through Language", and the other "How Love through Language Forges Family Bonds". Lanza has also contributed to a project funded in Singapore at Nanyang Technological University, one of MultiLing's institutional collaborative partners, where she has been involved in the making of information videos, to be launched on YouTube and other social media,

aimed at multilingual families ("Raising Bilingual Babies in Talk - Rabbit").

Toril Opsahl has continued as a linguistic guru on the radio show *Språksnakk* ['Language talk'] on the public radio channel NRK P1, answering questions from the audience along with colleagues.

Olivia Szymanska and Toril Opsahl (together with Ewa Sapiezynska and Mari Lilleslätten) contributed to *Universitetsplassen*, a podcast at UiO, in an episode named "Polsk i Norge: Hvordan er det egentlig å lære norsk?" ['Polish in Norway: What is learning Norwegian really like?'].

Audun Rosslund has written an article in *Utdanningsnytt*, a website run by Norway's largest teachers' union, claiming that when we speak to babies and young children, most of us change our voices: we go up in pitch, make bigger leaps between high and low notes, and lengthen our vowels. This phenomenon is called infant-directed speech, and it is observed across cultures and societies ("Stemmen din kan påvirke barnas språkutvikling" ['Your voice might affect your children's linguistic development']), and in *Forskning.no* he elaborates on another aspect of his own research, reporting on how fathers change their voice when talking to their babies ("Norske pappaer endrer stemmen når de snakker med babyen sin" ['Norwegian dads

alter their voices when speaking to their babies']).

Bente Ailin Svendsen has made a series of appearances in the media, both on the radio ("Er det greit å si slay i 2023?" ['Can you still say slay in 2023?'], *NRK P3*), TV ("Hva blir årets slangord?" ['What will be the slang word of the year?'], *NRK*), and journals for a wider public (*Prosa* ("Lyden av mangfold i klasserommet" ['The sound of diversity in the classroom']) and *Tendens* ("Språklig forfall er en vanlig frykt" ['Anxiety about "linguistic decay" is commonplace'])).

Jan Svennevig has also contributed in different media such as TV ("Vil tekste istedenfor å prate: – Vi trenger mer snakketrening" ['Many prefer texting to talking: – We need to practise speaking more'], *NRK*) and in the online journal *Forskning.no* ("Mange synes inspirerende sitater er harry. Likevel er de overalt" ['Many think inspirational quotes are tacky, but you still find them everywhere']).

Ingebjørg Tonne has (with Helene Uri and illustrator Linnea Vestre) published a book on etymology for children aged 9 and up: *Hvor kommer ordene fra? Etymologi for store og små*. ['Where do the words come from? Etymology for young and old'] – Maybe the ciabatta tastes even better when you know that the word actually means "slipper" in Italian?



MultiLing Voices

Frances Kvietok Dueñas

- Marie Curie Postdoctoral Fellow, MultiLing 2021-2023
- Present position: Postdoctoral Fellow at Pontificia Universidad Católica del Perú, PUCP, Peru

During 2021-2023 I was a Marie Curie (MSCA) Postdoctoral Fellow at MultiLing, where I lead the 'Becoming Indigenous language speakers and writers in higher education' project in collaboration with colleagues at MultiLing, UiT, and Andean co-researchers and participants. My time at MultiLing was one of intellectual and professional growth, expansive and joyful at times and unsteady and testing at other times. What I would like to highlight here is how this growth was nurtured by being a part of the MultiLing community. Participating in the Multiling community meant impromptu coffee breaks, office drop-ins, and hallway chats sometimes leading to inspiring conversations and other times to find or provide comfort as a compassionate listener. It also meant exchanging ideas, goals, and challenges during our regular research meetings and annual retreats. And, it included experiencing unique events like conferencing across the world in the company of old and new colleagues, research collaborations in the Andes and Northern Norway, and

sharing memorable events like a doctoral defense and MultiDance sessions, uncommon events in the US and Peruvian academic spaces I had experienced in the past. While as members of MultiLing we share a common passion in multilingualism research, being part of this community also meant learning about the different meanings this passion has for us all, and the many ways in which we act on it throughout our different engagements and activities. In my view, as members of this community we attempted to create and hold spaces where commitment, perseverance, and being willing to grapple with challenging questions and circumstances could co-exist. And spaces where navigating our own path of professional growth need not conform to pre-established molds but could be inspired by the experiences of others as well as benefit the many communities we belong to. While my time as an MSCA Fellow and at MultiLing is over, I am happy to take the experiences and relationships I developed in this community with me well into the future.



MultiLing Voices

Peng Li

- **Postdoctoral Fellow, MultiLing 2022-2024**
- **Present position: Juan de la Cierva Postdoctoral Fellow, Basque Center on Cognition, Brain and Language (BCBL), Spain**

I joined MultiLing in February 2022. Despite the dark, cold winter, the warm welcome made me feel at home, and I quickly adapted to the working environment here. During my fellowship at MultiLing, I developed a longitudinal study on second language phonological learning and conducted intensive empirical studies. MultiLing, as a prestigious research Center, has provided me with valuable resources for research and expanded my network within the academic community. My project involved collaborations with world-leading experts within the field of second language speech learning, bilingualism, and phonetics and phonology from the USA, the UK, and Spain. MultiLing has supported me for 6 international conferences. I have published 10 papers and 5 papers are in preparation or under review. This experience has significantly strengthened my profile and increased my employability in the academic world. Now, after concluding my two-year fellowship at MultiLing, I am moving to BCBL with a grant from the Spanish government and I will continue working with researchers from MultiLing. Obviously, MultiLing has given me great potential to become an independent researcher. Joining MultiLing is one of the best choices I have made in my life.



- **Research Assistant, MultiLing 2021-2022**
- **Higher Executive Officer, MultiLing 2022-2023**
- **Present position: PhD Fellow at the Department of Linguistics and Scandinavian Studies, UiO, Norway**

In 2021, I was fortunate enough to get an opportunity to work at MultiLing as a Research Assistant (RA). I had just finished my MA thesis and was applying to various positions, when I got an email asking if I was available to come in for a chat with the MultiLing leadership. At the time, I was seriously considering whether to accept a temporary RA position at MultiLing or to continue applying for more permanent jobs. In the end, I chose MultiLing and I have never looked back. In fact, I sometimes pat myself on the back for that decision. From being a RA, I moved on to become a Higher Executive Officer. All of the opportunities and experiences I gained from working here then led to a Doctorate Fellowship at the University of Oslo. Over the years, this Center has been nothing but nurturing. I know in the years to come, I will reminisce fondly and gratefully about my exceptional time at MultiLing.



MultiLing Voices

Camilla Lee

Societal impact

From its very beginning, MultiLing has had social engagement at the very core of its vision: an aspiration, through increased knowledge, to promote agency for individuals in society, and a better quality of life, no matter what linguistic and social background. MultiLing researchers have for example contributed to the new Language Act (2022), White Papers, Official Norwegian Reports (NOU), new National Education Plans, and revisions of official norms for minoritized languages.

As part of the European university alliance Circle U, University of Oslo collaborates with eight other universities on essential goals for the future of higher education. One of these is to empower students and staff through mobilization and collaboration. In this setting, multilingualism is seen as both a tool and a goal. Pia Lane was appointed to the newly created (20% position) Circle U Chair for the field of Multilingualism in December 2023.

Toril Opsahl continues as a deputy representative on the Board of the Language Council of Norway. Opsahl is also an external representative in the committee for evaluating the portfolio of subjects in the field of Nordic Studies, including Norwegian as a Second Language, at the Norwegian University of Science and Technology.

Anne Golden has taken part in the project "Research on educational offers for newly

arrived students", which is funded by the Norwegian Directorate for Education and Training and designed by NIFU (Nordic Institute for Studies in Innovation, Research and Education). In that capacity, she participated in a small seminar at the Ministry of Education in March to discuss the interim report delivered by NIFU in December 2022, "Learning Norwegian, professional development and new friends – is it possible at the same time?" The final report is due in the spring of 2024.

Elizabeth Lanza was Chair of the international Humanities Panel of the Czech Science Foundation for 2023. She also in 2023 contributed to the evaluation of Centres of Research Excellence at OsloMet University, and was a member of an international multidisciplinary panel appointed to make a comprehensive Research Assessment Report (2018 – 2022), including recommendations, for the University of Jyväskylä (Finland).



The Truth and Reconciliation Commission

The Truth and Reconciliation Commission was appointed by the Norwegian Parliament in 2018. MultiLing's Pia Lane served as one of the members. The Commission's task was to investigate the Norwegian government's norwegianisation policy and injustice against the Sámi, Kven/Norwegian Finns and Forest Finns, to examine the repercussions of this assimilatory policy, and to propose initiatives for further reconciliation. The purpose was to lay the groundwork for the recognition of the experiences of the Sámi, Kven/Norwegian Finns, and Forest Finns during the enforcement of the Norwegianisation policy by the Norwegian authorities and the consequences these experiences have had for them collectively and individually.

The Commission examined materials

from archives, synthesised research findings, conducted interviews, and analysed personal stories people shared with the Commission. The Commission organised 37 public meetings in order to share information about the Commission's work and obtain input to the investigation. 766 personal stories were shared with the Commission in interviews and open meetings or submitted in writing. Language was the most frequent topic, and participants talked about the consequences of language shift, their wish to learn and reclaim a lost language, and frustrations when their legal rights to teach in Sámi and Kven were not met.

The Commission proposed a number of initiatives and recommended an approach focused on some central areas in order

to continue reconciliation processes: increased knowledge and dissemination, strengthening of the Sámi and Kven languages, strengthening of culture and cultural expertise, conflict resolution, and implementation of existing regulations supporting the rights of Kven, Sámis, and Forest Finns.

On June 1 2023, the Norwegian Truth and Reconciliation Commission handed over its report to the Storting's Presidium. To mark this occasion, commission members, politicians, artists, and individuals from all over Norway read the entire report aloud on the main stage of the National Theatre. The event was broadcast live by the Norwegian Broadcasting Corporation (NRK) for about 35 hours, with live streaming to many libraries, universities,

cinemas, and town halls. About 500 000 people watched the live TV broadcast. The concluding section of the report was read by eleven-year-old Villen Jakobsen at 1 am on June 3: "At the heart of reconciliation is the visibility of indigenous peoples and national minorities, and that their rights are safeguarded so that both language and culture have opportunities for development. The Commission has proposed measures for further reconciliation, but neither the Commission, the Parliament, nor the government can declare a state of reconciliation. It is a societal process that will take time and requires involvement from a wide range of societal sectors and actors. The willingness for reconciliation must be demonstrated in action. Those in positions of power have a particular responsibility, and major challenges await".

MultiLing Community and Clubs throughout the years

Throughout MultiLing's 11 years as a Center of Excellence, our researchers have not only delivered impressive and innovative work, but also contributed to creating a fantastic MultiLing community. This has been done through activities such as MultiDance, knitting circles, cross-country skiing races and Sunday skating, language cafés, open meetings and annual retreats, lunches and potlucks, yoga, scavenger hunts, and just in general great vibes!



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 2023, 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 2023

BOOKS AND EDITED VOLUMES

Golden, A., & Selj, E. (2023). *Skrijving på norsk som andrespråk. Vurdering, opplæring og elevenes stemmer*. Cappelen Damm Akademisk.

Lexander, K. V., Androutsopoulos, J. (2023). *Multilingual Families in a Digital Age: Mediating Repertoires and Transnational Practices*. Routledge.

Pavlenko, A. (Ed.). (2023). *Multilingualism and History*. Cambridge University Press.

Cutler, C., **Røynealand, U.**, & Vrzić, Z. (Eds.). (2024). *Language Activism: The Role of Scholars in Linguistic Reform and Social Change*. Cambridge University Press.

Røynealand, U., & Mæhlum, B. K. (2023). *Det norske dialektlandskapet. Innføring i studiet av norske dialekter*. 2nd ed. Cappelen Damm Akademisk.

Svensen, B.A., & Jonsson, R. (Eds.). (2024) *The Routledge Handbook of Language and Youth Culture*. Routledge.

SPECIAL ISSUES

Lomeu Gomes, R., & Lanza, E. (2024). Special Issue: Family Multilingualism: Decolonial and Southern Approaches. *Journal of Multilingual Theories and Practices*, 4(2).

PEER-REVIEWED ARTICLES IN ACADEMIC JOURNALS

Andersen, M.J.W. (2023) Mellom barken og veden: Om flerspråklighet og læreraktorskap på yrkesfag. *Acta Didactica Norden (ADNO)*, 17(3).

Anzures, A., & **Kvietok Dueñas, F.** (2023). Authorities at play in Indigenous language reclamation: tensions and possibilities in the Yucatan Peninsula. *Multilingua: Journal of Cross-Cultural and Interlanguage Communication*, 42(5).

Bylund, E., Antfolk, J., Abrahamsson, N., Norrman, G., **Lehtonen, M.**, & **Olstad, A.M.H.** (2023). Does bilingualism come with linguistic costs? A meta-analytic review of the bilingual lexical deficit. *Psychonomic Bulletin & Review*, 30, 897–912.

García González, E., Liu, L., & **Lanza, E.** (2023). Language in multilingual families during the COVID-19 pandemic in Norway: A survey of challenges and opportunities. *Multilingua Journal of Cross-Cultural and Interlanguage Communication*, 1–28.

Goh, H.L., **Onnis, L.**, & Styles, S.J. (2023). Is retroflexion a stable cue for distributional learning for speech sounds across languages? Learning for some bilingual adults, but not generalisable to a wider population in a well powered pre-registered study. *PeerJ*, 11.

Golden, A., & Opsahl, T. (2023). "Sånn typisk scene fra en polsk komedie egentlig". Bruk av humorbasert videostimuli i forskning på talere av norsk som andrespråk. *NOA – Norsk som andrespråk*, 39(2), 80–90.

Golden, A., & Opsahl, T. (2023). No(r)way? Language Learning, Stereotypes, and Social Inclusion Among Poles in Norway. *Social Inclusion*, 11(4), 80–90.

Goral, M., Norvik, M. I., Antfolk, J., Agrotou, I., & Lehtonen, M. (2023). Cross-language generalization of language treatment in multilingual people with post-stroke aphasia: A meta-analysis. *Brain and Language*, 246.

Gudmundsen, J. (2023). "Can You Write it": A Longitudinal Study of Mobilizing the Chat in Video-Mediated L2 Interaction. *Social Interaction. Video-Based Studies of Human Sociality*, 6(4).

Jensen, B.U., **Norvik, M.I., Simonsen, H.G.** (2023). Statistics and psychometrics for the CAT-N: Documenting the Comprehensive Aphasia Test for Norwegian. *Aphasiology*.

Kalashnikova, M., Singh, L., Tsui, A., Tsui, A., Altuntas, E., ... **Olstad, A.M.H.**, ... Woo, P.J. (2023). The development of tone discrimination in infancy: Evidence from a cross-linguistic, multi-lab report. *Developmental Science*.

Kvietok Dueñas, F. (2023). Bringing the language forward: Engagements with Quechua language planning and policy. A tribute to Nancy H. Hornberger. *International Journal of the Sociology of Language*, 280, 1–12.

Kvietok Dueñas, F. (2023). Migrant bilingual youth, family, and school language policy: Ethnographic insights for urban Quechua education. *International Journal of the Sociology of Language*, 280, 143–166.

Lane, P. (2023). From Silence to Silencing? Contradictions and Tensions in Language Revitalization. *Applied Linguistics*, 44(5), 833–847.

Lanza, E., & Lomeu Gomes, R. (2023). Decolonial and Southern Approaches to Multilingualism: An Introduction. *Journal of Multilingual Theories and Practices*, 4(2), 169–178.

Lehtonen, M., Fyndanis, V., & Jylkkä, J. (2023). The relationship between bilingual language use and executive function. *Nature Reviews Psychology*, 2(6), 360–373.

Li, P., Bails, F., Alazard-Guiou, C., Baqué, L., & Prieto, P. (2023). A pedagogical note on teaching L2 prosody and speech sounds using hand gestures. *Journal of Second Language Pronunciation*, 1–10.

Li, P., Zhang, Y., Bails, F., & Prieto, P. (2023). Musical perception skills predict speech imitation skills: Differences between speakers of tone and intonation languages. *Language and Cognition*, 1–19.

Lim, A., O'Brien, B., & **Onnis, L.** (2023). Orthography-phonology consistency in English: Theory- and data-driven measures and their impact on auditory vs. visual word recognition. *Behavior Research Methods*, 1–31.

Lo, C.H., Hermes, J., **Kartushina, N.**, Mayor, J., & Mani, N. (2023). e-Babylab: An open-source browser-based tool for unmoderated online developmental studies. *Behavior Research Methods*, 1–23.

Lomeu Gomes, R., **Lanza, E.**, & **Athari, Z.** (2023). (Nanny) State as family by proxy: Media discourses on refugee and asylum-seeking children in Norway. *Journal of Multilingual Theories and Practices*, 4(2), 265–287.

Mirvahedi, S.H., & Hosseini, M. (2023). Family language policy in retrospect: Narratives of success and failure in an Indian–Iranian transnational family. *Language Policy*, 22, 179–200.

Mirvahedi, S.H., & Hosseini, M. (2023). Multilingual children’s imaginative worlds and their language use: A chronotopic analysis. *International Journal of Bilingualism*, 1–16.

Nel, J., Southwood, F., & **White, M. J.** (2023). The Comprehension and Production of Passive Constructions by Afrikaans and isiXhosa First Language Grade 1 Children. *Language Acquisition*, 31(1), 1–21.

Olszewska, A.I., Coady, M., Marichal, N., Ankeny, R., Long, A., Shafiei, H., & Chakraborty, R. (2023). “It’s Like Fuel”: Igniting Rural English Learner Education Through Place-Conscious Professional Development. *Journal of Research in Rural Education*, 39(1), 1–15.

Opsahl, T., & **Golden, A.** (2023). «Polsk, men» – narrativer om profesjonell identitet og posisjonering blant høyt utdannede polakker i Norge. *Nordand: nordisk tidsskrift for andrespråksforskning*, 18(2), 110–124.

Oshchepkova, E.S., **Kartushina, N.**, & Razmakhnina, K.O. (2023). Bilingualism and Development of Literacy in Children: A Systematic Review. *Psychology in Russia: State of the Art*, 16(1), 3–25.

Pavlenko, A. (2023). Language Proficiency as a Matter of Law: Judicial Reasoning on Miranda Waivers by Speakers with Limited English Proficiency (LEP). *Revue internationale de Sémiotique juridique*, 1–29.

Railo, H., Varjonen, A., **Lehtonen, M.**, & Sikka, P. (2023). Event-Related Potential Correlates of Learning to Produce Novel Foreign Phonemes. *Neurobiology of Language (NoL)*, 3(4), 599–614.

Rosslund, A., **Hagelund, S.**, Mayor, J., & **Kartushina, N.** (2023). Mothers’ and fathers’ infant-directed speech have similar acoustic properties, but these are not associated with direct or indirect measures of word comprehension in 8-month-old infants. *Journal of Child Language*, 1–26.

Sarin, M, & **Garraffa, M.** (2023). Can readability formulae adapt to the changing demographics of the UK school-aged population? A study on reading materials for school-age bilingual readers. *Ampersand*, 11.

Skoric, A.M., **Norvik, M.I.**, Kraljevik, J.K., Røste, I., & **Simonsen, H.G.** (2023). Comprehensive Aphasia Test (CAT): Comparability of the Croatian and Norwegian versions. *Aphasiology*.

Strangmann, I., Antolovic, K., Hansen, P., & **Simonsen, H.G.** (2023). The Cognate Continuum: Approaches to empirically establishing form overlap. *The Mental Lexicon*, 18(1), 151–175.

Svennevig, J., Urbanik, P.K., & Diepeveen, A. (2023). How police investigators seek to secure that suspects speaking a second language understand their rights in investigative interviews. *Police Practice & Research*, 1–16.

Szymanska, O., & **Golden, A.** (2023). Er å holde hodet kaldt samme som å (be)holde kaldt blod? Metaforiske uttrykk i norsk og polsk – forståelse og ekvivalens. *NOA – Norsk som andrespråk*, 39(1), 7–32.

Tonne, I. & **Golden, A.** (2023). Grammatikken og læreren. Det grammatiske fundamentet i lesing [‘The grammar and the teacher. The grammatical foundation of reading’]. *Acta Didactica Norden (ADNO)*, 17(4), Chapter 6.

Vogels, J., Zeman, S., Contemori, C., Hendriks, P., **Köder, F.M.**, & Maier, E. (2023). Editorial: Perspective taking in language. *Frontiers in Communications*, 8, 1–8.

CHAPTERS IN BOOKS AND ANTHOLOGIES

Andresen, H.S. With Norwegian eyes. (2023). The verbalization of goal-oriented motion events in Norwegian. In B. Mertins & R. Delucchi Danhier (Eds.), *Diversity in Cognition* (pp. 147–181). Peter Lang.

Cutler, C., **Røyneland, U.**, & Vrzić, Z. (2024). Introduction: Perspectives on Language Activism. In C. Cutler, U. Røyneland & Z. Vrzić (Eds.), *Language Activism: The Role of Scholars in Linguistic Reform and Social Change*. Cambridge University Press.

De Korne, H. (2024). ‘¿Para qué sirve la utopía?’ Aims and Activism Strategies in Minoritized Language Research. In C. Cutler, U. Røyneland & Z. Vrzić (Eds.), *Language Activism: The Role of Scholars in Linguistic Reform and Social Change*. Cambridge University Press.

De Korne, H., Córdova-Hernández, L., & **Kvietok Dueñas, F.** (2023). Youth in language endangerment and reclamation processes. In R. Jonsson & B.A. Svendsen (Eds.), *A Handbook on Language and Youth Culture in the complexity of our times. The Routledge Handbook of Language and Youth Culture*, (pp. 108–120). Routledge.

Golden, A., Kulbrandstad, L.A., & Tenfjord, K. (2023). Tverspråklig innflytelse i skriftlige innlærertekster. In A. Golden & E. Selj (Eds.), *Skriving på norsk som andrespråk. Vurdering, opplæring og elevenes stemmer* (pp. 222-244). Cappelen Damm Akademisk.

Gonçalves, K. & **Lanza, E.** (2024). Familyscapes, multilingualism, and family language policy. In R. Blackwood, S. Tufi & W. Amos (Eds.), *The Bloomsbury Handbook of Linguistic Landscapes*. Bloomsbury.

Hornberger, N., & **De Korne, H.** (2024). Minoritized/Indigenous language revitalization. In L. Wei, Z. Hua, & J.R. Simpson (Eds.), *The Routledge Handbook of Applied Linguistics*, (pp. 359–361). Routledge.

Jonsson, R., & **Svendsen, B.A.** (2023). Introduction. In R. Jonsson & B.A. Svendsen (Eds.), *A Handbook on Language and Youth Culture in the complexity of our times. The Routledge Handbook of Language and Youth Culture*, (pp. xx–xxviii). Routledge.

Lane, P. (2023). The role of the past in language revitalization. In A. Pavlenko (Ed.), *Multilingualism and History* (pp. 239–254). Cambridge University Press.

Lane, P. (2023). The South in the North: Colonization and Decolonization of the Mind. In A. Deumert & S. Makoni (Eds.), *From Southern Theory to Decolonizing Sociolinguistics: Voices, Questions and Alternatives* (pp. 39-55). Multilingual Matters.

Lane, P. (2024). The Researcher’s Role in Language Policy Processes – Engagement and Change. In C. Cutler, U. Røyneland & Z. Vrzić (Eds.), *Language Activism: The Role of Scholars in Linguistic Reform and Social Change*. Cambridge University Press.

Li, P., & Xi, X. (2023). Nuclear contours of Spanish echo questions produced by proficient Chinese learners of Spanish: A dynamic analysis. In R. Skarnitzl & J. Volin (Eds.), *Proceedings of the 20th International Congress of Phonetic Sciences, Prague 2023* (pp. 2740–2744). Guarant International.

Li, P., Bails, F., Xi, X., & Prieto, P. (2024). Gesture Shape and Gesture-speech Alignment Predict Simultaneous L2 Sound Production Accuracy. In A. Brown & S.W. Eskildsen (Eds.), *Multimodality and Multilingual Interaction Across Epistemologies*. Routledge.

Li, P., Flege, J.E., Martin, C.D., & **Kartushina, N.** (2023). Speech stability across time: Evidence from Norwegian vowels in spontaneous speech production. In R. Skarnitzl & J. Volin (Eds.), *Proceedings of the 20th International Congress of Phonetic Sciences, Prague 2023* (pp. 1201–1205). Guarant International.

Lomeu Gomes, R. (2023). Representations of youth in Western media: Towards a Southern perspective. In R. Jonsson & B.A. Svendsen (Eds.), *A Handbook on Language and Youth Culture in the complexity of our times. The Routledge Handbook of Language and Youth Culture*, (pp. 437–449). Routledge.

Maasø, A., & **Simonsen, H.G.** (2023). Problem-Based Peer Group Mentoring and Organizational Learning. In T. de Lange & A.L. Wittek (Eds.), *Faculty Peer Group Mentoring in Higher Education: Developing Collegiality through Organised Supportive Collaboration* (pp. 113–154). Springer.

Norvik, M.I. (2023). Afasi hos flerspråklige personer. In T.L. Dahl, O.-A. Holmsen, & B.K. Sørland (Eds.), *Fra begynnelsen. Norsk logopedlag 75 år, 1948-2023. Organisasjon og fag* (pp. 108–115). Norsk logopedlag.

Olszewska, A.I. (2023). Critical Scholarship of Hope. Language Teacher Education and Schools in Poland. In B. Muszynska & H. Hansen-Thomas (Eds.), *Critical Scholarship of Hope. Language Teacher Education and Schools in Poland* (pp. 99–113). Routledge.

Olszewska, A.I. (2023). Humanizing and Multilingual Arts-Based Research Methods: Counter-stories of Refugee-background Students in Poland. In J. DeHart & P. Hash (Eds.), *Arts-Based Research Across Media in Education. Expanding Visual Epistemology – Volume 1* (pp. 54–73). Routledge.

Røyneland, U., Ramberg, B.T. (2024). Language Activism and Social Justice – Why Languages Still Matter. In C. Cutler, U. Røyneland & Z. Vrzić (Eds.), *Language Activism: The Role of Scholars in Linguistic Reform and Social Change*. Cambridge University Press.

Svendsen, B.A., Goodchild, S. (2024). Citizen (socio) linguistics: What we can learn from engaging young people as language researchers. In R. Jonsson & B.A. Svendsen (Eds.), *A Handbook on Language and Youth Culture in the complexity of our times. The Routledge Handbook of Language and Youth Culture*, (pp. 407–420). Routledge.

Tonne, I. (2023) Lærerrespons på fagtekster på mellomtrinnet - et syntaktisk kapittel [‘Teacher response on factual texts 5th-7th grade — a syntactic chapter’]. In E. Selj & A. Golden (Eds.) *Skriving på norsk som andrespråk. Vurdering, opplæring og elevenes stemmer* [‘Writing in Norwegian as a second language. Assessment, training and students’ voices’] (pp. 90–110). Cappelen Damm Akademisk.

Woldemariam, H. & **Lanza, E.** English in Ethiopia. (2024). In K. Bolton (Ed.), *The Wiley Blackwell Encyclopedia of World Englishes*. Wiley.

Xi, X., & **Li, P.** (2023). Does visuospatial working memory predict L2 audiovisual perceptual learning from phonetic training with hand gestures? . In R. Skarnitzl & J. Volin (Eds.) *Proceedings of the 20th International Congress of Phonetic Sciences, Prague 2023* (pp. 2670–2674). Guarant International.

Xi, X., & **Li, P.** (2023). Effects of stress and prominence on Spanish stops and lenition in L2 speech of proficient Mandarin learners of Spanish. In R. Skarnitzl & J. Volin (Eds.) *Proceedings of the 20th International Congress of Phonetic Sciences, Prague 2023* (pp. 2740–2744). Guarant International.

Xi, X., **Li, P.**, & Prieto, P. (2023). Reducing acoustic overlap of L2 English vowels through gestures encoding lip aperture. In A. Henderson & A. Kirkova-Naskova (Eds.), *Proceedings of the 7th International Conference English Pronunciation: Issues and Practices (EPIP)* (pp. 261–279).

OTHER

Lanza, E. & **Wei, L.** (2023). Code-switching and children. *Oxford Bibliographies: Childhood Studies*.

Lilja, N., Eskildsen, S. W., Wagner, J., Eliola, L., **Gudmundsen, J.**, ...**Svennevig, J.**, ...Poikonen, J. (2023). A Nordic model for supporting language learning in everyday contexts. *Fast Track to Vision 2030*. (Policy brief).

Lunde, K., & **Røyneland, U.** (2023). Prosedyre for innsamling av private meldingar. *Open Science Foundation*, 1–19.

Appendix 2 The MultiLing team

CORE GROUP



Unn Røynealand
Professor and Center Director



Ingebjørg Tonne
Professor and Deputy Director



Haley De Korne
Professor and Theme Leader



Natalia Kartushina
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
Professor



Toril Opsahl
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

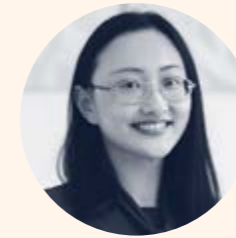


David Thornton
Research Engineer

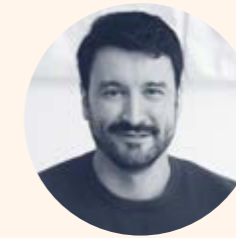
POSTDOCTORAL RESEARCH FELLOWS



Frances Kvietok Dueñas



Qingyuan Gardner



Rafael Lomeu Gomes



Gavin Lamb



Peng Li



Aleksandra Olszewska



Oliwia Szymanska



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

AFFILIATED DOCTORAL RESEARCH FELLOWS



Sarah Cameron



Helene Killmer



Alexandra Bogoyavlenskaya



Camilla Lee



Michela Iacorossi



Helle Nystad



Ane Theimann

OTHER SCIENTIFIC STAFF



Silje Robberstad
Research Assistant



Rolv Syver Robøle
Research Assistant



Cecile Rummelhoff
Researcher



Ola Eidet
Research Assistant



Curtis Sharma
Researcher



Maria Garraffa
Research Professor



Ingrid Lossius Falkum
Affiliated Associate Professor



Piotr Garbacz
Affiliated Associate Professor

ADMINISTRATION



Anne Charlotte Lindblom
Head of Administration



Camilla Lee
Higher Executive Officer

ALL EMPLOYEES 2013-2024

Throughout the years, MultiLing has housed 117 employees in 143 different positions.

Aamodt, Simen Gudbjørgrud
Research Assistant (2020-2021)

Albury, Nathan
PhD Fellow (2014-2016)

Andersen, Mari Johanne Wikhaug
PhD Fellow (2020-2024)
Research Assistant (2019-2020)

Andresen, Hanna Solberg
PhD Fellow (2014-2025)

Androustopoulos, Jannis
Research Professor and Core Group member (2016-2023)

Arum, Nuranindia Endah
PhD Fellow (2020-2025)

Athari, Zahir
Research Assistant (2020-2022)

Berezkina, Maimu
PhD Fellow (2013-2017)

Berg, Mina Finstad
Research Assistant (2017-2018)

Bogoyavlenskaya, Alexandra
Affiliated PhD Fellow (2023-2026)

Bordal Steien, Guri
Postdoctoral Fellow (2013-2015)

Boyum, Malene
Researcher (2018-2019)
Research Assistant (2016-2017)

Cameron, Sarah
Affiliated PhD Fellow (2021-2026)

Camps, Diana
PhD Fellow (2013-2019)

Costa, James
Postdoctoral Fellow (2013-2015)

Dannevig, André Nilsson
Research Assistant (2017-2018)

De Korne, Haley
Associate Professor/Professor (from 2023) and Core Group member (2020-2024)
Theme 2-3 leader (2020-2023)
Postdoctoral Fellow (2017-2020)
Researcher (2016)

Del Percio, Alfonso
Postdoctoral Fellow (2014- 2016)

Diop, Samba
Researcher (2019)

Eidet, Ola Trondsson
Research Assistant (2023-2024)

Falkum, Ingrid Lossius
Affiliated Associate Professor (2020-2024)

Flogstad, Guro Nore
Assistant Professor (2015-2016)

Furunes, Marit Johanne
Research Assistant (2019-2020)

Fyndanis, Valantis
Researcher and Core Group member (2019-2023)
Postdoctoral Fellow (2015-2018)

Garbacz, Piotr
Affiliated Associate Professor (2021-2024)

García González, Elisabet
PhD Fellow (2019-2024)

Gardner, Quingyuan
Postdoctoral Fellow (2021-2024)

Garraffa, Maria
Research Professor (2021-2025)

Golden, Anne
Professor/Professor Emerita (from 2021) and Core Group member (2013-2024)
Theme 1 Leader (2013-2018, and 2020)

Gomes, Rafael Lomeu
Postdoctoral Fellow (2020-2023)
PhD Fellow (2016-2020)

Gonçalves, Kellie
Postdoctoral Fellow (2017-2020)

Goodchild, Samantha
Postdoctoral Fellow (2020-2022)

Goral, Mira
Research Professor and Core Group member (2016-2023)

Gudmundsen, Jenny
PhD Fellow (2020-2024)

Gustafsson, Hana
Postdoctoral Fellow (2014-2017)

Hagelund, Silje
Research Assistant (2022-2023)

Hansen, Jessica Pedersen Belisle
PhD Fellow (2017-2021)

Hansen, Pernille
Postdoctoral Fellow (2017-2020)
PhD Fellow (2013-2017)

Heikkola, Leena Maria
Postdoctoral Fellow (2017-2018)

Holm, Elisabeth
Research Assistant (2016-2017)

Iacorossi, Michela
Affiliated PhD Fellow (2022-2026)
Higher Executive Officer (2021-2022)
Research Assistant (2020-2021)

Indrebø Ims, Ingunn
Researcher (2015–2016)

Jensen, Bård Uri
Researcher and Statistician (2015-2019)

† Johannesen, Janne Bondi
Professor and Core Group member (2013-2020)

Jølbo, Ingri Dommersnes
Affiliated PhD Fellow (2013-2016)

Kangas, Elina
PhD Fellow (2013-2018)

Kartushina, Natalia
Associate Professor/Professor (from 2023) and Core Group member (2020-2024)
Theme 1 leader (2022-2023)

Köder, Franziska
Researcher, Core Group member and Lab Manager (2019-2024)

Kraft, Kamilla
PhD Fellow (2013-2017)

Kuzmina, Ekaterina
Postdoctoral Fellow (2017-2019)

Kvietok Duenas, Frances
Marie Sklodowska Curie Actions Postdoctoral Fellow (2021-2023)

Kyriacou, Marianna
Postdoctoral Fellow (2022-2025)

Lamb, Gavin
Postdoctoral Fellow (2021-2024)

Landmark, Anne Marie
Postdoctoral Fellow (2016-2021)

Lane, Pia
Professor and Core Group member (2016-2024)
Theme 3 Leader (2016-2018)
Researcher and Core Group member (2013-2015)

Lanza, Elizabeth
Professor/Professor Emerita (from 2022) and Core Group member (2013-2024)
Center Director (2013-2021)

Lee, Camilla
Affiliated PhD Fellow (2023-2026)
Higher Executive Officer (2022-2023)
Research Assistant (2021-2022)

Lehtonen, Minna
Research Professor (2020-2023)
Associate Professor (2018-2020)

Lexander, Kristin Vold
Postdoctoral Fellow (2017-2020)
Researcher (2014)

Li, Peng
Postdoctoral Fellow (2022-2024)

Lind, Marianne
Researcher and Core Group member (2013-2018)

Lindblom, Anne Charlotte
Head of Administration (2021-2024)
Advisor (2019-2021)

Liu, Liqun
Marie Sklodowska Curie Actions Postdoctoral Fellow (2019-2021)

Lundquist, Björn
Researcher (2018-2019)

Lykke, Alexander
Affiliated PhD Fellow (2016-2020)

Martinsen, Jeanette Susann
Executive Officer (2014-2016)

Mercan, Gözde
Visiting Postdoctoral Fellow (2014-2015)

Mirvahedi, Seyed Hadi
Postdoctoral Fellow (2020-2023)

† Moen, Inger
Professor Emerita and Core Group member (2013-2015)

Mohn, Christian-Magnus
Head Engineer (2018-2021)

Myklestu, Kristin
Researcher (2017-2018)
Research Assistant (2016-2017)

Natvig, David Albert
Marie Sklodowska Curie Actions Postdoctoral Fellow (2019-2021)

Neuhaus, Elisabeth
Senior Executive Officer (2013-2023)

Norvik, Monica
Researcher and Core Group member (2015-2023)
PhD Fellow (2012-2015)

Nystad, Helle
Affiliated PhD Fellow (2023-2026)

Obojska, Maria Antonia
PhD Fellow (2015-2019)

Olstad, Anne Marte Haug
PhD Fellow (2022-2026)
Researcher (2021-2022)
Research Assistant (2019-2021)

Olszewska, Aleksandra
Postdoctoral Fellow (2021-2025)

Onnis, Luca
Associate Professor/Professor (from 2023) and Core Group member (2022-2024)

Opsahl, Toril
Associate Professor/Professor (from 2023) and Core Group member (2017-2024)
Theme 3 Leader (2019-2020)

Pájaro, Verónica
PhD Fellow (2013-2018)

Pavlenko, Aneta
Research Professor and Core Group member (2017-2023)

Pennycook, Alastair
Research Professor and Core Group member (2016-2023)

Purkarthofer, Judith
Postdoctoral Fellow (2015-2019)

Ribu, Ingeborg Sophie
Researcher and Core Group member (2020-2021)
Affiliated PhD Fellow (2016-2019)
Assistant Researcher (2014-2015)

Risdal Otnes, Mari Camilla
Head of Administration (2013-2021)

Robøle, Rolv Syver
Research Assistant (2022-2023)

Rodina, Yulia
Postdoctoral Fellow (2014-2015)

Rosslund, Audun
PhD Fellow (2020-2025)

Røste, Ingvild
Researcher (2019)

Reyneland, Unn
Professor and Core Group member (2013-2024)
Center Director (2022-2024)
Deputy Director (2015-2022)
Theme 3 Leader (2013-2015)

Rummelhoff, Cecilie
Researcher (2023-2024)
Research Assistant (2022-2023)

Ryen, Else
Associate Professor/Associate Professor Emerita (from 2016) and Core Group member (2013-2018)

Seviç, Yeşim
Postdoctoral Fellow (2018-2021)
PhD Fellow (2013-2017)

Sharma, Curtis
Researcher II (2022-2024)

Siiner, Maarja
Researcher (2015-2016)

Simonsen, Hanne Gram
Professor/Professor Emerita (from 2018) and Core Group member (2013-2024)

Singh, Arun Prakash
Marie Sklodowska Curie Actions Postdoctoral Fellow (2024-2026)
Postdoctoral Fellow (2022-2024)

White, Michelle
Postdoctoral Fellow (2021-2024)

Wiedner, Jacob Anton Paul
PhD Fellow (2013-2017)

Wik, Klaus
Head Engineer (2018-2021)

Williams, Quentin
Yggdrasil Postdoctoral Fellow (2013–2014)

Zubair, Shirin
Guest Researcher (2014-2015)

Szymanska, Oliwia
Postdoctoral Fellow (2021-2023)

Theimann, Ane
Affiliated PhD Fellow (2020-2025)

Thingnes, Jorunn Simonsen
PhD Fellow (2017-2020)
Research Assistant (2016)

Thornton, David
Research Engineer (2023-2024)

Tonne, Ingebjørg
Professor and Core Group member (2017-2024)
Deputy Director (2022-2024)

Türker-van der Heiden, Emel
Researcher and Core Group member (2013-2018)

Urbanik, Paweł
Postdoctoral Fellow (2018-2021)

Valen-Sendstad, Ingvild Badhwar
PhD Fellow (2018-2023)

van Baal, Yvonne
Affiliated PhD Fellow (2016-2020)

Van Hoof, Sarah
Postdoctoral Fellow (2013-2015)

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 Quentin Williams. 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.



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

Mail address:
P.O. Box 1102 Blindern
0317 OSLO
Norway

Phone:
+47 22 85 68 83

E-mail:
contact-multiling@iln.uio.no

Web:
hf.uio.no/multiling

