Ando, Yurika, Mohammad, Semah, Montazerikafrani, Fatemeh & Kuzmina, Ekaterina

Promoting Language Inclusivity in the Workplace: A Case Study of Oda

Language inclusivity in the workplace is increasingly important in today's globalized business environment. This research examines language inclusivity in the context of Oda, a Norwegian company that recently expanded internationally and implemented an English language policy, albeit without a formal written document.

The primary objective of this study is to understand how employees utilize language, their attitudes towards language, their language backgrounds, and the extent to which they feel included or excluded as a result of the language policy. This research delves into the intricate dynamics of language inclusivity within Oda, considering factors such as language clustering, distinctions between formal and informal settings, and the role of English as a common language.

An online survey was distributed to employees of Oda, through internal channels, across Norway, Finland, and Germany to all departments. Responses from 93 employees were received and analyzed both quantitatively (descriptive statistics, correlational analysis, sentiment analysis) and qualitatively.

Based on the findings, we offered recommendations, such as promoting awareness of language inclusivity, providing language support through courses and resources, fostering flexibility and respect for language preferences, addressing language clustering, supporting language development for non-native speakers, and recognizing the distinct language dynamics in different job functions.

Andresen, Hanna Solberg, Delucchi, Renate Danhier & Mertins, Barbara

Dominant-while-speaking: How bilingual Norwegian-English children conceptualize goal-oriented motion events

What happens at a conceptual level when simultaneous bilingual children acquire two languages with two competing conceptualization patterns of the same event? Previous research shows that speakers of languages without grammaticalized aspect (like Norwegian) often prefer a holistic conceptualization, with more attention to the endpoints both verbally and visually, while speakers of languages with grammaticalized aspect (like English) prefer a phasal conceptualization with less attention to the endpoints. In this empirical study, we explore the conceptualization of goal-oriented motion events in the two languages of 23 simultaneous bilingual Norwegian-English children. The experiment combined elicitation of spoken data with simultaneous eye-tracking and a subsequent memory task, and the children were recorded on two different days, one for each language.

The results showed an effect of the language of operation, independently of language dominance, but depending on the situation. We argue that when the bilingual children prepare to speak as well as while speaking, the children's language of operation becomes dominant at a conceptual level: *dominant-while-speaking*. This explains why the group of children participating first in Norwegian mention many endpoints and look more to the endpoints, following the Norwegian-like tendency of a more holistic oriented perspectivation, while the children participating first in English, albeit being dominant in Norwegian, follow the English phasal perspectivation with less attention to the endpoints, both verbally and visually. Furthermore, memory also impacts the perspective taken: In the second session, the children are influenced by the perspective they had at the first session. Hence, we can talk about a *flexible conceptual dominance* linked to language, the situation and to previous experience.

Busterud, Guro & Iacorossi, Michela Iacorossi

Cross-linguistic influence of verb placement in L3 Norwegian

We investigate cross-linguistic influence (CLI) in placement of lexical verbs in L3 Norwegian in learners with L2 English and either French or German as L1. In main declaratives, lexical verbs move to C in Norwegian and German (V2 word order), to I in French, and they remain in situ in English. In this study, we focused on two sentence types: (1) non-subject initial main clauses and (2) subject-initial clauses with a medial adverb. In Norwegian, both sentence types display V2 word order:

1)   På mandager tar Anne bussen til skolen
        On Mondays takes Anne bus.DEF to school
        'On Mondays Anne takes the bus to school'

2)   Sara tar alltid bussen
        Sara takes always bus.the
        'Sara always takes the bus'

Previous research on verb placement in L2/L3 acquisition has found transfer of V2 to L2 English from L1 Norwegian in early stages of L2 acquisition (Westergaard, 2002, 2003). Scandinavians have also been found to use V3 in L3 German/Dutch (Håkansson, Pienemann, & Sayehli, 2002), which may be due to L2 transfer from English (Bardel & Falk, 2007; Bohnacker, 2006). However, there is also evidence of non-facilitative L1 transfer of V2 from L1 Dutch to L3 French (Stadt, Hulk, & Sleeman, 2016, 2018a, 2018b). Busterud et al. (XXXX) argue that verb movement is a costly operation, and that economy plays a role in determining CLI in L3 acquisition: when several options of movement are available, learners tend to show a preference for the less costly one.

In this poster, we will present preliminary results from a study of early learners of L3 Norwegian using an acceptability judgment task. Our results will be compared with results from previous research, and we will discuss whether CLI of verb placement in L3 acquisition is constrained by principles of economy.

Camps, Diana M. J.

A Complex Dance of Negotiation: Disrupting the Interaction Order
A local spelling contest in Limburg, Netherlands

This poster illustrates a local spelling contest for a minoritised language, Limburgish, as evidence of how social actors embody different ideas about the nature of language and its value(s), and how their discourses and actions contest and (re)produce dominant social hierarchies. Analytical attention is directed to how the event's moderator negotiates his role in the spelling contest. His interactions illustrate how he adopts different stances that make visible his (dis)alignment with certain discourses and social actors. Tensions inherent in the type of event itself and conflicts between the moderator's institutional role and his historical body ultimately disrupt the interaction order and create a hierarchisation of knowledge that reproduces a dominant and constraining language ideology.

The data presented comes from my PhD research study completed in 2018. The empirical evidence was collected in Limburg between October 2013 and December 2014. The research design included 20+ hours of audio/video recorded data, including classroom observations, individual and focus group interviews, and two cultural events, field notes, and 1000+ pages of policy and media texts. The spelling contest I observed was organized by a local dialect association, in collaboration with the city's annual Christmas festival.

The spelling competition constitutes a nexus of intersecting discourses, directing attention to discourse in interaction to illuminate the social dimension of the construction of language. Using nexus analysis, I show how embodied experiences and interpretations attribute meanings to certain indexical relationships between particular social groups, practices, and discourses of authenticity or scientific knowledge.

This poster will depict a complex dance of negotiation, in which the moderator, from moment to moment, orients towards different centers of authority. His overt commentary and more subtle metadiscursive strategies serve to reproduce a hierarchical linguistic order. In this order, with respect to spelling, scientific knowledge trumps authentic knowledge.

Cutler, Cecilia, Røyneland, Unn & Vrzić, Zvjezdana

Perspectives on language activism

This poster presents various approaches to and definitions of language activism and examines the intertwining themes of scholarly positionality, social responsibility, research ethics, and scholarly social engagement and activism. It reviews the motivations, challenges and possible outcomes of scholarly engagement with social justice and change. These topics are examined by taking into consideration the perspective of scholars of language carrying out their work in very diverse research settings and in the scope of different methodological and theoretical frameworks of (socio)linguistics and related fields. In a forthcoming volume at Cambridge University Press scholars working in many different contexts across the world discuss these issues from a wide range of angles (Cutler, Røyneland & Vrzić, in press).

Language activism has been at the core of sociolinguistic investigations for a long time but is still an issue that scholars, activist or not, have many questions and serious concerns about: What is language activism and what does it mean to be engaged in language activism as a scholar? How do scholars get beyond the apparent dichotomy between rigorous research and the pull of an activist agenda? What should the expert's role be and what does it mean for a scholar to get politically involved? And, finally, what language ideologies and attitudes are propagated by language scholars, sometimes both to the detriment of their research and the people and communities they work with?

What scholars mean by language activism is contingent upon how they conceive of language and how they understand activism. The term can be conceived broadly as an overarching concept that includes advocacy and is defined as seeking social change through a focus on language. But, in reality, language activism takes many forms, ranging from bottom-up grassroots activism to top-down advocacy. Also, some researchers' work is deliberately activist while others intend for their work to be so even when they are deeply concerned about both scholarly ethics and social justice. Through the many common points and intersections and the multiplicity of perspectives and issues raised by different scholars, this poster demonstrates that scholarly social engagement and language activism have become a fundamental aspect of (socio)linguistics and scholarship of language.

Eski, Kerime Eylul & Onnis , Luca

Is Linguistic Priming From Multiple Speakers Stronger?

We seek a unifying mechanism for how languages spread from mind to mind, to occupy a social niche. We investigate whether language follows simple or complex dynamics of diffusion. Simple diffusion suggests that a behavior can be adopted with exposure to a single source, while complex diffusion implies that different sources of exposure are needed for adoption. The focus is on the social interactions of individuals with their immediate social ties, known as ego networks (egonets).

By examining the language behavior of individuals, such as syntactic and lexical choices, as well as language choices in bilingual contexts, we aim to understand how these behaviors are influenced by the structure of their interactional networks. We hypothesize that ego networks that support complex diffusion of language behavior will spread the target language more quickly.

Experiment. Adults take turns with 6 other players (confederates) in a picture description game. In description turns, we measure the degree to which participants are implicitly primed for syntactic choices that alternate in English (active/passive voice, and dative constructions). Crucially, in the egonet-1 condition, subjects are primed by a single confederate, while in the egonet-5 condition, the same priming sentences are distributed among five different confederates. The cumulative number of priming sentences is, however, equal in both conditions. If language priming spreads via complex diffusion, the egonet-5 condition should promote a higher mean proportion of primed linguistic choices, compared to the egonet-1 condition.

This research approach connects individual language behavior, which occurs within the mind of a single individual, with language as a social tool that is shaped by the social context. By integrating tools from social network science with experimental psycholinguistics, we seek to provide insights into the diffusion of languages and the factors influencing their adoption within communities. The study is underway and preregistered.

Fyndanis , Valantis, Cameron, Sarah, Arcara, Giorgio, Kaldhol, Nina Hagen, Norvik, Monica & Simonsen, Hanne Gram

Multilingualism does not affect time reference production in L1 Norwegian: Evidence from cognitively healthy middle-aged and older academics

Little is known about the impact of multilingualism on L1 morphosyntactic production. Given the coactivation of L1 lexical representations and foreign language (FL) translation equivalents in multilinguals, one could expect the amount of use of and proficiency level in FLs to modulate the activation level of lexical representations and the strength of lexical competition in morphosyntactic tasks. The number of known languages could also matter, as proficiency in several languages should increase lexical competition due to the larger number of activated lexical representations. This study investigates the effect of sequential multilingualism on L1 time reference production (L1TRP). A sentence completion task testing past and future reference in L1 Norwegian was administered to 75 neurotypical middle-aged and older academics. Participants were auditorily presented with a source sentence (SS) and the beginning of a target sentence (TS) and were required to orally complete the TS, producing the missing fragment, which included the verb appearing in the SS but in a different form. Participants also completed a language background questionnaire. Separate scores were computed for speaking, writing, listening, and reading. We considered 23 multilingualism-related continuous and categorical variables. To avoid harmful multicollinearity, we fitted generalized linear mixed-effect models including variables with acceptable Variance Inflation Factors (VIFs) as predictors (n=8) and Reaction Times (RTs) as the dependent variable. Since a preliminary analysis revealed that the future reference condition elicited longer RTs than the past reference condition, the models were fitted not only to the whole dataset but also to its two subsets. None of the multilingualism-related variables showed main effects in any of the three datasets, suggesting that multilingualism does not affect L1TRP. It appears, therefore, that even if FL lexical representations were activated, the target L1 lexical representations obtained the highest activation level with no prior inhibition of the FL translation equivalents taking place.

Heikkola, Leena Maria, Repo, Elisa & Kekki, Niina

Finnish pre-service teachers' awareness of multilingual practices and academic language demands

Background and Objective

The latest PISA assessments suggest a significant gap between the learning outcomes of native Finnish speakers and migrant-background students. Similar trends can be seen for other OECD countries as well. As a response, the current Finnish core curriculum for basic education promotes cultural diversity, language awareness, and multilingual approaches as key values and requires all teachers to be language teachers within their subjects. Such focus on language aims to support the learning of multilingual students. The aim of the study is to investigate pre-service teachers' awareness of multilingual practices and academic language demands.

Methods

The data were collected via an online survey from three pre-service subject-teacher groups (linguistics, n=39; social sciences, n=14; and natural sciences, n=21) at the beginning and end of a year-long teacher education program. Responses to one open-ended question were analyzed using theory-driven content analysis.

Key Findings

Based on content analysis of the responses, all three groups were able to identify the language demands of academic tasks. However, awareness of multilingual practices was vague in all three groups. Even though the current core curriculum for basic education in Finland emphasizes the role of language in all learning, the current teacher education program may not be sufficient to prepare pre-service subject teachers for the multilingual realities of today's schools.

Conclusions and Implications

The results deepen our understanding of the gradual process of developing teachers' preparedness for linguistically diverse classrooms. Language should play a more essential role in subject teacher education, and multilingual practices should be modeled to support (language) learning and multilingualism in the classroom, in Finland and globally.

Kvietok, Frances, Lane, Pia & Kleemann, Carola

Becoming Indigenous language speakers: comparative perspectives from Sámi and Quechua learners and speakers

Indigenous teacher education programs constitute important sites for the creation of Indigenous language speakers, writers, and future language teachers. Such speakers are key agents for the maintenance and revitalization of minoritized Indigenous languages. Peru and Norway are interesting Indigenous teacher education sites as both countries have established and support teacher training programs in Indigenous languages. Although teacher education programs across these contexts respond to different normative and curricular orientations, they share the goal of forming future generations of language educators, and students have a range of different minority language speaker profiles. Drawing on new speaker scholarship (O'Rourke, Pujolar & Ramallo, 2015; Lane and Walsh 2014), our research attends to the experiences of learners who have not acquired their Indigenous language at home, who understand but don't speak their Indigenous languages, and those who reclaim their languages as adults in formal educational settings, profiles which are all present in our research sites.

Drawing on qualitative participatory research with Quechua, Aimara, and Sámi learners across our Peruvian and Norwegian sites, we analyze individuals' narratives of language revitalization and processes of reclaiming their Indigenous languages. We will examine how participation in university Indigenous language learning constitutes a critical transitional moment for new speakers. Walsh and O'Rourke (2014) propose the notion of muda to describe junctures in speakers' trajectories which lead to changes in linguistic choices and practices favoring the use of a minority language. In our analysis, we address cases of mudas and reverse mudas to highlight the constellation of language practices, ideologies, emotions, and identity positions (Walsh, 2017) which university learners make sense of and enact as they turn towards, and sometimes away from, new speakerness. We identify a range of constellations which shape processes of becoming a new speaker as a difficult and frustrating one for some learners, as well as ones where insecurity and silence are transformed into pride and voice. Drawing on perspectives from Southern Theory (Connell 2007), this presentation will provide insights into Quechua, Aimara, and Sámi language education experiences to better understand the diverse educational experiences of new speakers of Indigenous languages.

Kyriacou, Marianna & Köder, Franziska

Executive attention & pragmatic skills: how do people with and without ADHD process irony?

Understanding ironic utterances (e.g., "what a bright day" expressed on a visibly gloomy morning), requires temporarily entertaining multiple interpretations in memory before eventually dismissing the literal. We hypothesized that greater working memory (WM) and fluid intelligence (Gf) would facilitate the comprehension of irony, due to increased processing capacity and superior problem-solving skills respectively. We further hypothesized that people with Attention Deficit Hyperactivity Disorder (ADHD) may find irony particularly hard to process, if they exhibit deficits in WM and/or Gf.

In two eye-tracking studies, readers with and without ADHD read stories containing literal or ironic phrases and answered comprehension questions. WM and Gf scores were estimated via cognitive tasks. The data were analyzed using mixed-effects models. Neurotypical readers were unaffected by WM, but those with lower Gf were significantly more likely to reread preceding, informative context after encountering an ironic versus a literal phrase. Lower Gf also led to significantly slower and less accurate responses to questions targeting ironic interpretations. These findings suggest that lower Gf may cause problematic comprehension and integration of irony, likely due to overactivation and/or overreliance on literal meanings.

We are currently recruiting readers with ADHD for our second study, and the data will have been collected and analyzed in time for the MultiLing Closing Conference. Given preliminary associations between ADHD and deficits in Gf (and/or in WM), we hypothesize that understanding ironic meanings will be particularly hard for people with ADHD. This would be reflected in above-average reading times and regressions to informative parts of the text, as well as below-average performance on the comprehension task for individuals with ADHD compared to neurotypical readers.

Nilsen, Gølin Kaurin

Structural complexity development in the Noun Phrase

This poster presents a methodological tool developed as part of my PhD thesis (Nilsen, 2022) to study structural complexity and structural complexity development in the Noun Phrase (NP) in learner language across the proficiency levels A1-B2, as described in the Common European Framework of Reference (CEFR). The model is based on a Construction Grammar (CG) approach, and thus, the NP is analysed as a construction: [(definer) + (describer) + Noun + (definer) + (describer)]. In line with CG, the slots are defined according to their semantic function within the construction.

The model enables a measurable quantification of A) Which combinations are more prominent in learner language across the levels A1-B2, B) How the development can be identified and what its start- and endpoints are, and C) If the development can be identified as emergentistic and exemplar-driven (in line with a usage-based approach to language and language learning). The constitution of each slot needs also to be investigated, and how this can be done, will be demonstrated in the poster. Also, the poster will show the key findings of the PhD's application of the model on the material used in the PhD.

Using the model to study learner language development can instruct didactic decisions about course design for adults learning Norwegian as a second language. The model also has potential to be used for other constructions than the NP. By combining the study of structural complexity development with the development and use of constructions in learner language, further insight into the conscious as well as unconscious systematization process of multilingual competence and acquisition can be gained.

Reference:

Nilsen, G. K. (2022*). Substantivfrasens kompleksitetsutvikling i innlærerspråk. En konstruksjonsgrammatisk analyse av skriftlig produksjon fra A1- til B2-nivå*. [PhD, Universitetet i Stavanger]. Universitetet i Stavanger.

Nystad, Helle, Vinichenko, Anya, Røyneland, Unn & Vangsnes, Øystein A.

Production and Perception of Written Dialect in Norway

Norway can be characterised as a multilectally literate language society, with two distinct written standard norms: Bokmål and Nynorsk. Moreover, dialect writing has become increasingly common in recent years, especially among adolescents. In the ongoing RCN-funded project, Multilectal Literacy in Education, we investigate young peoples' writing practices online and their perception of different ways of writing. We ask what is perceived as "dialect" and "standard" writing, and furthermore what the main characteristics of "dialect writing" are in different geographical regions.

Extensive fieldwork has been conducted in Western and Northern Norway (autumn-spring 22/23), and will be conducted in Eastern Norway (autumn 23). A total of approx. 400 9th graders take part in the study by answering a comprehensive questionnaire, responding to experimental tests, and sub-groups also by donating non-sensitive private messages, participating in chat groups, and taking part in group interviews.

One of the experiments consisted of a 5-point Likert scale where the adolescents were asked to evaluate the degree of 'dialect' and 'standard' of around 60 sentences. In addition, a forced-choice experiment was conducted with the same participants, in which they had to classify sentences as either 'standard' or 'non-standard' Norwegian with a time-limit of 5 seconds.

In our poster we will present methods and preliminary results from the study. In the production data we find a lot of dialect writing, but a few emblematic dialect features seem to be recurring (f.ex. personal pronouns and wh-questions). In the judgement tasks, we find a striking difference between the two regions we have studied so far. In Western Norway, where Nynorsk is the main written standard, a high percentage of adolescents perceive their own written dialect as closer to 'standard' than in Northern Norway where Bokmål is the main written standard. Importantly, Nynorsk is judged as far more 'non-standard' in the Bokmål region than expected. The forced-choice experiment showed striking similarities between the regions: reaction time is slowest for local-dialect writing in both areas, indicating insecurity with regard to whether own-dialect is part of the 'standard' or not. Further analysis will reveal to what extent there is a correlation between the frequency of use of dialect-writing in private communication and the accuracy in identifying dialect-writing as 'non-standard'.

Obojska, Maria

Multilingual families learning languages with digital media

Recent sociolinguistic research shows that multilingual families offer their members unique safe spaces for language and literacy learning. With the growing accessibility of digital technologies, many of these families draw on digital media in their language learning endeavours. Yet, as of today, there is little systematic knowledge on how digital media are used by transnational families to facilitate language and literacy learning. Focusing on the context of multilingual Luxembourg, this contribution addresses this knowledge gap by presenting the preliminary results of a research project which investigated language and literacy learning with digital media among transnational families. The poster first sketches the broader research field, then shows how the present project evolved from my PhD work with transnational adolescents in Norway and postdoctoral research with multilingual families in Luxembourg. Thereafter, drawing on a dataset consisting of responses to a large-scale survey conducted among multilingual parents in Luxembourg and multimodal data from qualitative case-studies with 5 multilingual families, I delve into the results of DigiFam project.

The survey data show that digital media are widely used for language learning among the participants. While the type of activities, languages learnt and frequency of use vary across generations, virtually all participants draw on digital technologies in their language learning. The qualitative data illustrate in more detail what the daily learning practices of the family members look like. The qualitative content analysis of interviews, screenshots and recordings shows that language learning practices with digital media are complex, involve both formal and informal types of learning, and may increase the learners' agency in the learning process. In conclusion, I locate the results in the context of current research on language learning with digital media in multilingual families and point towards the possible future directions of research in the field.

Olstad, Anne Marte Haug

Digital language learning games – What features are useful?

When moving to a new country and starting school, children want to and have to learn a new language as fast as possible. Using digital learning games can be motivating and work as a support in the language learning process. Through a Norwegian version of the digital language learning game for children Pop2Talk, we are investigating to what degree different game features contribute to the proficiency of perceptive and productive language skills of the players. The two game features we are studying are 1) feedback based on automatic speech recognition (ASR) and 2) orthographic forms in addition to sound.

One of the things that makes Pop2Talk different from other games is the use of an ASR made for children with different L1s. This ASR is used to give players immediate, automatic feedback on their pronunciation. We want to investigate feature 1) to find out to what degree this ASR feedback feature can help improve language skills as well as being a motivator in the game. We are further investigating whether including feature 2) orthographic forms, in addition to sound and images in the game, will benefit the players by supporting discrimination between Norwegian speech sounds.

The effects of these two features will be tested through EEG for measures of perception, and through analysis of speech data from the game for measures of production. Our hypotheses are that both features will enhance productive and perceptive skills in the players. Our participants are children aged 8 to 10 years old who have lived in Norway, and who have only been learning Norwegian for a short period of time. The children have varying language backgrounds.

By shedding light on questions of effective features in learning games, this study will contribute to the development of scientifically based games in the future.

Olszewska, Aleksandra Ita

"If you don't speak Norwegian well, they think you are stupid": Linguistic discrimination and Polish migrant workers in Norway

Background

Although Poles constitute the largest migration community in Norway, they often remain "invisibly present" (Opsahl, 2021) in language policy discussions and language discrimination debates. Studies have also shown that Polish migrants tend to be stigmatized (Sapieżyńska, 2022; van Riemsdijk, 2013), exploited on economic basis (Rye & Andrzejewska, 2010), and overlooked in integration policies, specifically, access to Norwegian language courses (Gmaj, 2018). As language is assumed to be crucial for professional success, the knowledge of Norwegian or lack of thereof may include or exclude individuals from professional and social spaces in Norway.

Research Objectives

This qualitative study (Meriam & Tisdell, 2016) examined how Polish migrants to Noray linguistically navigate the workplace and make sense of their experiences. Guided by the constructs of linguistic justice and linguistic racism (Tankosić & Dovchin, 2021), this paper drew upon narrative inquiry (De Fina, 2021) to gain in-depth understandings of participants' perspectives and stories.

Methods

Through convenience and purposeful sampling, nine participants with a wide array of jobs were recruited, each of whom was of Polish background, was employed in Norway, and used Norwegian at work. The data included semi-structured interviews, surveys, language policy documents, and researcher's reflexive journal.

Findings

Findings of this study provide nuanced insights into ways in which Polish migrant workers navigated linguistic discrimination and racism (LD/R) in the workplace in Norway through experiencing and reacting to it. Specifically, the study demonstrated how participants experienced LD/R through various covert and overt microaggressions, including social, formal, and professional exclusion as well as stereotyping, labeling, and language shaming. In addition, participants reacted to it through denial, rationalization, calling it out, and challenging it.

Implications

Results of this study can be helpful in addressing Polish migrants' needs in creating linguistically equitable workplace settings by, for example, designing and organizing workshops for Norwegian employers. A better understanding of Polish migrants' perspectives in Norway may lead to a more inclusive integration and better mutual understanding between Poles and Norwegians.

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Opsahl, Toril & the NorPol project group members and affiliates (i.e. Anne Golden, Jan Svennevig, Piotr Garbacz, Oliwia Szymanska, Magdalena Solarek-Gliniewicz, Aleksandra Olszewska, Pawel K. Urbanik)

Second-language communication in workplace settings — the case of Polish migrants in Norway (NorPol)

One of the central dimensions of contemporary working life in Norway is communication involving speakers of Norwegian as their second language (L2). This poster reports from one of MultiLing's RCN funded cross-thematic projects that investigates the case of Polish migrants in Norway. Being the largest migrant group in Norway, speaking a first language in many ways structurally different from Norwegian, Poles constitute an important case to gain better knowledge of the interplay between language skills and integration.

We present results from investigations into the socio-cultural, interactional, and linguistic factors that enhance or inhibit communication between Poles and Norwegians. Data include workplace interaction from various settings; Construction sites; Medical consultations, and Martial Arts training, as well as interviews and focus group conversations including participants with various professional experiences.

The poster presents findings regarding topics such as,

1. communication styles and linguistic patterns when Poles use Norwegian as their second language in (and across) professional settings,
2. aspects of Poles' use of their L2 that account for (un)successful communication,
3. the role of attitudes and negotiation of identity in situated interaction, including reactions to stereotypical portrayals of Polish (professionals) in Norwegian media,
4. pursuit of linguistic justice in the workplace.

The results extend our knowledge about the nature of intercultural interactions in professional settings and may contribute to future Norwegian L2 training aimed primarily at workplace communication. By informing the factors that enhance or inhibit communication, the project may have impact on policy and practice pertaining to inclusion, welfare, and secure working life for all.

Rodina, Yulia, Bogoyavlenskaya, Alexandra, Kupisch, Tanja, Mitrofanova, Natalia, Urek, Olga & Westergaard, Marit

Russian heritage language across linguistic domains and national contexts

The goal of the present paper is to provide a comprehensive picture of language development in Russian Heritage Language (RHL) in 143 pre- and primary-school children between the ages of 3 and 10 based on data obtained in a large-scale project focusing on the grammatical, phonological (global accent), and lexical development in RHL in Norway, Germany, Latvia, and the United Kingdom (UK). The oral language samples in the present study were obtained using elicited production experiments and narrative elicitation material in the Multilingual Assessment Instrument for Narratives (MAIN) (Gagarina et al., 2012). Our in-depth investigation of grammatical gender reveals that bilinguals in different national contexts develop fine-grained sensitivity to grammatical gender cues in Russian, which ensures their successful acquisition of this property (Figure 1). Furthermore, we show that the children's accentedness and lexical production patterns are both affected by a shift in their linguistic environment in primary school years characterized by a steady increase in the exposure and use of the societal majority language (Figures 2-3). Overall, our results from grammatical, lexical, and phonological acquisition in pre- and primary school bilinguals seem to support the view that having longer exclusive or uninterrupted exposure to a HL in early childhood is beneficial for HL development and outcomes (cf., Bar-Shalom & Zaretsky, 2008; Lloyd-Smith et al., 2020). The results of the study contribute to a better understanding of HL grammar and the role of language-internal and language-external (individual background) factors in HL development and maintenance.
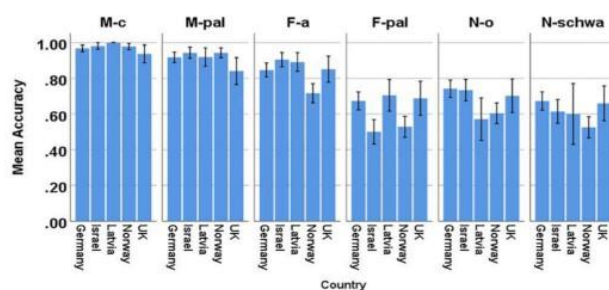

Figure 1: Grammatical gender: performance on real words per condition per country.
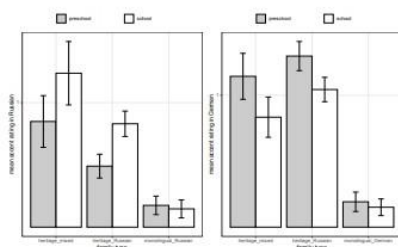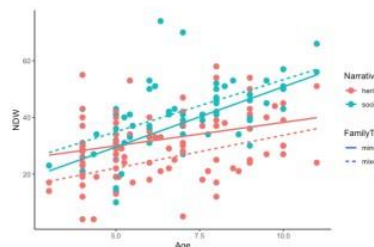

Figure 2: Foreign accent: RHL in Germany

Figure 3. Number of Different Words in the societal and HL as a function of age and family type.

Rosslund, Audun, Mayor, Julien, Eldor, David Stenerud & Kartushina, Natalia

Parent coaching intervention to facilitate parenting attitudes and infants' language development in a multilingual context

Previous research has demonstrated that parental language input is one of the best predictors of children's language achievement. In particular, the use of infant-directed speech and parent–child turn-taking are both associated with advances in infants' language learning. Coaching interventions delivered to parents have been shown to enhance such behaviors, and subsequently facilitate infants' language growth. Yet, it remains unknown whether this type of intervention is suitable to improve infants' language skills in multilingual and minority language contexts.

The current study will thus aim at evaluating the impact of a parent coaching intervention in a multilingual context in Oslo, Norway. In collaboration with bydel Stovner, we have designed an intervention consisting of individual and group-based coaching sessions, to be held by a language pedagogue, every 3 months. Mothers in bydel Stovner with newborn infants will be recruited to take part in the study and be randomly assigned to either the intervention or a passive control group. At the onset (infant age 4 months) and offset (infant age 18 months) of the intervention period mothers in both groups will be administered the Early Parenting Attitudes Questionnaire (EPAQ), indexing attitudes and beliefs towards parenting practices. At the offset of the intervention period, mother-infant interaction will be recorded during a play session.

The effect of the intervention will be indexed by (a) potential changes in parenting attitudes as indexed by responses on the EPAQ, and (b) measures of dyadic interactions between the mother and the infant, such as turn-taking and quality and quantity of infant-directed speech.

The intervention is planned to start in fall 2023, and the poster presentation will feature a discussion of intervention design, community collaboration, and potential preliminary results.

Rummelhoff, Cecilie, Garraffa, Maria & Köder, Franziska

Cultural and linguistic diversity in mental health services: a survey of clinicians' experiences with multilingual and multicultural families in Norway

In Norway, almost 20 percent of the population is either an immigrant or is Norwegian-born with immigrant parents (SSB, 2019, 2023). Several laws such as "Spesialisthelsetjenesteloven" (Lovdata, 2023) and "Tolkeloven" (Lovdata, 2021) are in place to assure equality in health services for everyone. However, there are indications that persons with an immigration background, who often have a different linguistic or cultural background, might not receive the same quality of services than the rest of the Norwegian population. Firstly, clinicians may encounter difficulties in locating interpreters and assessment tools that cater to the specific languages needed. Additionally, the potential for misunderstandings between the clinician and client could be heightened by differing cultural backgrounds or limited proficiency in Norwegian. A recent registry study (Hansen et al., 2023) shows that children with parents born outside of Norway are more frequently diagnosed with some disorders (e.g., Autism Spectrum Disorder) and are less frequently diagnosed with other disorders (e.g., ADHD) compared with children from the rest of the Norwegian population. Since assessment and treatment in mental health services is highly dependent on language, we investigate if there is something in the encounters with the health services itself that can account for these differences.

We have developed a questionnaire directed at clinicians working with children, adolescents, and their families in mental health services in Norway. The questionnaire covers clinicians' own professional and personal background, their experience with using interpreters, as well as their general experiences and attitudes regarding working with multilingual and multicultural clients. We aim to recruit approximately 200 clinicians from different parts of Norway. For recruitment, we plan to systematically contact all psychiatric clinics for children and adolescents in Norway and place ads in members' magazines for psychologists and doctors/psychiatrists. The results of our questionnaire will provide valuable insights into the implementation of Norwegian laws and the UN's sustainable development goals concerning equality in mental health services in Norway.

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Solarek-Gliniewicz, Magdalena

OTHER-INITIATED REPAIRS UNDER MEDICAL CONSULTATIONS WITH L2-PHYSICIANS IN NORWAY

Previous research on international doctors' language use in medical settings (Kahlin et al., 2019, s. 40) has shown that doctors:

- often initiate repairs when patients use words or expressions which they don't understand (during authentic medical consultations)
- seldom initiate repairs to precise or develop something that patient has said (during roleplays)

Little attention in research so far has been given to repairs that are initiated by the patients after grammar anomalies (errors) that occur in the conversations.

Research questions I pose in this study are following:

1. Which grammatical anomalies (errors) are most common under consultations between Polish physicians and Norwegian speaking patients?
2. How can these anomalies challenge common understanding and how can they be repaired?
3. How do physicians use feedback they get through repairs to adjust and correct their language use?

My data consist of 32 video-recordings of patient-doctor consultations from 6 Norwegian hospitals (with 25 patients with L1-Norwegian and 9 Polish doctors with L2-Norwegian). In my study I have used conversation analysis (Sidnell, 2010).

The theoretical framework for the study is repair theory, especially other-initiated repairs (Benjamin & Mazeland, 2013; Okoye, 2019; Dingemanse & Enfield, 2015).

My results show that most repairs under medical consultations are initiated by the patients. The most common trouble sources for the patients are of grammatical origin and include incorrect use of quantifiers, tenses, or time expressions. Other troublesome sources in consultations leading to repairs include wrong use of prepositions and null object. On the other hand, physicians' repairs under medical consultations are initiated when the physicians are not sure if they understand what the patient says in a neighbour language (Swedish or Danish) or in another dialect than they are used to hear in their everyday life. In addition, I have found that the physicians in most cases respond to patients' repairs (by approving, clarifying, repeating, or correcting utterances), only occasionally they misunderstand the feedback or do not respond to it at all.

Although all the physicians I have in my recordings present high level of Norwegian command (B2 or higher level), there is still some improvement potential there. This can be

useful for teaching doctors Norwegian on intensive language courses for medical personnel, both in Norway and abroad.

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Solovova, Olga

Biographical encounter as a tool in multilingualism research across the lifespan and beyond

The interest in person as a speaking subject entitled to silence, to her own voice and emotions, and a participant in social practice opens insights into the 'history in person' (Holland and Lave 1995). Life story approaches, based on the premise that all humans are capable of telling their stories (Arendt 1998) yet their conditions for telling them are not equal for everyone, engage emancipatory and collaborative biographical research (BR) (Delory-Momberger 2014). BR reveals 'lived experiences with language' (Busch 2015): from language loss at times of war (Wittlin 1957) to language learning as investment in migration (Norton 1995), silence and trauma in language revitalisation (Lane 2023), and on affect in shaping linguistic repertoires (Busch 2012).

In my work with multilingual speakers in the border town of Kirkenes, Norway, as a MSCA post-doctoral research fellow at MultiLing, I applied biographical methods such as language diaries and language portraits to unlock the embodied trajectories across different languages in a shared space of a research event. During those events, emerged the (hi)story of change and investment into new languages, of "telling oneself in other words" [i.e. other semiotic modes]. That was when I started to reflect on my own positioning and responsibilities as a researcher. In this paper, inspired by the call for decolonising multilingualism (Phipps 2019) and by intercultural encounter, I propose the concept of 'biographical encounter' to capture the complex dialogic nature of constructing a life story in a research event, where both the researcher's and the participant's lifetime/language learning trajectories meet, intersect, and are being reexamined. The concept shifts the focus away from the veracity of biographical narrative towards the 'granularities of experience' (Phipps 2019), discursive positioning, and the historical dimension underlying the embodied constitution as social subjects in the biographical time.

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Svendsen, Bente Ailin, Diepeveen, Aafke & Siiner, Maarja

Dementia discourses and migrants within the dementia discourses in Norwegian written media 2000-2020. Frames, qualitative changes and further questions

Today, there are approximately 101 000 persons with dementia in Norway (Gjøra 2021), and the number is likely to double within 2050 (Gjøra 2020). The increase is related to the aging population - by 2030, it will exceed the number of children and young people (Statistics Norway, 2021). The age-related dementia diseases are also called a silent plague - as it affects - and can be detected in - a person's language. Dementia stories are therefore told by others. In order to detect the major dementia narratives and their qualitative change over time, we carried out a corpus-assisted discourse analysis of a corpus of articles published in Norwegian written press from 2000 to 2020. We found that the major discourses are - not surprisingly, heavily institutionalized but are gradually getting more personalized over time. Our second aim was to detect whether and how aging immigrants are present in this discourse. We found altogether 147 articles, published during this time, and carried out a qualitative framing analysis to detect the main themes and changes in them over time. We found four main themes: accommodation, sociocultural differences, language, and accommodation seen in sociocultural differences. Immigrants were usually depicted as 'The others'; as typical health workers (having typically a language problem); or as (potential) patients with dementia who have lost or are going to lose the Norwegian language, making care and communication challenging. Language problems and cultural differences are foregrounded. However, there is an increasing discourse of immigrant women as a potential labor force in the health care system that struggles with recruiting personnel. Compared to dementia discourses, no clear qualitative change could be detected, and only a few articles brought personal stories of immigrants with dementia.

Szymańska, Oliwia

Constructing a legitimate professional persona in L2

Background: Professional legitimacy in healthcare refers to the concept of being perceived as a competent and trustworthy provider, both by the patients and other healthcare professionals. The degree to which one is considered a legitimate provider depends on a number of factors, such as one's professional knowledge, skills, the quality and safety of services they provide, and the ethical standards they stand for. Yet, when the healthcare provider and the patient originate from different cultures and do not share the language, the doctor's adherence to codes of conduct may not come across as intended. Several studies on communication in healthcare have shown that ethnicity and linguistic background might affect the doctor-patient relationship (e.g., Berbyuk Lindström & Girardelli 2021; Kauff et al. 2021). Coming across as a trustworthy professional is therefore essential for the treatment outcomes. The aim of this study is to identify and investigate strategies that foreign doctors use to construct a legitimate professional persona in L2.

Method: Data in the study are orthographic transcripts of video-recorded consultations (n=40, total time ~22.5 hours) from Norwegian outpatient clinics (n=6) where L1-Polish doctors (n=9) interact in L2-Norwegian with their L1-Norwegian patients. The study is qualitative and zooms in on phenomena recurrent in the material.

Results and conclusions: To cater for the two-faceted nature of legitimacy in L2 medical talk, foreign doctors resort to different strategies. Securing one's position as a professional is achieved by shaping the course of the consultation, emphasizing the doctor's experience, and using their L1-experience in explaining conditions. Securing understanding is exercised through using metaphorical expressions, extended explanations of lexical items, paraphrasing, and repetitions.

Szymanska, Oliwia

Tapping into multilingual resources - metaphorical expressions in migrant doctors

Background: The study presents how migrant doctors with a limited command of the second language secure understanding by tapping into their multilingual resources. The focus is set on the use of metaphorical expressions in encounters with L1-patients. Additionally, it investigates how the doctors' ability to secure understanding can be boosted through communicative language training.

Methods: The study comprises two separate studies with different approaches, methods, and participants. Study 1 investigated the use of metaphors in authentic situations where migrant doctors (N=3) talked to their patients (N=23) in L2. Data in Study 1 are transcripts of video-recordings from Norwegian outpatient clinics and an interview with one of the doctors. Study 2 examined the outcomes of an intervention during an intensive language training before the doctors' (N=2) arrival in the host country. Data in Study 2 comprise oral and written production as well as an interview with one of the doctors. I provide numbers for metaphorical expressions present in the material, but the analysis is mainly qualitative.

Results and Conclusions: Study 1 revealed that migrant doctors deploy metaphorical expressions to facilitate their communication in L2. The expressions are used to cover up lexicon shortages and to explain difficult conditions and procedures. Thus, they serve the same purpose as the metaphors used by L1 doctors, i.e., make the communication easier. Study 2 showed that stimulating metaphorical awareness by highlighting and linking expressions to L1 and L2 equivalents can be beneficial for metaphor production in verbalisers and comprehension (and possibly retention) in imagers.

Szymańska, Oliwia & Golden, Anne

Keeping eyes on the ball: Comprehension, learning and use of metaphorical expressions in L2

This study investigates comprehension of metaphorical expressions and metaphorical awareness among adult Polish learners of Norwegian. By focusing on the concept of equivalence, we seek to gain a deeper insight into the reasons for why some L2 expressions are difficult to understand or produce. The study is based on three successive trials with a slightly different focus and method: a) multiple-choice test in which we analyze comprehension of Norwegian metaphorical expressions representing four conceptual metaphors (n=25), b) an explanatory test in which we examine whether the equivalent Polish expressions are known among Polish university students (n=10), and c) a group discussion where the students reflect on factors that contribute to expressions' difficulty, as well as describe the strategies they use to comprehend, learn, and deploy metaphorical expressions (n=5). The trials confirm that the equivalence of the expressions in Polish and Norwegian affects the comprehension of the metaphorical expressions, but it remains unclear how similar the expressions should be. The structure and complexity of the expression, as well as the context it is embedded in plays also a significant role. The latter seems to be more crucial than a direct equivalent in L1. On top of that the interpretation process must not be disturbed by unfamiliar words and does not evoke different images.

Theimann, Ane, Köder, Franziska & Norvik, Monica

Linguistic and non-linguistic predictive abilities in toddlers: Evidence from two eye-tracking studies

While processing information, we tend to predict what will come next. Previous studies have demonstrated that children from around the age of 2 years can predict semantically and grammatically (Lew-Williams & Fernald, 2007; Mani & Huettig, 2012). Even earlier, from around 12 months of age, children can predict action movements, such as others' hand movements (Hunnius & Bekkering, 2010). However, the order of acquisition of different types of linguistic prediction as well as the link between linguistic and action prediction is so far not well understood.

The aims of current studies are to investigate the predictive ability of Norwegian-speaking 2-year-olds through two eye-tracking experiments. Both studies have been piloted with 10 toddlers and 20 adults, and the main data collection will take place from August. In Experiment 1, we investigate toddlers' ability to predict the number of objects based on number-marked determinatives (den/de). In Experiment 2, we compare the ability to predict semantically (e.g., whether toddlers will look at the only edible object on the screen upon hearing the verb "eat") with the ability to predict others' hand movements (e.g., a hand grabbing a spoon and bringing it to a bowl of soup).

Our studies will shed light on the development of predictive abilities in early toddlerhood, and the potential link between linguistic and non-linguistic prediction.

White, Michelle Jennifer

A North-South perspective on socioeconomic status, socialisation practices and bilingual vocabulary development

This study examines the influence of socioeconomic status (SES) and socialization practices on vocabulary development in bilingual children, focusing on an under-researched context from the global South. Studies have shown that lower SES is associated with reduced language input quantity, lower quality of language input, limited language learning opportunities, and restricted access to learning materials (e.g., Fernald, et al., 2013). In child language acquisition research, maternal education is the most commonly used proxy for SES, but its relationship with language development in bilingual families might not be as straightforward. Sorenson Duncan and Paradis (2020) found that factors such as maternal fluency in the second language, quantity of second language use, and the language of the mother's education all contribute to making this relationship more complex. Previous research has predominantly focused on populations from the global North, leaving a gap in understanding the language outcomes of bilingual children in diverse settings.

This study employs a comparative approach, assessing Afrikaans-South African English speaking children in South Africa, and Norwegian-Polish speaking children in Norway, with equivalent assessments across their languages, and incorporates sensitive measures of SES and questions about language socialization practices. Data collection is currently underway, but initial findings from a sample of 96 South African toddlers suggest that various indicators of SES, including parental education level, housing status (rented or owned), and access to books or educational toys in the household, are associated with vocabulary size. Additionally, positive correlations with vocabulary size were observed between socialization practices, such as caregiver-child interactions during bathing, singing songs together, and bedtime storytelling. Comparing these results to data from Norway will furnish a better understanding of which factors affect toddlers' language development, and which are common across these contexts.

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