

# MultiLing Annual Report 2016

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## The Dean's Introduction

Arne Bugge Amundsen  
Dean of the Faculty of Humanities

One of my privileges as dean of the Faculty of Humanities since 2015 has been to follow the Center for Multilingualism in Society across the Lifespan, also known as MultiLing, as it has grown over the years in terms of excellent researchers, publications and public outreach. At this point, looking back at 2016 and forward to 2017 and beyond, I am certain that MultiLing will continue to make important contributions to the Norwegian and global understanding of multilingualism and retain its position as one of the Faculty's strongest research environments.

Since it was launched as a Center of Excellence in 2013, MultiLing has been able to attract highly skilled and innovative researchers from various countries with different approaches to studying language, who strive to be at the forefront of academic research. This has given the Center and the Faculty a vibrant and internationally involved research environment—a great asset to the University as a whole, as it advances the forward-looking strategies for the quality of our institution. I am impressed by the way MultiLing's research environment is stimulated and advanced by the many talents that constitute it, but also by the dedication and hard work that these scholars put into the Center, evident from the high number of PhDs that successfully finish on time and postdocs that go on to land jobs at prestigious institutions like UCL, Ghent University, and the Sorbonne.

The quality of the Center and its members is manifest not only in terms of the research they produce but also through the dissemination of this research to the public. In 2016 and 2017, the exhibition *Oslo Says. Language in the City (Oslo sier. Språk i byen)*, the result of a collaboration between MultiLing and the Norwegian Language Council (Språkrådet), attracted young and old to Oslo City Museum. Visitors can learn more about the history of Oslo's linguistic diversity and multilingualism through a very original and pedagogically oriented exhibition. This is but one of the many important initiatives the Center has launched to disseminate its research and make it accessible to a general public.

As MultiLing approaches the last year of its first years as a Center of Excellence at the University of Oslo, I want to especially emphasize my enthusiasm for its continuation. At the Faculty of Humanities, acquiring prestigious H2020 funding is a top priority, and I am pleased to know that MultiLing is ambitious in its plans for attaining such financing as they are highly goal-oriented in their pursuits. The Center's World-leading Status funding will truly open up new possibilities, and the planned socio-cognitive research laboratory for experimental linguistics—bridging the gap between sociolinguistics and psycholinguistics—further my conviction that MultiLing will keep on developing in terms of excellent researchers and research in multilingualism and continue to demonstrate the importance of the humanities and their contribution to society. Here's to MultiLing's continued efforts to bring together research on language and people for years to come!

## The Director's Introduction

Elizabeth Lanza  
Center Director

I am proud to present this annual report for 2016, which also highlights the major accomplishments of MultiLing, the Center for Multilingualism across the Lifespan, since its establishment as a Center of Excellence on June 1, 2013. From the outset, we have strived to position ourselves at the international forefront of language research, generating research on multilingual competence, practices and policies across the lifespan that has been published in key international outlets in the field. Some of our many exciting results are summarized in this annual report. **Overall, our research results demonstrate clearly that multilingualism is a resource that can and should be utilized much more by individuals and society than is the case today.**

In this nearly four-year period since the launch of MultiLing, and as we approach the midpoint of our status and funding as a Center of Excellence, we have drawn together researchers from various disciplines to collaborate on vital issues in the field of multilingualism. We have grown to be a vibrant research center attracting internationally established scholars in addition to highly qualified candidates, both national and international, for the fellowship posts at the Center. As Director of MultiLing, I have had the privilege to interact and work with many talented young scholars who have taken up these posts at the Center.

The University of Oslo's ambitious strategic plan, Strategy 2020, has as a goal to strengthen the international visibility of the institution as a leading research-intensive university by 2020. MultiLing's status and funding as a Center of Excellence along with its stimulating and ambitious research agenda contribute to attaining this overarching goal. In 2015, MultiLing was awarded the status as a world-leading research community at the University and has received generous funding, in addition to the Center of Excellence funding, for a 5-year period, as a further impetus to achieve our ambitious goals as a Center of Excellence. In 2016, with this funding, we hired three highly reputable international scholars in the fields of multilingual aphasia, multilingualism and mediated communication, and multilingualism and globalization, to engage with MultiLing scholars in exciting flagship research projects. And in 2017, eight new fellows will commence their three-year residence at MultiLing to participate in these projects. Furthermore, we are now in the process of establishing a sociocognitive laboratory. In 2017 yet another top international scholar starts at MultiLing with an expertise in the bilingual mind. Our collaboration with four top universities in South Africa through INTPART funding provides a special stimulus for international researcher training and mobility. And last, but not least, MultiLing's international profile continues to be promoted by the involvement, encouragement and thriving networks of the Center's eminent international Scientific Advisory Board. Indeed we have an exciting and promising platform for our further research ventures. And especially in light of the current worldwide climate of distrust for diversity, we are all the more committed and driven to fulfill our vision: to contribute to how society can deal with the 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 are now preparing the final dossier for our midterm evaluation and organizing our application for another five years as a Center of Excellence with the goal to investigate multilingualism in society across the lifespan. As we embark on 2017, which will be a decisive year for us at MultiLing, I am delighted to say that we are filled with enthusiasm, inspiration and energy to continue generating research on a topic that is highly relevant, and indeed critical, in contemporary society.

## Highlights 2013–2016

### Major events and awards

#### **MultiLing awarded funding to achieve world-leading status (2015–2020)**

In 2015, MultiLing, the Center for Multilingualism in Society Across the Lifespan, was awarded funding from the Norwegian government as one of five research communities at the University of Oslo selected to achieve world-leading status. For MultiLing, this involves the recruitment of leading international scholars and the establishment of a socio-cognitive laboratory. In 2016, three internationally acclaimed scholars in the field were appointed as Professor IIs at MultiLing to collaborate on specially designed projects to which both postdoctoral and doctoral fellows have been recruited, to commence in 2017.

**MultiLing awarded INTPART funding from the Research Council of Norway and the Norwegian Centre for International Cooperation in Education (2016–2018).** The main goal of INTPART is to develop world-class higher education and research institutions in Norway. MultiLing is in partnership with four top universities in South Africa: the University of the Western Cape, University of Cape Town, Stellenbosch University, and the University of the Witwatersrand. The official launch of the network project took place in March 2016 as an opening conference at the Stellenbosch Institute for Advanced Study in South Africa.

**Two research projects awarded Research Council of Norway’s FRIHUMSAM funding:** “MultiFam: Family language Policy in Multilingual Transcultural Families” (2015–2018) and “MultiLing Dementia: Language and Communication in Multilingual Speakers with Dementia in Norway” (2016–2018).

**Three doctoral degrees were awarded and another five doctoral dissertations have been submitted** since the startup of the Center.

**Four former postdocs have gone directly from MultiLing to permanent positions** at excellent research institutions.

### MultiLing milestones

**MultiLing’s Research Training Program—Winter School and Summer School:** PhD courses involving international and local MultiLing expertise have been held since 2014 when the Winter School was first launched. Since then, 8 week-long intensive courses have been held at MultiLing.

**The Einar Haugen lecture series:** an annual event at MultiLing held on September 26, coinciding with the European Day of Languages, to commemorate a Norwegian-American linguist who was a pioneer in the study of bilingualism.

**The International Mother Language Day lecture series:** an annual event at MultiLing, coinciding with UNESCO’s International Mother Language Day on February 21, to celebrate and promote global linguistic and cultural diversity.

**Launching of the language exhibition *Oslo Says. Language in the City*** at Oslo City Museum on May 4, 2016. This was a major dissemination milestone for MultiLing.

## Major publications

Blackwood, Robert, **Elizabeth Lanza** & Hirut Woldemariam (eds.). (2016). *Negotiating and Contesting Identities in Linguistic Landscapes*. London: Bloomsbury Academic Press.

**Johannessen, Janne Bondi** & Joseph Salmons (eds.). (2015). *Germanic Heritage Languages in North America. Acquisition, attrition and change*. Amsterdam/Philadelphia: John Benjamins.

**Knoph, Monica, Marianne Lind & Hanne Gram Simonsen**. (2015). Semantic feature analysis targeting verbs in a quadrilingual speaker with aphasia. *Aphasiology* 29(12):1473–1496.

Nortier, Jacomine & **Bente A. Svendsen** (eds.). (2015). *Language, Youth and Identity in the 21st Century: Linguistic Practices across Urban Spaces*. Cambridge: Cambridge University Press.

**Rodina, Yulia** & Marit Westergaard. (2017, online 2015). Grammatical gender in bilingual Norwegian-Russian acquisition: The role of input and transparency. *Bilingualism: Language and Cognition* 20(1):197–214.

**Sevinç, Yeşim** & Jean-Marc Dewaele. (2016). Heritage language anxiety and majority language anxiety among Turkish immigrants in the Netherlands. *International Journal of Bilingualism*. DOI:10.1177/0123456789123456

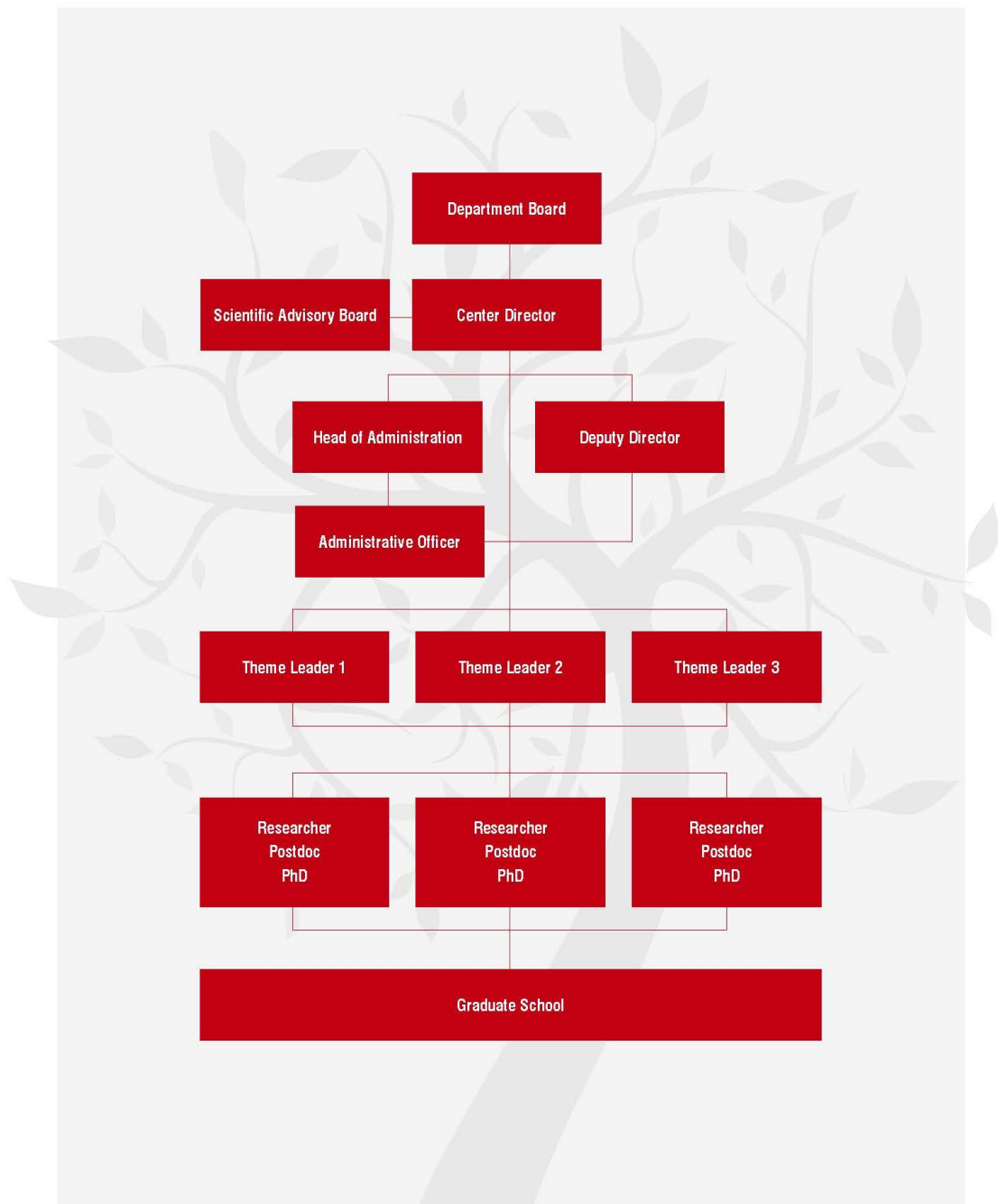
**Steien, Guri Bordal** & Wim A. van Dommelen. (2016). The production of Norwegian tones by multilingual non-native speakers. *International Journal of Bilingualism*. DOI:10.1177/1367006916673218

Wright, Sue, **Unn Røyneland & Pia Lane** (eds.) (2016) *Language Standardisation: Theory and Practice*. Special Issue. *Sociolinguistica* 30.

## Major conferences arranged

- MultiLing's Opening Conference. Keynotes by eight members of MultiLing's Scientific Advisory Board. Oslo, August 30–31, 2013.
- The 11<sup>th</sup> International Conference on Romani Linguistics. Oslo, September 15–17, 2014.
- NORDAND 12 conference (Nordic languages as a second language). Collaborative event with Hedmark University College and MultiLing. Hamar, June 11–13, 2015.
- The 4<sup>th</sup> Nordic Interdisciplinary Conference on Discourse and Interaction (NorDisCo). Collaborative event with Oslo and Akershus University College of Applied Sciences. Oslo, November 23–25, 2016.
- Workshop on Immigrant Languages in the Americas (WILA). International workshop series on heritage languages, held at the University of Iceland (2013), UCLA (2014), Uppsala (2015) and University of Georgia, Athens, GA (2016). Organizers include core group member Janne Bondi Johannessen and two MultiLing affiliates.

## ORGANIZATIONAL STRUCTURE OF MULTILING



## The Center leadership

### Center Director Elizabeth Lanza

[Tekst kommer]

### Deputy Director Unn Røyneland

[Tekst kommer]

### Head of Administration Mari C. R. Otnes

[Tekst kommer]

## The Center board

The Center's board is the board of the Department of Linguistics and Scandinavian Studies. The Head of Department, Dr. Piotr Garbacz, is chairman of the board. The other members of the board, as elected by the department staff in 2016, are:

### **Permanent scientific staff:**

Unn Røyneland (1st Deputy: Liv Andlem Harnæs)

Lasse Morten Johannesen (2nd Deputy: Ståle Dingstad)

Jon Gunnar Jørgensen (3rd Deputy: Åshild Næss)

### **Temporary scientific staff:**

Helene Killmer (1st Deputy: Barbro Bredesen Opset , 2nd Deputy: Karoline Kjesrud)

### **Technical/administrative staff:**

Morten Hvaal Stenberg (1st Deputy: Britt-Marie Forsudd)

## Scientific Advisory Board

MultiLing's Scientific Advisory Board (SAB) is made up of international scholars who are specialists in multilingualism in childhood, adolescence, adulthood and aging.

Each member of the SAB is an internationally acclaimed scholar in his/her respective field 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 and geographical areas is represented. The core research team and the SAB contribute to a truly multi- and interdisciplinary center. The SAB serves an advisory function.

Members:

- Peter Auer is Professor of German and General Linguistics, Section of German Linguistics & Hermann Paul Centre for Linguistics, University of Freiburg, Germany.
- Kees de Bot is Professor and Chair of Applied Linguistics at the University of Groningen, The Netherlands, and the University of Pannonia, Hungary.
- Annick De Houwer is Professor of Language Acquisition and Multilingualism at the Linguistics Department of Erfurt University, Germany. She is the founder and director of the European Research Network on Bilingual Studies, ERBIS.
- 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 facility.
- Rajend Mesthrie is Professor of Linguistics in the School of African and Gender Studies, Anthropology & Linguistics at the University of Cape Town, South Africa. He holds a research chair in Migration, Language & Social Change.
- Loraine Obler is Distinguished Professor, Program in Speech-Language-Hearing Sciences and Linguistics, Neurolinguistics Laboratory, City University of New York, USA. She is also Co-PI on the NIH-funded Language in the Aging Brain Lab at the Boston University School of Medicine and the Harold Goodglass Aphasia Research Center.
- Aneta Pavlenko is Professor of Applied Linguistics, Department of Teaching and Learning, College of Education, Temple University, Philadelphia, USA.
- Ben Rampton is Professor of Applied and Sociolinguistics and Director of the Centre for Language Discourse and Communication at King's College London, UK. He is the Director of the King's ESRC Interdisciplinary Social Science Doctoral Training Centre.
- Elana Shohamy is Professor of Language Education at the School of Education, Tel Aviv University, Israel.
- Christopher Stroud is Senior Professor of Linguistics at the University of the Western Cape, South Africa, and Professor of Transnational Multilingualism at Stockholm University, Sweden. In South Africa he is acting director for the newly formed Centre for Multilingualism and Diversities Research.
- Brendan Weekes is Chair Professor in Communication Science and Director of the Communication Science Laboratory, Faculty of Education, University of Hong Kong.
- Li Wei is Professor of Applied Linguistics at University College London, UK, and Chair of the University Council of General & Applied Linguistics (UCGAL), UK.

## MultiLing's Organization into Themes and Colloquia

MultiLing is organized according to three mutually dependent and interrelated Themes. The lifespan perspective is central to all of them, and activities organized into three colloquia further ensure cross-thematic collaboration.

**The main goal of MultiLing** is to generate beyond state-of-the-art scientific knowledge on individual and societal multilingualism across the lifespan. Multilingualism and increased linguistic pluralization are two of the major linguistic consequences of globalization. MultiLing addresses the challenges multilingualism poses and the potential it offers for individuals in the family, school, workplace, health services, and society in general.

MultiLing is organized according to three overarching themes:

- Theme 1: Multilingual competence across the lifespan
- Theme 2: Multilingual language choice and practices across the lifespan
- Theme 3: Management of multilingualism across the lifespan—Language policy and ideologies

The Themes are mutually dependent and interrelated. One of the main goals of MultiLing's research organization is to work across these themes. The three Themes are thus research areas and not research groups in the traditional sense known from the "hard sciences". Each Theme is led by a Theme leader, and the other researchers and fellows contribute with their own related projects, rather than working on a set project predefined by a PI.

Furthermore, in an attempt to ensure opportunities for collaboration and cross-fertilization across the thematic boundaries, activities at MultiLing are organized in three colloquia:

- Colloquium 1: Bridging psycholinguistic and sociolinguistic approaches to multilingualism
- Colloquium 2: Maximizing the impact of quantitative and qualitative approaches to the study of multilingualism: Research tools for analysis.
- Colloquium 3: Addressing social relevance in the study of multilingualism across the lifespan.

The *lifespan perspective* is crucial to MultiLing's research objectives. The projects address various phases of the lifespan, such as multilingual acquisition and multilingualism in the family, at school, among adolescents, at the workplace and among elderly. Hence, MultiLing's total project portfolio covers the lifespan. Contributing to *bridging the gap between psycholinguistic and sociolinguistic approaches to multilingualism* is another significant goal for MultiLing. This has been of pivotal importance for the cross-thematic projects in particular, as illustrated in the texts after the reports from the three Themes.

## Research groups with research leaders (PIs), researchers and fellowships

The presentations below are structured according to the three overarching Themes. First, we give a presentation of the Theme in question, its research goals, researchers and fellowships. We then go on to present a more extensive report of the main results from each Theme.

Since one of the main goals of MultiLing's research organization is to work across these three Themes, several of the researchers and fellows participate in more than one Theme, and their research activities



cut across at least two of the Themes. In recruiting candidates for new PhD and postdoctoral positions, priority has been given to projects that cross boundaries between the Themes. Thus, most of the projects at MultiLing address at least two of the Themes, while some address all three.

## **Theme 1: Multilingual competence**

### **Research goals and topics**

The research goal of the projects connected to Theme 1 is to explore multilingual competence: how multiple languages are acquired, how multilingualism develops, and how it changes throughout the lifespan. The research topics have revolved around different topics throughout the lifespan, from research on lexical and narrative development in multilingual preschool children, linguistic anxiety among three generations of immigrants, Norwegian students learning Turkish in Norway, intonation patterns among multilingual adult speakers in Norway, and cross-linguistic influence in second language writing among adults, to research on communication and the brain in healthy aging, and in speakers with aphasia and/or dementia, as well as research on the use of the Norwegian language among elderly heritage speakers of Norwegian in America.

### **Theme leader: Anne Golden**

Anne Golden is Professor of Norwegian as a Second Language. Her main field of research is literacy in a second language, with a focus on vocabulary, cross-linguistic transfer and learner corpora. She also works with identity in migrant narratives, combining cognitive and sociocultural approaches using metaphors in discourse analysis.

### **Researchers**

Guro Nore Fløgstad, Anne Golden, Mira Goral, Janne Bondi Johannessen, Monica Knoph, Marianne Lind, Inger Moen †, Else Ryen, Hanne Gram Simonsen, Emel Türker-van der Heiden

### **Postdoctoral fellowships:**

Valantis Fyndanis: “Language and cognitive abilities in bilingual and multilingual healthy aging: Evidence from Norway”

Hana Gustafsson: “Multilingual competence in international higher education: A usage-based perspective”

Gözde Mercan: “Cross-linguistic structural priming of passives in Norwegian-Turkish and Norwegian-English bilinguals” (completed)

Yulia Rodina: “Bilingual Norwegian-Russian children in Norway” (completed)

Guri Bordal Steien: “How and when is prosody transferred? A comparison of prosodic patterns of L2 French and L3 Norwegian in trilingual Congolese immigrants in Norway” (completed)

### **Doctoral fellowships:**

Hanna Solberg Andresen: “The role of grammaticalized aspect in L1 on the acquisition of Norwegian. Marked end-point in goal-oriented motion events in bilingual adolescents and adults compared to native Norwegians”

Pernille Hansen: “In the beginning was the word: A study of monolingual and bilingual children’s lexicons”

Ingri Jølbo: “Identity constructions in young Somalians’ second language writing” (completed)

Monica Knoph: “Language assessment and therapy for verb production impairments in multilingual aphasia” (completed)

Yeşim Sevinç: “Language knowledge and linguistic anxiety across three generations of the Turkish immigrant community in the Netherlands: The effects of language shift”

### **A closer look at a Theme 1 project**

“Three generations of the Turkish immigrant community in the Netherlands”

With a particular focus on anxiety, challenges relevant to Turkish immigrants of various age groups in the Netherlands are studied in Yeşim Sevinç’s PhD thesis through a cross-generational comparison. This study connects two disciplines regarding the lifespan perspective: a psycholinguistic and a socioemotional or community perspective. Combining questionnaires, interviews, and physiological data, Sevinç reveals an ongoing language shift in this community based on differences in individuals’ language competence and practices across generations. She also points to socioemotional challenges across generations (e.g. tension and pressure) in the processes of language maintenance and shift. Language anxiety occurs in immigrants’ daily life: levels of heritage language (Turkish) anxiety and majority language (Dutch) anxiety differ across three generations as well as across three social contexts. Sevinç shows that the causes and effects form a nexus between linguistic, social, and psychological perspectives of the immigrant experience across the lifespan.

### **Flagship project (World-leading funding)**

“Studies of Multilingual Aphasia”

The overarching aim of this project is to understand patterns of language use and recovery in multilingual individuals who acquire aphasia. One central question in the project is what the effects of monolingual compared to multilingual treatment of aphasia are. Another main aim is to discover what assessment measures can be used to determine degree of impairment and recovery of language and communication in multilingual individuals with aphasia by developing new measures building on existing batteries and experimental tests. The project was developed by Professor Hanne Gram Simonsen, and Researchers Monica Knoph and Marianne Lind in close collaboration with Mira Goral (CUNY, USA), Professor II at MultiLing. Two Postdoctoral fellows will start on this project in 2017.

## Theme 1: Theme report

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

### Studies involving young bilingual children

One of the challenges in assessing the linguistic competence of multilingual speakers in contemporary linguistics is developing new methods that break with the dated language tests of the past, which were primarily designed for monolinguals. To adequately analyze the complex repertoires of multilingual speakers and adapt the methods accordingly has been one of the Center's ambitions. An important step forward for valid assessment of bilingual children is the new test battery LITMUS, developed within the recent COST Action *Bi-SLI* (2009–2013—see below). Projects within Theme 1 have used three tools from this battery: Cross-linguistic Lexical Tasks (CLT), the Parents of Bilingual Children Questionnaire (PABIQ), and the Multilingual Assessment Instrument for Narratives (MAIN).

A special issue of *Clinical Linguistics and Phonetics* edited by Simonsen and Haman (in press) is devoted to the use of CLT across languages. CLT is a lexical assessment tool constructed individually for each language from a set of underlying variables. Based on results from Polish–Norwegian bilingual and Polish and Norwegian monolingual preschoolers, one of the papers in this issue (Hansen, Simonsen, Łuniewska & Haman, in press) reports that several of the underlying variables affect children's results, concluding that the difficulty of the words in the test is closely connected to how early they were acquired, measured by estimates from adults. Another paper (Haman, Łuniewska, Hansen, Simonsen et al., in press) demonstrates the cross-linguistic comparability of the CLT by analyzing results from preschoolers across 17 different languages. The analysis shows lower scores in one language, isiXhosa—possible reasons for this finding are discussed in Łuniewska, Hansen & Haman (2016).

The first of the papers mentioned above is included in Pernille Hansen's PhD thesis, which asks how linguistic factors may account for the composition of monolingual and multilingual children's lexicons, and whether a tool that takes such factors into account can be expected to yield comparable results across different groups of bilinguals. It explores data on lexical development using CLT and the PABIQ, as well as norms from the MacArthur-Bates Communicative Development Inventories (CDI). Another paper in her thesis is a comparative study of Polish immigrant children to Norway and the UK, comparing CLT results with parental judgments of the children's linguistic skills collected with the PABIQ. Overall, the CLT and PABIQ results corresponded, but the UK parents judged their children's Polish skills lower than the parents in Norway did, in spite of similar results on the lexical tasks, possibly indicating early stages of minority language attrition.

Rodina (2016) uses the MAIN to study narrative development in Norwegian-Russian simultaneous bilingual preschoolers in Norway, in families with Russian-speaking mothers and Norwegian-speaking fathers, in a one-parent-one-language tradition (Rodina 2016). Results show that the macrostructure—the ability to compose and understand a narrative—was equally developed in both languages in the bilingual children, but at a microstructural level exposure effects were found, revealing the dominance of Norwegian, the majority language. In a study of the acquisition of English word order by Norwegian-Russian adolescents (Westergaard, Mitrofanova, Mykhaylyk & Rodina 2016), Russian seems to provide a facilitating effect for learning L3 English, despite the fact that

Russian is a minority language and belongs to a different typological group than English and Norwegian.

### **Studies involving adults learning a new language**

Several studies investigate cross-linguistic influence when adults acquire a new language. In the edited volume from Multilingual Matters *Crosslinguistic Influence and Distinctive Patterns of Language Learning: Findings and Insights from a Learner Corpus* (Golden, Jarvis & Tenfjord, in press), all the studies have data from the Norwegian Second Language Corpus (ASK). ASK is based on 1,700 texts written by adult immigrants with ten different L1s when they took an official Norwegian language test to document their competence in Norwegian. One study investigates the use of emotion vocabulary by test takers with German, Russian and Bosnian-Croatian-Serbian as their L1. The choice of emotion vocabulary used in the texts from the three language groups seems to a large extent to depend on the frequency of particular emotion words in Norwegian and the similarity between the particular emotion concepts in Norwegian and the test takers' L1 (Golden, in press).

In another study, the Norwegian intonation patterns of Congolese immigrants in conversations with Norwegian speakers were investigated in light of the intonation patterns in some of the languages they have acquired earlier (Lingala, Swahili, and French). Interestingly, the results show that the speakers master the tone system of Norwegian to a native-like extent. One possible explanation is that the Congolese immigrants' linguistic repertoires already include languages with tones, and/or a general advantage given by their extensive language learning experience (Steien & van Dommelen 2016).

A study on morpho-syntactic development was conducted with Norwegian university students learning Turkish in Norway (Türker-van der Heiden & Mercan, in press). The data comprise translations and exam essays across four semesters, investigating the development of phrasal and clausal (genitive-)possessive structures in L2 Turkish. A descriptive analysis of the structures produced by these learners is provided, with reference to Processability Theory. The results reveal a lack of clear linear improvement, which could imply that the learners reorganize their representations as they are introduced to other similar structures.

### **Language in the elderly: Healthy aging, aphasia, and dementia**

Different projects investigate language in the elderly and cover topics such as the bilingual/multilingual advantage in healthy aging, the impact of dementia of the Alzheimer's type, and aphasia on cognitive and linguistic abilities of bilingual and monolingual speakers. Several of these projects collaborate closely with the memory clinics at Oslo University Hospital (Ullevål) and Ahus (see also the project MultiLing Dementia). Methods of assessing and treating multilingual persons with aphasia have been studied by Monica Knoph in her PhD (2015), in particular the generalization effects across languages and across linguistic levels (from single words to connected speech) as well as possible inhibition of the first language in multilingual speakers with aphasia (Knoph, Lind & Simonsen, 2015). The provision of treatment in a mutual second language for the client and the therapist was also explored (Knoph, 2013). In spite of individual differences, clear generalization effects and no inhibition were found.

The language of elderly heritage speakers of Norwegian has been studied by Janne Bondi Johannessen and MultiLing affiliates in the American Midwest to see to what extent this heritage language has changed from the original mother language in Europe and what has caused these changes, e.g., influence from English, and/or individual attrition/change in adulthood, and/or incomplete acquisition in childhood. This research has resulted in collaboration with researchers at other universities in Norway and the Nordic countries as well as in the USA, and has resulted in an

annual workshop series (WILA) and several publications, including Johannessen & Salmons (2015). So far, lexicon, word order, and morpho-syntactic agreement have been the focus, mainly through the analysis of the spontaneous production data collected in the new Corpus of American Norwegian Speech. The results so far show that the direct linguistic influence from English is obvious in the lexicon, but incomplete acquisition is the cause of the change in word order (due to the fact that this is a complex construction learned late in childhood, and at this point the heritage children had started school in English). The three-gender system is intact for most of the speakers, but overall there seem to be less target-like structures in the more complex noun phrases. This may indicate processing difficulties related to attrition.

## Theme 2: Multilingual language choice and practices

### Research objectives

The research objectives of the projects within Theme 2 are to investigate how multilingual children, adolescents, and adults use and relate to the languages that they know. This includes exploring language use and communication in multilingual families, in education, health services, and the workplace, and how multilingualism in general manifests itself in society, e.g., in schools and through signage in public spaces. Key research issues include how people are socialized into using different languages in different arenas throughout their lifespan; how and to what extent people use their multilingual repertoire in various types of interaction, from face-to-face communication to social media; and how identities are negotiated through (multi)linguistic practices.

### Theme leader: Bente Ailin Svendsen

Bente Ailin Svendsen is Professor of Second Language Acquisition and Scandinavian Linguistics. Her fields of expertise are multilingual socialization, competence and use among children and adults; and linguistic practices and identity constructions among young people in multilingual urban spaces.

### Researchers

Jannis Androutsopoulos, Anne Golden, Pia Lane, Elizabeth Lanza, Else Ryen, Unn Røynealand, Maarja Siiner, Bente A. Svendsen, Jan Svennevig

### Postdoctoral fellowships

Anne Marie Landmark: “Strategies for co-constructing meaning in talk with multilingual speakers with dementia”

Judith Purkardhofer: “Families’ heteroglossic ‘safe spaces’. Constructing social spaces for multilingual competence and practices”

Sarah Van Hoof: “A sociolinguistic study of multilingualism in Flemish telecinematic discourse” (completed)

### Doctoral fellowships

Maimu Berezkina: “Language policy on multilingual state websites”

Kamilla Kraft: “Languages and multilingualism in the transnational and transient workplace”

Ingri Dommersnes Jølbo: “Identity constructions in young Somalians’ second language writing” (completed)

Maria A. Obojska: “Language, youth and identity among Polish families in Norway”

Verónica Pájaro: “Who gets to pass? Majority and minority background candidates in job interviews”

### A closer look at a Theme 2 project

“Identity constructions in young Somalians’ second language writing”

As of 2016, people from Somalia represented the fourth largest immigrant group in Norway (Statistics Norway). In her doctoral thesis, Ingri D. Jølbo (2016) investigates the written literacy practices of seven recently arrived lower secondary education pupils with a Somali background and argues that the way the pupils construct autobiographical and discursive identities in texts, and how they position

themselves in their writings, is pivotal for how they experience the writing situation and how their texts are understood. Jølbo emphasizes that writing is dialogical and context-dependent and that explicit, as well as implicit, writing norms, language ideologies, and reader expectations influence text production. Her results demonstrate that the pupils navigate between entering a new ‘language culture’ and at the same time claiming and/or sustaining their own voice and agency.

### **Flagship project (World-leading funding)**

“Multilingualism and Mediated Communication”

While multilingualism in writing is not new, the evolution of the Internet is changing the function and reach of written communication. The overarching aim of the project is to explore the relationship between multilingual interaction, semiotic modalities of language, and digital media, as well as media’s effect on linguistic repertoires in multilingual families. This type of research is broadly situated within interactional and media sociolinguistics and aims to explore potentials for mixed-methods approaches based on linguistic ethnography. The project was developed by Professor Jan Svennevig in close collaboration with Jannis Androutsopoulos (University of Hamburg, Germany), Professor II at MultiLing. One Doctoral and one Postdoctoral fellow will start on this project in 2017.



## Theme 2: Theme report

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

### Multilingualism in the family and the school

The family has gained increased attention in research on language learning in multilingual contexts. More recent work examines meaning-making and language-mediated experiences of multilingual families. Two special issues dedicated to these topics (Lanza & Li Wei 2016; King & Lanza 2017) bring together studies of a wide array of family language practices and language policies. Among these, Purkarthofer (2017) employs innovative multimodal methods to critically examine the language expectations of multilingual couples who are expecting or have just had their first child. Her results demonstrate the collective and interactive construction of future family spaces and language policies, providing a window into the parents' imagined language future of these children and the family. (For more about research on the family, we refer to the MultiFam project in the section about research collaboration across research groups).

In the context of current theories on social space, ethnographic research, and the language policy of European schools and educational institutions, Purkarthofer (2016) investigates how linguistic and spatial practices at schools create places where multilingualism can be perceived and lived. Through one specific example from a multilingual primary school in Carinthia in Austria, Purkarthofer (2016) presents school language profiles as a method: through interviews, workshops, photographs, and drawings, she demonstrates how parents', pupils' and teachers' perceptions and experiences interrelate and can be explored to understand the complexity of multilingual learning and teaching.

### Linguistic practices among young people in and across multilingual urban spaces

Since the late 1990s, there has been a great deal of interest within sociolinguistics concerning the linguistic practices or styles that are increasingly recognized as co-occurring in cultural and linguistically diverse city areas. In 2015, the first book to cover the topic from a globally diverse perspective, *Language, Youth and Identity in the 21st Century. Linguistic Practices across Urban Spaces*, was published by Cambridge University Press (Nortier and Svendsen 2015). The book explores and compares a wide range of linguistic practices among the ways young people in multilingual urban spaces employ their linguistic resources. In addition, it examines their identity work in interaction, as well as the myriad of ways they align with or challenge traditional ethnic and social categories and hegemonic language ideologies through their language use, their stylization practices or through global cultural expressions, such as hip hop and other emblems of identities (Cutler and Røyneland 2015; Madsen and Svendsen 2015; Svendsen 2015).

In their study of high school textbooks, Opsahl & Røyneland (2016) find that the multiethnolectal speech styles used in diverse urban areas of Norway (particularly Oslo) are discussed in the textbook's chapters on dialect variation and history of language and are treated in an inclusive and non-dismissive manner. Most of the textbooks seem to accept them as part of the new Norwegian dialect landscape and hence contribute to the further enregisterment of these speech styles.

## Multilingualism in the workplace

Multilingual workplaces are found especially in the construction sector and in the healthcare sector in Norway. Kamilla Kraft's PhD thesis (submitted) analyzes interactions between Polish construction workers and their Norwegian and Swedish managers. She shows that the companies rely on a solution where some Polish workers undertake the task of acquiring Norwegian in order to serve as "language brokers" between workers and managers. These language brokers are not offered courses or formal training, but acquire Norwegian through their day-to-day interactions about work tasks. The acquisition of linguistic skills pays off in the form of certain benefits and remunerations for the workers and results in certain forms of social stratification.

In the healthcare sector, two projects have investigated problems of establishing mutual understanding in conversation. The first investigates doctor-patient interaction and how potential problems of understanding may constitute a threat to shared decision making in the choice between different treatment options (Landmark, Svennevig & Gulbrandsen, in press). When L2 patients respond to treatment recommendations merely with minimal responses rather than with an explicit commitment to one of the options, this may be treated as either a problem of understanding or as passive resistance to the recommendation. The study describes different strategies that are used to overcome these problems and reach a decision.

## Multilingualism in the media

Media is a common space for multilingual practices today, and in order to improve our understanding of this area, MultiLing has addressed the need for more investigation and research. In an edited volume forthcoming from Cambridge University Press entitled *Multilingual Youth Practices in Computer Mediated Communication* Cutler and Røyneland (2017) showcase different approaches to the study of youth language in computer-mediated communication (CMC) and raise issues that researchers should consider when mining and analyzing these forms of data. These new CMC fieldwork sites allow for unprecedented access not only to users' self-generated video, music, speech, and writing, but also to appropriations and recontextualizations of global trends in local codes and for local audiences. By looking at the ways in which youth recontextualize language for their perceived audience, the authors' aim is to gain insight into how various languages, registers, local dialects, and speech varieties become culturally noticed or enregistered.

Svendsen and Marzo (2015) found in a comparative approach to the ways the "contact-induced" speech styles *kebabnorsk* ('kebab Norwegian') in Norway and *Citétaal* in Belgium are constructed in the media as a "mixed language," as a countable and uniform entity, the use of which inevitably results in unemployment. They demonstrate, moreover, through media analyses that media, in interplay with scholars, is a key force in the enregisterment of these speech styles.

The enregisterment of various speech styles (Standard Dutch, dialect, and the hybrid Flemish style often called *tussentaal*) in drama and comedy on TV in Flemish Belgium was studied in Van Hoof's (2015) book *Feiten en fictie. Een sociolinguïstische analyse van het taalgebruik in fictiereeksen op de Vlaamse openbare omroep (1977–2012)* [Facts and fiction. A sociolinguistic study of language use in television series on the Flemish national channel (1977–2012)]. By means of a diachronic quantitative and qualitative analysis of language use in TV fiction, of policy makers', producers' and actors' metadiscourses, and of production practices, the book traces the influence of standard language ideology and of economic changes such as the commercialization of public sector television on language use in the genre. In Jaspers and Van Hoof (2015), these data supported an argument in favor

of studying social meanings in their particular interactional context in order to account for the use of hybrid speech styles such as the Flemish *tussentaal*.

### **Linguistic landscape**

The linguistic landscape refers to the use of written language(s) and other semiotic resources in the public sphere, and is a new approach to the study of multilingualism. Elizabeth Lanza, in collaboration with Hirut Woldemariam (Addis Ababa University, Ethiopia), has studied linguistic landscapes in Ethiopia and the Ethiopian diaspora in the US, and together they have published five journal articles and book chapters. Results from this work reveal how language in the public sphere contributes to indexing modernity, power relations, language hierarchies, and imagined communities. Lanza and Woldemariam have, furthermore, co-edited a book with Robert Blackwood, published in 2016 by Bloomsbury Academic Press: *Negotiating and Contesting Identities in Linguistic Landscapes*. This volume is the first of its kind to address issues of identity in the linguistic landscape, drawing on a wealth of studies from both the Global South and the Global North and engaging with various methodologies and theoretical approaches. In this volume, Williams and Lanza (2016) examine the linguistic landscape in a South African urban space to analyze the unexpected ways migrant communities and local community practices overlap through language and identities, entangling new forms of multilingual practices, which heretofore have been less possible given the country's history of apartheid.

## Theme 3: Management of multilingualism

### Research goals

The research goal of the projects connected to Theme 3 is to examine the management of multilingualism across the lifespan, both at an individual and at a group level, i.e., how social and political power relations influence multilingual acquisition and use. This includes investigating how ideology and provisions in language policy affect the choice and use of language, language shift, and revitalization, consequences for linguistic practices in families, school curricula, standardization, textbooks, and public life. Various projects also investigate how prevailing language ideologies are reproduced and challenged.

### Theme leader: Pia Lane

Pia Lane is Professor of Multilingualism, a topic she has investigated from a range of theoretical perspectives, primarily drawing on data from Kven-speaking communities in Northern Norway. Lane's main research focus is multilingualism, language policy and discourse analysis.

### Researchers

Haley De Korne, Pia Lane, Bård Uri Jensen, Elizabeth Lanza, Alastair Pennycook, Unn Røynealand

### Postdoctoral fellowships

James Costa: "Minority language standards in Scotland (Scots and Gaelic): Language inequality, nationalism and the promotion of linguistic diversity" (completed)

Alfonso Del Percio: "Gateways to Europe: Language and the management of transnational migration" (completed)

Judith Purkarthofer: "Families' heteroglossic 'safe spaces'. Constructing social spaces for multilingual competence and practices"

Quentin Williams: "Landscaping multilingualism and superdiversity in Bellville's CBD (Cape Town): Multilingual citizenship and consumption" (completed)

### Doctoral fellowships

Nathan Albury: "The Folk Linguistics of Language Policy. Knowing, Feeling and Doing Māori Language Revitalisation" (completed)

Maimu Berezkina: "Language policy on multilingual state websites"

Diana Camps: "The discursive construction of users in the language standardization of Limburgish"

Rafael Lomeu Gomes: "Family language policies among Brazilian immigrants in Scandinavia"

Elina Kangas: "Standardisation of Meänkieli as viewed by users"

Kamilla Kraft: "Languages and multilingualism in the transnational and transient workplace"

Maria A. Obojska: "Language, youth and identity among Polish families in Norway"

Jakob Wiedner: "Norwegian Romani – A linguistic view on a minority language in the north of Europe"

### **A closer look at a Theme 3 project**

“Language policy on multilingual state websites”

In her PhD thesis, Maimu Berezkina studies the use of different languages on the state websites offering public services in Norway and Estonia. Through website analyses and interviews with those responsible for language management at institutions such as the tax office and the police, Berezkina finds discrepancies between their official language policies and their real life communication practices and marked shifts in practices over time. Berezkina’s work draws attention to state websites as an important arena for investigating top-down language policy in highly digitized countries and demonstrates how focusing on the language policy actors, institutional practices, and the contextual factors involved in the management of multilingualism at the state level leads to a more refined understanding of language policy and power relations.

### **Flagship project (World-leading funding)**

“Multilingualism and Globalization: Perspectives from Norway”

Contemporary Norway is a multilingual country, with a historical multilingualism, two written norms of Norwegian, an immense dialect diversity, and many linguistic minorities, including both old and new groups of people. The aim of this flagship project is to investigate the cultural politics of English and what role English—along with other interlocking languages—has in the current multilingual landscape of Norway in order to understand migration, globalization, and changes in social and economic conditions. The project was developed by Professor Pia Lane and Professor Unn Røyneland in close collaboration with Alastair Pennycook (University of Technology Sydney, Australia), Professor II at MultiLing. Two Doctoral and two Postdoctoral fellows will start on this project in 2017.

### Theme 3: Theme report

Sociopolitical factors have an impact on multilingualism. Social arenas such as the workplace, school, family and public life affect the language choices we make every day. Theme 3 explores how language policy and ideology influence multilingual practices throughout the lifespan.

#### Minority language standardization and revitalization

Several projects have focused on standardization and revitalization of minority languages, and these results have been published in PhD theses, journal articles, and a special issue.

Developing a written standard for a minority language is often seen as an essential part of language revitalization efforts. Minority language standardization frequently focuses on corpus planning and status planning pertaining to linguistic aspects and improving the status of language, respectively. The edited volume *Standardizing Minority Languages: Competing Ideologies of Authority and Authenticity in the Global Periphery* (Lane, Costa, and De Korne 2017) develops an original approach to the topic of minority language standardization, focusing on social actors and their ideologies and practices rather than on language form. By focusing on standardization as a process that social actors engage with, support, negotiate, resist, and even reject, the volume takes up the question of why so many minority languages are being standardized at this moment in time. Contributors take an ethnographic approach, focusing on local practices, social actors, and individual agency, and draw on research from a range of sociolinguistic settings where minority languages are spoken: peripheral zones of Europe, indigenous language settings in the Americas, and post-colonial settings.

The complexity of standardization processes is also investigated in Costa's (2015) article "Can Schools Dispense with Standard Language? Some unintended consequences of introducing Scots in Scottish schools," for which he received the Ton Vallen Award 2016. Standardization is closely linked to revitalization. The book *Revitalising Language in Provence: A Critical Approach* (Costa 2017) questions the concept of language revitalization and challenges the field's main tenets through a detailed analysis of Southern France's Provençal movement, one of Europe's longest standing language revitalization projects.

In his PhD thesis (defended), Albury develops the folk linguistics of language policy, a framework for researching what non-linguists claim to know and feel about linguistic topics, and how they draw on these to make language policy. Albury analyzes the case of Māori language revitalization policy in New Zealand by way of a quantitative and qualitative online survey. The survey reveals what a cohort of around 1,300 Indigenous and non-Indigenous university students claim Māori language revitalization means and comprises, how they feel about revitalization processes and objectives, what they want from revitalization policy, and what policy steps they see as necessary. The findings are published in the *Journal of Sociolinguistics, Language Policy, Current Issues in Language Planning and Critical Inquiry in Language Studies*.

In his PhD thesis on Norwegian Romani (submitted), Jacob Wiedner has gathered data on how Norwegian Romani is depicted from a meta-linguistic perspective by both Romanifolk/Tater community members and community outsiders. The study sheds light on the various ideas and ideologies about Norwegian Romani as the language of the Romanifolk/Tater community. It reveals the influence of earlier, mostly derogatory, depictions of Norwegian Romani, and shows to what extent internal conflicts about this endanger revitalization attempts.

The special issue of *Sociolinguistica* 30 on *Language Standardisation – Theory and Practice*, edited by Wright, Røyneland, and Lane, shows that there is much truth in Einar Haugen's well-known

quotation, “The planner proposes, but the community disposes,” but also that many more factors are at play in language standardization processes. In her article, Røyneland details the debate on the standardization of Nynorsk, one of Norway’s two written standards. She shows how, even in a climate of tolerance of difference, deliberation does not always produce consensus, and those whose opinions are heard but not accepted have felt angry and alienated. Lane analyzes the standardization of Kven where the theoretical agreement to recognize diversity faltered in the face of pragmatic considerations—in this case funding and the availability of texts.

### **Dialect and migration in late modern Norway**

The project “Dialect and migration in late modern Norway”, led by Unn Røyneland, comprises a number of studies of language attitudes toward accented speech, dialect variation, and the use of dialects by the immigrant population. The leading question posed in the project is: “What should you sound like to sound like you belong?” Data has been collected from 605 students at 11 different secondary schools in 6 different urban and rural locations in Eastern and Western Norway. There is an extensive set of data consisting of an online questionnaire, visual-verbal guise tests, foreign accent comprehension tests, and focus group interviews. The main aims of the study are to examine what notions young people in Norway have about the connections between language, body, and place, and to assess the extent to which young people with an immigrant background are perceived as authentic and entitled users of local dialects. One main hypothesis, which has been confirmed in the analysis, is that immigrant youth are evaluated more positively and also seen as “more Norwegian” when they speak a dialect other than the Oslo dialect (often considered standard). Another main finding is that accented non-Oslo dialects are also evaluated more positively, and that these dialects seem to function as a “camouflage” of accent: young people simply do not seem to hear the accent in dialects that are not their own. Results from the studies are presented in two MA theses: Myklestu (2015) and Vik Johnsen (2015), in Røyneland (2016, in press), and several articles are in the pipeline.

### **Discourses of diversity**

One of the central questions in critical scholarship examining the recent drive for diversity is what discourses of diversity achieve and stand for. The special issue on “Discourses of Diversity” (Del Percio and Sokolovska 2016) is anchored within and inspired by feminist, antiracist, and neo-Marxist scholarship on the (symbolic) politics of diversity. The empirical analyses problematize how and why discourses of diversity are articulated within the management of social (dis)order and economic development and contribute to a critical reflection on the knowledge on diversity that researchers in the discipline have been producing in the past decades. Del Percio’s article in this issue discusses how expertise in intercultural communication is used in the everyday reception of migrants by Italian NGOs. He argues that while expertise in intercultural communication is imagined by actors governing migration as a powerful resource to empower migrants, intercultural communication is also a coercive technology that shapes compliant individuals who do not resist the forms of precariousness that migration comes with in present-day Italy.

## Research collaboration across research groups in the center—scientific results of collaborations in the center and collaborative projects

The three research projects presented in the following all came about as a direct result of MultiLing's organization as a Center of Excellence. They represent a conscious switch away from the typically smaller, individual projects, to larger interdisciplinary projects that address key issues in MultiLing's project description—multilingual families, language loss in the aging population, linguistic minorities—and involve researchers from across the three Themes as well as SAB members and other international partners.

### MultiFam: Family language policy in multilingual transcultural families

#### **[FAKTABOKS]**

**Participants from MultiLing:** Elizabeth Lanza (PI), Anne Golden, Bente Ailin Svendsen, Judith Purkarthofer, and Maria Obojska

**Project partners:** Erfurt University (Annick De Houwer), University College London (Li Wei), Hedmark University College (Lars Kulbrandstad), FAFO Institute for Labour and Social Research (Jon Rogstad) and the Language Council of Norway

**Financed by:** The Research Council of Norway, FRIPRO scheme (NOK 8M)

**RCN project no.:** 240725/F10

**Project period:** 2015–2018

The MultiFam project brings together researchers from Themes 1, 2, and 3 in the investigation of language use and language transmission across generations in the home. Family language policy involves implicit and explicit planning as well as practices in relation to language use and literacy within home domains and among family members. The main goal of the MultiFam project is to generate knowledge of the factors involved in multilingual transcultural family members' decisions and practices concerning language use and literacy in the home. How do families organize their everyday life and the upbringing of their children when more than one language is relevant for them? In the MultiFam project, several aspects of multilingual family life are in focus, and the age range of our participants is from infancy to old age. Some of the questions we address are: How do parents deal with the bilingual upbringing of their preschool children (Golden, Lanza, Purkarthofer)? How do teenagers deal with questions of belonging and language experiences as they negotiate language use in the family and in society (Obojska, Svendsen)? What reasons are important for parents when it comes to the transmission of languages (Purkarthofer, Bordal Steien), and what variety of the language do they choose to transmit (Johnsen in her MA thesis)? How are family language policies and practices within multilingual families affected by personal, cultural, social, and political factors outside the family as well as competing ideologies (Lanza, Purkarthofer)? Methodological questions are also addressed as the project engages a triangulation of methods ranging from ethnographic profiling (Purkarthofer, Obojska) and focus group discussions (Golden) to a large-scale survey (Golden, Lanza, Obojska, Purkarthofer, Svendsen) and interactions in the home and online (Lanza, Obojska, Purkarthofer, Svendsen). Interviews and multimodal activities including drawing language portraits and building family spaces (Obojska, Purkarthofer) cater to the specific needs of children and adults.



Some initial results regarding the role of parents indicate that parents' own experiences are very relevant for the family language policies they want for their children (Purkarthofer & Bordal Steien). Linking language practices to family history and reacting to change are both important motivations for parents when they decide what languages to use with their children. Further results show strong relations between family language policy and kindergarten and school practices and policies (Obojska, Purkarthofer): parents react to teachers' expectations, but they also expect them to take their own family situation into account. While parents play a very important role in the first years of schooling, teenagers negotiate language use more often among peers in school but also via social media. Through producing and commenting on media, they are able to establish links with different language communities and to further construct their multilingual self (Obojska). Results also indicate how family language policy and practices within multilingual families are affected not only by personal and cultural factors but also by social and political factors outside the family, including competing ideologies (Lanza) and the status of the dialects in the parent's home country (Johnsen 2016 in her MA thesis).

## **MultiLing Dementia: Language and Communication in Multilingual Speakers with Dementia in Norway**

### **[Faktaboks]**

**Participants from MultiLing:** Jan Svennevig (PI) Marianne Lind, Hanne Gram Simonsen, Bente A. Svendsen, Monica Knoph, Maarja Siiner, Valantis Fyndanis and Anne Marie Landmark

**Project partners:** Cardiff University (Alison Wray), City University of New York (Lorraine Obler), Linköping University (Charlotte Plejert)

**Financed by:** The Research Council of Norway, FRIPRO scheme (NOK 9 M)

**RCN project no.:** 250093

**Project period:** 2016–2019

The MultiLing Dementia project combines psycholinguistic and sociolinguistic approaches to language and communication and includes researchers from Themes 1, 2, and 3. One of its goals is to investigate how language storage and processing are affected by age alone and by the combination of age and dementia in elderly monolingual and multilingual speakers. Language in healthy multilingual speakers is investigated by Valantis Fyndanis. Another aim is to explore different naming skills and strategies used to cope with naming problems in bilinguals with dementia across different contexts: tests of confrontation naming, semi-structured narratives, and spontaneous conversation. A case study of a bilingual man with dementia (Lind, Simonsen, Svennevig, Svendsen, Ribu, de Bot (submitted) shows better naming in L1 (English) than L2 (Norwegian) and better naming of nouns than verbs. His narratives show a very low performance in both languages, while his conversation reveals relatively good communication skills, despite word-finding problems, due to different strategies and scaffolding by the conversation partner. The study shows the importance of assessing both languages and using different assessment methods to get a comprehensive picture of the language skills in bilingual dementia. For clinical purposes, the study demonstrates the usefulness of focusing on remaining strengths and capacities instead of the impairment.

Another study of the same participant investigates his spontaneous conversation in more detail (Svennevig & Lind 2016). The study shows that speech production problems may vary considerably in L1 compared to L2. In the English (L1) conversation, the participant's main problem is accessing specific lexical items, often information-carrying, low-frequency nouns that can fit into a fully developed syntactic construction. In this conversation, he is also able to use various strategies, such as circumlocution, explanation of meaning, and use of semantically less informative proxy nouns ('thing', 'guy') to remediate his word-finding problems. In the Norwegian (L2) conversation, on the other hand, the main problem is related more to accessing and/or constructing the syntactic frame with which the information-carrying lexical items are integrated. In this conversation, he is also less able to use remediating strategies. These different manifestations of speech production problems in English and Norwegian have implications for what strategies his interlocutors can use to scaffold his contributions and to assist in the search for lexical items. The more fully developed grammatical structure in the English conversation limits the range of candidate formulations that the interlocutors can reasonably make. The result is that the interlocutors are more active in assisting the speaker in his production and in displaying their understanding in the English conversation. Furthermore, the MultiLing Dementia project analyzes how questions about ageing, dementia, and language are represented in various discourses, for instance in media and policy documents.

## **Linguistic Minorities in Europe: A Living Digital Multi-Modal E-Series – LME [FAKTABOKS]**

**Series editors:** Kees de Bot (University of Groningen), Lenore Grenoble (University of Chicago), Pia Lane and Unn Røyneland.

**Financed by:** De Gruyter Mouton and MultiLing

**Planned launch:** 2018

This interdisciplinary series is a collaboration between MultiLing and De Gruyter Mouton, one of the leading publishers within the field of linguistics, and will include approaches from sociolinguistics, psycholinguistics, educational linguistics, ethnolinguistics, and general linguistics to investigate linguistic minorities in Europe (Indigenous and migrant minorities). LME will consist of both overview articles and research articles, and contributions will be peer-reviewed. It will fill a gap, as the existing literature is scattered across a wide range of books and journals. Our vision is for LME to become a key reference for research on linguistic minorities in Europe, fostering comparative studies of minorities in different European contexts.

The series is “born digital,” not an electronic version of a print encyclopedia: audio files, video clips, maps, and photos will be embedded in the articles. Thus, this will not be an online version of printed text, but will be designed to be published online with a print-on-demand option. This means that we envision a dynamic kind of publication, one that allows for the richness of digital media and has a built-in flexibility to expand and develop. The series will be launched in 2018 with 100 entries.

## International collaboration

International collaboration is at the core of all of MultiLing’s research orientation, projects, publications and activities, as can be seen from our list of publications, or even heard from all the different languages spoken in our break room. Our international collaborators have been absolutely essential in the success of the Center so far, for which we are truly grateful.

### **INTPART – International Partnerships for Excellent Education and Research**

In collaboration with four leading South African universities, MultiLing secured funding for a three-year research collaboration. Multilingualism and diversity are fast becoming defining characteristics of societies all over the world, and MultiLing wants to draw attention to Southern experiences of multilingualism, mobility, and diversity. The main goal of the partnership project is for MultiLing to establish, further develop, and strengthen collaboration with scholars at four key South African universities whose work is highly relevant for MultiLing’s research agenda, in particular our primary goal of bridging the gap between psycholinguistic and sociolinguistic approaches to language and multilingualism.

### **COST Actions**

#### ***New Speakers in a Multilingual Europe: Opportunities and Challenges (2013–17)***

The aim of this action is to bring multilinguals into focus by investigating the challenges and opportunities involved in acquiring, using, and being understood as a “new speaker” of a language in the context of a multilingual Europe. New speakers are multilingual citizens who, by engaging with languages other than their “native” or “national” language(s), need to cross existing social boundaries, re-evaluate their own levels of linguistic competence, and creatively (re)structure their social practices to adapt to new and overlapping linguistic spaces.

#### ***Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment (2009–13)***

The main objective of this action was to profile bilingual Specific Language Impairment (SLI) by establishing a network to coordinate research on linguistic and cognitive abilities of bilingual children with SLI across different migrant communities. An important goal was to develop assessment instruments valid for the varied set of bilingual combinations across Europe.

#### ***The Collaboration of Aphasia Trialists (2013–2017)***

The aim of this action is to establish a network of leading European multidisciplinary aphasia investigators in rehabilitation, social science, linguistics, and language research, facilitating the development of high-quality aphasia research to address the needs of people with aphasia, their families, health, and social care providers and voluntary groups. One of the goals is to develop assessment tools for aphasia across languages, both to facilitate data-sharing across countries, and to assess multilinguals with aphasia.

#### ***“Linguistic capacity building—Tools for the inclusive development of Ethiopia” (2014–18)***

The project’s aim is to increase the knowledge and capacity at Ethiopian universities to develop resources for disadvantaged spoken and signed languages and provide possibilities for children and adult speakers of these languages to use them in education and other democratic arenas important for the development of modern Ethiopia. The project has received funding from the Norwegian Agency for Development Cooperation through NORHED.

## Development of teachers' insight in reading across the curriculum in Sweden (Läslifyftet).

Collaboration with the Swedish National Agency for Education and Karlstad University on the professional development of teachers in Upper Secondary School.

Golden, Anne & Lise Iversen Kulbrandstad (2016). Ordförråd och begrepp inom alla ämnen. [Vocabulary and concepts in all school subjects]. Läslifyftet. Skolverket.

## Co-edited volumes with international contributors

As our list of publications attests, co-authoring has been a priority at MultiLing since the start, to strengthen long-term international research collaboration. In fact, 27% of all of our publications from 2013–2016 were co-authored with international collaborators. Below is a selected list of co-edited volumes, both books and special issues.

Avanzi, Mathieu & **Guri Bordal Steien** (eds.). (2016). La prosodie du français en contact. Special Issue. *Languages* 2(202).

Blackwood, Robert, **Elizabeth Lanza** & Hirut Woldemariam (eds.). (2016). *Negotiating and Contesting Identities in Linguistic Landscapes*. London: Bloomsbury Academic Press.

**Del Percio, Alfonso** & Zorana Sokolovska (eds.). (2016). Discourses of Diversity: Governing Society. Special issue. *Language and Communication* 51.

**Johannessen, Janne Bondi** & Joe Salmons (eds.). (2015). *Germanic Heritage Languages in North America. Acquisition, Attrition and Change*. Amsterdam/Philadelphia: John Benjamins.

**Lanza, Elizabeth** (Guest Editor). (2015). 8th International Symposium on Bilingualism (ISB8). Keynote lectures. Special issue. *International Journal of Bilingualism* 19(2).

**Lanza, Elizabeth** & Li Wei (eds.). (2016). Multilingual encounters in transcultural families. Special issue. *Journal of Multilingual and Multicultural Development* 37(7).

Mendisu, Binyam Sisay & **Janne Bondi Johannessen** (eds.). (2016). Multilingual Ethiopia: Linguistic Challenges and Capacity Building Efforts. *Oslo Studies in Language* 8(1).

Nortier, Jacomine & **Bente A. Svendsen** (eds.). (2015). *Language, Youth and Identity in the 21st Century: Linguistic Practices across Urban Spaces*. Cambridge: Cambridge University Press

Wright, Sue, **Unn Røyneland** & **Pia Lane** (eds.). (2016) Language standardisation: Theory and practice. Special issue. *Sociolinguistica* 30.

## Upcoming volumes with international contributors

Cutler, Cecelia & **Unn Røyneland** (eds.). (2017). *Analyzing Multilingual Youth Practices in Computer Mediated Communication*. Cambridge: Cambridge University Press.

**Golden, Anne**, Scott Jarvis & Kari Tenfjord (eds.). (2017). *Crosslinguistic Influence and Distinctive Patterns of Language Learning: Findings and Insights from a Learner Corpus*. Bristol: Multilingual Matters.

Kendall King & **Elizabeth Lanza** (eds.). (2017). Ideology, agency, and imagination in multilingual families. Special issue. *International Journal of Bilingualism*.

**Lane, Pia, James Costa & Haley De Korne** (eds.). (2017). *Standardizing minority languages: Competing ideologies of authority and authenticity in the global periphery*. Abingdon: Routledge

## Guest researchers at MultiLing 2013–2016

From 2013 to 2016, MultiLing has had the great privilege to host a number of invited visiting scholars and guest researchers for shorter or more extended periods of time.

These guests have provided MultiLing with important new research insights, friendship, and lively discussions in return for office space, access to MultiLing's activities and—what most of them admit to having treasured the most—much needed time to write up their articles and often co-write with MultiLing team members. The list below only mentions the guest researchers who have stayed at MultiLing for 14 days or more. Needless to say, we have had a number of distinguished guests staying for a shorter period of time.

### Invited visiting scholars

Cecelia Cutler, Associate Professor at City University New York, USA. May–June 2014 and April 2016.

Tommaso Milani, Associate Professor at University of the Witwatersrand, Johannesburg, South Africa. September 2014.

Jürgen Jaspers, Associate Professor at Université Libre de Bruxelles (ULB), Belgium. May–June 2015.

Suzanne Quay, Professor at International Christian University, Tokyo, Japan. April–May 2015.

Kofi Yakpo, Assistant Professor, University of Hong Kong, Hong Kong, February and August–September 2016.

Ng Bee Chin, Professor at Nanyang Technological University, Singapore, May–June 2016.

Francesco Cavallaro, Professor at Nanyang Technological University, Singapore, May–June 2016.

Irina Sekerina, Professor at City University New York, USA. February 2016 (Fulbright Scholarship).

Binyam Sisay Mendisu, Associate Professor at Addis Ababa University, Ethiopia, May–July 2016.

Sibonile Mpendukana, Lecturer at Cape Town University, South Africa. September 2016.

Zannie Bock, Senior Lecturer at University of the Western Cape, South Africa. September 2016.

### Long-term guest researchers

Quentin Williams, Senior Lecturer, University of the Western Cape, Cape Town, South Africa. Yggdrasil Postdoctoral Fellow 2013–2014

Shirin Zubair, Philipp Schwartz Fellow, University of Duisburg-Essen, Germany. 2014–2015

Gözde Mercan, PhD, Ankara, Turkey. TÜBİTAK Postdoctoral Fellow 2014–2015

## Institutional partners and collaborators

### Institutional partners

MultiLing has seven institutional partners, with whom we have formal collaboration agreements. These partners provided letters of support for MultiLing's application for the status as a Center of Excellence, and each has contributed to the success of the Center's research in different ways.

#### **Fafo Research Foundation, Norway**

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

#### **Lund University, Sweden**

In addition to close research collaboration, the Lund University Humanities Lab, led by SAB member Marianne Gullberg, has been an invaluable advisor in the process of planning and building MultiLing's socio-cognitive laboratory (opening in 2017).

#### **Nanyang Technological University, Division of Linguistics and Multilingual Studies, Singapore**

Multilingualism scholars at NTU collaborate with MultiLing researchers to provide an Asian perspective to the study of multilingualism, particularly through work on emotions, and language policy and maintenance.

#### **Språkrådet (Language Council of Norway), Norway**

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

#### **Statped (National Service for Special Needs Education), Norway**

Three members of MultiLing's core (Monica Knoph, Marianne Lind and Emel Türker-van der Heiden) group divide their time between Statped and MultiLing, bringing valuable user insight, theory and methodology to MultiLing's research, and the latest research back to the users.

#### **UiT The Arctic University of Norway, Norway**

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

#### **University of Copenhagen, Denmark**

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

#### **University of the Western Cape, South Africa**

UWC has been in close collaboration with MultiLing through their Centre for Multilingualism and Diversities Research (CMDR), led by SAB member Christopher Stroud. PhD students from UWC



participate in researcher training courses organized by MultiLing. Since 2015, an even more active collaboration has come about through the INTPART project. Research collaboration with UWC provides a Southern perspective to the study of multilingualism.

## Collaborators

Each one of these scholars provided letters of support for MultiLing's application for the status of Center of Excellence and announced their intention to collaborate with MultiLing.

- Niclas Abrahamsson and Emanuel Bylund, Centre for Research on Bilingualism, Stockholm University, Sweden
- Jannis Androutsopoulos, Hamburg University, Germany
- Tove Bull and Anna-Riitta Lindgren, UiT The Arctic University of Norway
- Jakob Cromdal, Educational Practice, Department of Social and Welfare Studies, University of Linköping, Sweden
- Xiao Lan Curdt-Christiansen, University of Reading, UK
- Ana Deumert, School of African and Gender Studies, Anthropology and Linguistics, University of Cape Town, South Africa
- Susan Gal, University of Chicago, USA
- Ewa Haman, University of Warsaw, Poland
- Monica Heller, University of Toronto, OISE, Ontario Institute for Studies in Education, Canada
- Christine Hélot, University of Strasbourg, France
- Rita Hvistendahl, Center of Excellence in Education, University of Oslo/UiT The Arctic University of Norway, Coordinator for Multilingualism, Norway
- Scott Jarvis, Ohio University, USA
- Jürgen Jaspers, University of Antwerp/The Free University of Brussels, Belgium
- Gabriele Kasper, University of Hawaii at Manoa, USA
- Tommaso Milani, Linguistics Department, Witwatersrand University, Johannesburg, South Africa
- Lorenza Mondada, University of Basel, Switzerland
- Kamil Øzerk, Department of Education Research, University of Oslo, Norway
- Sari Pietikäinen, Jyväskylä University, Finland
- Suzanne Quay, International Christian University, Tokyo, Japan
- Pia Quist, Copenhagen University, Denmark
- Monika Schmid, University of Groningen, the Netherlands, and University of Essex, UK
- Seyhun Topbas, Anadolu University, Eskisehir, Turkey
- Cecile Vigouroux, Simon Fraser University, Vancouver, Canada
- Marit Westergaard, UiT The Arctic University of Norway
- Hirut Woldemariam, Addis Ababa University, Ethiopia

## Researcher training

From its start in 2013, MultiLing has proved to be very successful in recruiting competent, motivated, and goal-oriented PhDs and postdocs. So far, eight PhDs have defended or submitted their theses, and four postdocs have gotten permanent positions, three of them at renowned universities abroad.

Three PhDs successfully defended their theses in 2015/2016: two women, one man. Another five candidates submitted their PhDs during the autumn of 2016: four women, one man (see detailed lists below). This means that all of the PhD candidates that were recruited in the very first round of hiring at MultiLing are on schedule, one of them even submitting a year early. The Faculty of Humanities recommends that all PhD candidates have two supervisors. Thus, from the beginning, it has been MultiLing's strategy to provide all the candidates with an internal main supervisor and a co-supervisor from a renowned institution abroad, if possible from MultiLing's Scientific Advisory Board. This has no doubt contributed to the quality and speed of the candidates' work, as well as to their international orientation and networks.

### PhD degrees completed at MultiLing

- Monica I. N. Knoph: "Language assessment and therapy for verb production impairments in multilingual aphasia." Supervisors: Hanne Gram Simonsen and Marianne Lind. Defended in 2015.
- Ingrid Dommersnes Jølbo: "Identitet, stemme og aktørskap i andrespråksskriving. En undersøkelse av skriving som meningsskaping blant elever med somalisk bakgrunn i norskfaget i grunnskoleopplæringen for minoritetsspråklig ungdom" [Identity, voice and agency in second language writing]. Supervisors: Anne Golden and Åsa Wedin (Dalarna University, Sweden). Defended in 2016.
- Nathan Albury: "The folk linguistics of language policy: Knowing, feeling and doing Māori language revitalisation." Supervisors: Unn Røyneland and Lyn Carter (University of Otago, New Zealand). Defended in 2016.

### PhD theses submitted at MultiLing in 2016

- Pernille Hansen: "In the beginning was the Word: A study of monolingual and bilingual children's lexicons." Supervisors: Hanne Gram Simonsen and Nina Gram Garmann (Oslo and Akershus University College of Applied Sciences, Norway). Submitted in 2016.
- Jakob A. P. Wiedner: "Norwegian Romani—A linguistic view on a minority language in the north of Europe." Supervisors: Bente Ailin Svendsen, Rolf Theil (University of Oslo) and Yaron Matras (University of Manchester, UK). Submitted in 2016.
- Yeşim Sevinç: "Language knowledge and linguistic anxiety across three generations of the Turkish immigrant community in the Netherlands: The effects of language shift." Supervisors: Anne Golden, Ad Backus (Tilburg University, the Netherlands) and Marianne Gullberg (Lund University, Sweden). Submitted in 2016.
- Kamilla Kraft: "Constructing migrant workers: Multilingualism and communication in the transnational construction site." Supervisors: Jan Svennevig and Alexandre Duchêne (University of Fribourg, Switzerland). Submitted in 2016.
- Maimu Berezkina: "Multilingual state websites in Estonia and Norway: A study of language policy in new media." Supervisors: Unn Røyneland, Aneta Pavlenko (Temple University, USA) and Helen Kelly-Holmes (University of Limerick, Ireland). Submitted in 2016.

## Doctoral training

MultiLing's graduate program was launched in 2014, and so far, three Summer Schools and three Winter Schools have been arranged at MultiLing, covering a wide range of approaches to multilingualism, both methodological and theoretical. The experts teaching the courses have brought in their unique competence from different international institutions, as well as from MultiLing and other Faculties at the University of Oslo. The number of applicants to the courses has been steadily growing and includes a large number coming from institutions abroad. In addition to MultiLing's regular Summer and Winter Schools, one specialist MA/PhD course was arranged over two semesters. MultiLing's INTPART collaboration with four universities in South Africa from 2016 to 2018 has added three South African Summer Schools to the list, as well as up to four additional South African participants to the courses taking place in Oslo.

### PhD courses held at MultiLing 2014–2016:

Winter School 2014: Annick De Houwer (Erfurt University) and Xiao Lan Curdt-Christiansen (Nanyang Technological University). Early Multilingualism in the Family. March 10–14, 15 participants.

Summer School 2014: Lourdes Ortega (Georgetown University) and Gabriele Kasper (University of Hawaii at Manoa). Different Approaches to Multilingualism (Social, Cognitive, and Psychological). September 8–12, 15 participants.

2014 and 2015: Loraine Obler (City University of New York). Communication and Brain in Multilingual Aging I (2014) and II (2015). MA/PhD course in two parts. October 20–28, 2014, and April 13–20, 2015, 10 participants.

Winter School 2015: Ana Deumert (University of Cape Town) and Jannis Androutsopoulos (University of Hamburg). Multilingualism, Mobility and Media: Theories, Methods and Data. February 9–13, 16 participants.

Summer School 2015: Jim Cummins (University of Toronto) and Lynda Yates (Macquarie University). Second Language Learning in School and in the Workplace. September 7–11, 16 participants.

PhD Course 2015: Janne Bondi Johannessen, Bård Uri Jensen, Atle Grønn, Hilde Hasselgård and Dag Haug (all University of Oslo). Corpora of Text and Speech & Databases in Research. October 5–9, 10 participants.

Winter School 2016: Irina Sekerina (Fulbright Fellow, City University of New York), with lectures by Tim Brennan, Francisco Pons (both Department of Psychology, University of Oslo), and Elizabeth Lanza, Unn Røyneland and Judith Purkarthofer. Language in the "Lab." February 1–5, 15 participants.

Summer School 2016: Anna De Fina (Georgetown University) and Alexandra Georgakopoulou (King's College London). Narrative, Discourse and Interaction. September 5–9, 15 participants.

Summer School in South Africa, Cape Town, 2016: INTPART Summer School. North-South Perspectives on Multilingualism and Diversity: Practices and Policies. University of the Western Cape. December 5–9, 30 participants.

## Postdoctoral training

MultiLing has proven equally successful in recruiting excellent postdoctoral fellows, as best demonstrated by the fact that of the first five postdocs hired at MultiLing, three are now in permanent positions at renowned universities abroad, and the other two are in relevant positions at eminent Norwegian institutions. The postdoctoral candidates are a great asset to MultiLing because of their competence and publications, but also because of their energy, creativity, and openness to new approaches. They organize workshops, guest lectures, and other research activities, and through their 10% duty component, they teach MA courses, supervise students, and also contribute to doctoral training courses, thus building their CVs and competence.

In 2016, a mentoring program for postdocs was established at MultiLing. Postdocs are independent researchers and do not have supervisors. Female postdocs at UiO have access to a gender equality mentoring program, but at MultiLing, a need for a mentoring program open to all the postdocs at the Center was acknowledged, since contact with an international, experienced mentor can be crucial to the success of postdoctoral scholars as they develop original research ideas and move toward greater independence and maturity.

## Dissemination and communication

Dissemination and communication are central to MultiLing's work. The research results are regularly and frequently communicated back to relevant communities, including presentations to policymakers and stakeholders, to students in regular courses at all levels, and to the general public through the press, open lectures, debates—in particular through the Language Lounge—and even through a movie production, *The Secret Language*.

The goal of MultiLing's outreach activities is to raise awareness among the general public of the specific research carried out at the Center, as well as of research on individual and societal multilingualism carried out elsewhere, nationally and internationally. Moreover, MultiLing aims to address the implications of this research for citizens. MultiLing's outreach activities are framed within and driven by the Center's goal and vision, namely to provide research-based knowledge on multilingualism to central policymakers and stakeholders, and to enhance the capacity of society to address the challenges of multilingualism through increased knowledge, promoting agency and a better quality of life, no matter a person's linguistic and social background. In the application for MultiLing, three major dissemination events were singled out as important milestones: the annual lecture celebrating International Mother Language Day, the annual Einar Haugen Lecture, and the language exhibition at Oslo City Museum *Oslo Says. Language in the City*.

### General public outreach activities—talks and media appearances

MultiLing's researchers are active in both traditional and social media. During 2013–2016, MultiLing and the center's researchers had 333 appearances in Norwegian online and print media (source: Opoint), as well as many appearances on TV, radio and in international media. Public lectures on different aspects of multilingualism, such as linguistic diversity, language planning, second language acquisition, bilingual first language acquisition, and multilingualism on an individual and societal level, have been held on several occasions for a wide range of audiences nationally and internationally. Audiences include researchers from a number of different fields, educational personnel at all levels, government officials from the education sector, students in teacher training, healthcare and authority personnel, as well as parents of multilingual children.

### The annual lecture celebrating International Mother Language Day

International Mother Language Day, February 21, proclaimed by the General Conference of UNESCO in November 1999, is celebrated by MultiLing and its researchers to promote linguistic and cultural diversity and multilingualism. In 2014, the lecture by Bente A. Svendsen focused on multilingualism and language hierarchies; in 2015, Monica Knoph spoke on aphasia among multilinguals; and in 2016, Guri Bordal addressed the status of mother tongue and linguistic repertoire in an African context.

### The annual Einar Haugen Lecture Series

The internationally acclaimed Norwegian-American Einar Haugen was a pioneer in the study of bilingualism and language policy, and MultiLing honors him with the annual Einar Haugen Lecture on September 26, coinciding with the European Day of Languages. In 2013, Li Wei (UCL, UK) lectured on cultural encounters in transnational multilingual families; in 2014, Monika Schmid (University of Essex, UK) addressed language testing of asylum seekers; in 2015, Michael Silverstein (University of Chicago, USA) spoke about the work and innovation of Einar Haugen; and in 2016, François Grosjean (University of Neuchâtel, Switzerland) honored Einar Haugen by talking about the psycholinguistics of bilingualism and his personal memories of Haugen himself.

## The language exhibition *Oslo Says. Language in the City*

In May, 2016, the language exhibition *Oslo sier. Språk i byen (Oslo Says. Language in the City)* was launched at the Oslo City Museum. The main objective of the language exhibition is to display a wide spectrum of languages, dialects, and speech styles in Oslo—representing Norway and the world in miniature—and to stimulate an increased public awareness of Oslo as a linguistic melting pot, as well as revealing and challenging attitudes towards language in society. The main target groups are school pupils, especially from 5<sup>th</sup> to 13<sup>th</sup> grade, and the general public in all age groups. The City Museum had reported great success based on the numbers of visitors and from their experiences with guided tours for school classes. As a consequence, they have prolonged the exhibition for another six months (until December 2017).

The people behind the exhibition, Bente A. Svendsen and Ingunn I. Ims (see facts), have held regular guided tours, and two fellows at MultiLing, Judith Purkarthofer and Maria A. Obojska, have organized workshops on language biographies for visitors.

### Facts:

**Project owner:** Center for Multilingualism in Society across the Lifespan (MultiLing), University of Oslo, in collaboration with the Oslo City Museum and the Language Council of Norway.

**Responsible for production, content, and design:** Project leader Bente A. Svendsen, project coordinator Ingunn I. Ims, head of administration Mari C. R. Otnes and art historian Tommy Sørbø, in collaboration with Tank Design.

**Period:** May 2016 – December 2017.

## The Language Lounge

In connection with the language exhibition, and in collaboration with the Oslo City Museum, MultiLing organizes the so-called *Språksalongen* (Language Lounge), a monthly or bi-monthly event where the general public is invited to participate in guided city tours, public lectures, debates, and talks with various authors on language and literature. These events are of great public interest and attract a full café at the City Museum. Many of MultiLing's employees have contributed: Pernille Hansen, Janne Bondi Johannessen, Monica I. Knoph, Hanne Gram Simonsen, and Bente A. Svendsen.

**Responsible:** Ingunn I. Ims, Tommy Sørbø, Bente A. Svendsen, and Jorunn Simonsen Thingnes, in collaboration with the Oslo City Museum.

## Film: *The Secret Language*

In 2016, the documentary on Kven language *The Secret Language – Det hemmelige språket* was completed, produced by Lightsource Productions, in collaboration with MultiLing's Pia Lane and The Text Laboratory. The film addresses questions such as: If your language is not recognized as a language, how does this affect you? How do Kven people experience reclaiming their language and identity? The Norwegian Broadcasting Company (NRK) has bought the rights to show the documentary, and it will be aired six times on Norwegian national TV and will be available online for two years after its first airing on March 16, 2016. NRK reports that the movie was watched by 120,000 people on March 16, and according to them this is a substantial audience for a midweek documentary screening. Lightsource Productions will also screen the documentary at international documentary festivals.

## Societal impact

A number of the research projects that MultiLing researchers have been involved in have had an important societal impact—in terms of changes in activity, attitude, capacity, attention, competence, policy, practice, and understanding. Changes can occur among individuals, groups, organizations, in public opinion, or in society at large, and they can be local, national, or international.

## AssessTools

In order to assess language and communication skills in adults and children, it is necessary to develop or adapt instruments for Norwegian. In collaboration with colleagues in Norway and abroad, MultiLing researcher Hanne Gram Simonsen has adapted several such instruments, among them the MacArthur-Bates **Communicative Development Inventories** (MB-CDI), a tool for assessment of vocabulary in children from 8 months to 3 years of age. **CDI is used by speech and language therapists, child care personnel, and health personnel in child clinics.** A number of inquiries were received from different institutions across the country wanting to use the CDI for early assessment and follow-up. **Since CDI has been adapted to more than 60 languages, it is a very valuable tool in the assessment of multilingual children.** Several researchers at MultiLing (Hanne Gram Simonsen, Marianne Lind, and Valantis Fyndanis) are also currently involved in the adaptation of an assessment tool for aphasia (language impairment after an acquired focal brain injury) to Norwegian and Greek. This tool (the Comprehensive Aphasia Test) has also been adapted to 13 other languages as part of the COST Action IS1208 Collaboration of Aphasia Trialists. Once completed, these adaptations will pave the way for the assessment of multilingual speakers, as well as cross-linguistic and multilingual research.

## Debunking myths about multilingualism

Negative myths about multilingualism prevail in many groups of society—in particular about how multilingualism supposedly is a problem for children's language development in pre-school and school. Such myths include claims that it is difficult for children to learn more than one language, that children with language disorders should not be exposed to several languages, and that it is a sign of confusion if children combine languages. Throughout 2014–16, Else Ryen and Hanne Gram Simonsen addressed these myths in a series of lectures for pre-school authorities and pre-school staff in different cities across Eastern Norway—reaching a total of more than 700 participants. **Reactions from the audiences as well as feedback from NAFO (The National Centre for Multicultural Education) indicate that the lectures have contributed to changing attitudes and practices in preschool personnel and in their communication with multilingual parents.** NAFO has now included a video-recorded version of the lecture as part of their web based competence-building program for day-care centers with minority children.

## DialectNRK: Attitudes towards and use of dialects in NRK

In 2013, the National Broadcasting Company (NRK) initiated a project to map attitudes towards different varieties of Norwegian and to take measures to ensure the continued support and use of dialects in Norway. As a key normative agent, NRK has an unsurpassed role in influencing the general public's attitudes towards language and also in challenging linguistic prejudices and stereotypes. MultiLing researcher Unn Røyneland had the scientific responsibility for the project. A total of 2,300 respondents took part in the survey. On the basis of this survey, a set of guidelines was made for journalists who wish to use dialect on air. These guidelines were approved by the editors-in-chief and the general director of NRK and were implemented from July 1, 2015. While it is still too

early to assess the long-term impact of these measures, the language director of NRK states that some changes can be seen already. These include an “increasing awareness of the importance of good and consistent dialect use among journalists in NRK” and an increase in the use of dialect in NRK broadcasts. This also includes traditionally stigmatized varieties and variants like South-Eastern urban dialects. The overall effect of using local and regional dialects in normative national broadcasting has been huge and will continue to be extremely important. It has contributed to the acceptance of Norwegian dialects generally and, not least, to the use of dialects in formal contexts. It may raise people’s “linguistic self-esteem” and make them proud to use a large variety of (previously) despised and contested dialects.

### **Informing Indigenous language policy processes and debates**

One aim of Nathan Albury’s PhD, titled *The folk linguistics of language policy: Knowing, feeling and doing Māori language revitalisation*, was to produce usable quantitative and qualitative data for government policy makers. The project surveyed 1,300 youth on what they want from Māori language revitalization, such as who should learn the language and where, what policy should create, who is responsible, and indeed whether revitalization is valuable. Albury synthesized the findings into the information brochure *Tō Tātou Reo* (“It’s our language”) and shared this, plus his key articles, with parliamentarians, the Māori Language Commission, the Ministries of Māori Affairs and Education, and the Ngāi Tahu tribal authority where the research took place. Feedback was very positive, including that on the data’s potential to be used to inform national policy on language in the curriculum and the future of Māori-medium and bilingual education. For example, the Green Party commended the brochure and the thesis, commenting that “this looks great and will make a strong contribution to the debate! I will read it and see how I can use the ideas for policy change.” Albury extended his societal impact by commenting in the New Zealand, Australian, and Norwegian media on Indigenous language policy in a comparative context to inspire critical public awareness. His article “Embracing Indigenous languages: The Kiwis just do it better” in the national Australian media especially attracted debate about language ideology, policy, and Aboriginal rights in Australia.

### **Norwegian Words: A psycholinguistic database**

Norwegian Words, a searchable, psycholinguistic database of 1,650 words, containing information on the words’ semantic, syntactic, and form-related properties, as well as frequency and age of acquisition, was developed by MultiLing researchers Hanne Gram Simonsen, Marianne Lind, and Pernille Hansen in collaboration with colleagues at UiO (Elisabeth Holm and Bjørn-Helge Mevik). The database has a user-friendly interface and is freely available from the Text laboratory website at UiO. It is used by speech and language therapists for selection of items in test construction, for evaluation of performance in clinical groups, and for development of therapy material. It is also used by psychologists and linguists for development of test material and assessment tools for language disorders of different types, in children and in adults.

### **STANDARDS: Standardizing Minority Languages**

One of the main goals of the project Standardizing Minority Languages (STANDARDS) is to investigate how speakers of minority languages relate to standardization processes. The project leader, Pia Lane, has followed the development of a written standard of Kven since the process was initiated in 2007. She developed the Ruija corpus, a collection of transcribed recordings of Kven dialects. This was one of the sources used for the development of the first grammar of the Kven language, published in December 2014. The standardization of Kven is coordinated by the Kven Institute—Kainun Institutti—which states that “the Ruija corpus has been of an utmost importance both for the standardization of Kven and for the teaching of Kven.” Minority language standardization is a



complex process, and the standardization of Kven has been disputed, particularly in the eastern Kven regions. Findings from Lane's research show that one of the reasons for the ambivalent attitudes in the eastern areas is that people fear that the new standard will be based primarily on western Kven varieties, resulting in a written standard they do not identify with. The Kven Institute underscores that these insights are of key importance for the further development of a Kven written standard. Guided by Pia Lane's publications, they have taken measures to ensure a broader geographical scope. The ultimate goal is for the grammar, electronic dictionary, and teaching materials to be accepted and used by those who speak Kven and by those wishing to learn the language.

### **Ta tempen på språket! [Take the temperature on language!]**

In 2014, all pupils in all grades in Norwegian schools were invited to be language researchers through the Research Council of Norway's national research campaign Take the Temperature on Language! The MultiLing researchers in charge of the campaign were Bente A. Svendsen, Else Ryen, and Kristin Vold Lexander. In the course of the campaign, more than 4,500 students collected slang words and phrases "that adults do not know" and explored their own and others' language and dialect competence and practice in various activities and interactions. Through this campaign, Norwegian linguistic diversity has been put on the public agenda, and the metalinguistic awareness of the Norwegian linguistic diversity among pupils, teachers, and the general public has increased. Visible landmarks of the impact of the campaign may be seen in an openly available database and in the language exhibition *Oslo sier [Oslo Says]* that celebrates linguistic diversity. The campaign has received broad media attention. One pupil pointed explicitly to her increased metalinguistic awareness and how she has "become better acquainted with her own language." **And a teacher stated that "many students have language knowledge they try not to use at school. The research campaign raises language awareness, and it is appreciative of all kinds of knowledge of languages."** The General Director of the Research Council of Norway has emphasized how the campaign has given us "more knowledge and better understanding of multilingualism in schools and what impact it has on society."

## Selected publications 2013–2016

Below is a list of selected publications at MultiLing from 2013–2016, chosen from a total of 10 books and edited volumes, 113 scientific articles in national and international journals and 66 chapters in books or anthologies. 27% of the publications are co-authored with international collaborators.

### Books

- Blackwood, Robert, **Elizabeth Lanza** & Hirut Woldemariam (eds.) (2016). *Negotiating and Contesting Identities in Linguistic Landscapes*. London: Bloomsbury Academic Press.
- Johannessen, Janne Bondi** & Joseph Salmons (eds.) (2015). *Germanic Heritage Languages in North America. Acquisition, Attrition and Change*. Amsterdam/Philadelphia: John Benjamins.
- Nortier Jacomine & **Bente A. Svendsen** (eds.) (2015). *Language, Youth and Identity in the 21st Century. Linguistic Practices across Urban Spaces*. Cambridge: Cambridge University Press.
- Purkharthofer, Judith** (2016). *Sprachort Schule. Zur Konstruktion von mehrsprachigen sozialen Räumen und Praktiken in einer zweisprachigen Volksschule*. [School as a space for languages. On the construction of multilingual social and spatial practices in a bilingual primary school.] Klagenfurt: Drava.
- Van Hoof, Sarah** (2015). *Feiten en fictie. Een sociolinguïstische analyse van het taalgebruik in fictiereeksen op de Vlaamse openbare omroep (1977–2012)*. [Facts and Fiction. A Sociolinguistic Study of Language Use in Television Series on the Flemish National Channel (1977–2012)]. Ghent: Academia Press.

### Special issues of journals

- Alstad, Gunhild Alver, **Bente A. Svendsen** & Ingebjørg Tonne (eds.) (2015). An overview of the Norwegian research on second language acquisition. Special issue. *NOA–Norsk som andrespråk* [Journal of Norwegian as a Second Language] (1–2).
- Avanzi, Mathieu & **Guri Bordial Steien** (eds) (2016). La prosodie du français en contact. Special issue. *Languages* 2(202).
- Del Percio, Alfonso** & Zorana Sokolovska. (2016). Discourses of Diversity: Governing Society. Special issue. *Language and Communication*. Volume 51.
- Lanza, Elizabeth** (Guest Editor) (2015). 8th International Symposium on Bilingualism (ISB8). Keynote lectures. *International Journal of Bilingualism* 19(2).
- Lanza, Elizabeth** & Li Wei (eds.). (2016). Multilingual encounters in transcultural families. Special issue. *Journal of Multilingual and Multicultural Development*. Volume 37(7).
- Mendis, Binyam Sisay & **Janne Bondi Johannessen** (eds.). (2016). Multilingual Ethiopia: Linguistic Challenges and Capacity Building Efforts. Special issue. *Oslo Studies in Language* 8(1).
- Wright, Sue, **Unn Røyneland** & **Pia Lane** (eds.). (2016). Language standardisation: Theory and practice. Special issue. *Sociolinguistica* 30. De Gruyter.

### Scientific articles in international journals

- Albury, Nathan John**. (2015). Your language or ours? Inclusion and exclusion of non-indigenous majorities in Māori and Sámi language revitalization policy. *Current Issues in Language Planning* 16(3):315–334.

- Albury, Nathan John.** (2016). Defining Māori language revitalisation: A project in folk linguistics. *Journal of Sociolinguistics* 20(3):287–311.
- Albury, Nathan John.** (2016). The power of folk linguistic knowledge in language policy. *Language Policy*. DOI:10.1007/s10993-016-9404-4.
- Berezkina, Maimu.** (2015). Russian in Estonia's public sector: 'playing on the borderline' between official policy and real-life needs. *International Journal of Bilingual Education and Bilingualism*. DOI:10.1080/13670050.2015.1115004.
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## Full list of personnel at the Center 2013–2016

A comprehensive list of all the people who are or have been working at MultiLing for longer or shorter periods of time since the Center was launched in June 2013.

### Core group

- Jannis Androutsopoulos, professor II
- Anne Golden, professor
- Mira Goral, professor II
- Janne Bondi Johannessen, professor
- Monica Knoph, researcher
- Pia Lane, professor
- Elizabeth Lanza, professor and director
- Marianne Lind, researcher
- Alastair Pennycook, professor II
- Else Ryen, associate professor emerita
- Unn Røyneland, professor and deputy director
- Hanne Gram Simonsen, professor
- Bente Ailin Svendsen, professor
- Jan Svennevig, professor
- Emel Türker-van der Heiden, researcher

### Former core group members

- Inger Moen, professor emerita †

### Postdoctoral research fellows

- Alfonso Del Percio
- Valantis Fyndanis
- Hana Gustafsson
- Anne Marie Landmark
- Judith Purkarthofer

### Former postdoctoral research fellows

- James Costa (2013–2015)
- Gözde Mercan, visiting postdoctoral fellow (2014–2015, funded by the Turkish Research Council)
- Yulia Rodina (2014–2016)
- Guri Bordal Steien (2013–2016)
- Sarah Van Hoof (2013–2015)
- Quentin Williams, visiting postdoctoral fellow (2013–2014, Yggdrasil fellowship from the RCN)

### Doctoral research fellows

- Nathan Albury (completed 2016)
- Hanna Solberg Andresen
- Maimu Berezkina

- Diana Camps
- Rafael Lomeu Gomes
- Pernille Hansen
- Elina Kangas
- Kamilla Kraft
- Maria Obojska
- Verónica Pájaro
- Yeşim Sevinç
- Jakob Wiedner

#### **Affiliated doctoral research fellows**

- Ingrid Dommersnes Jølbo (completed 2015)
- Helene Killmer
- Monica Knoph (completed 2015, now a core group member)
- Alexander Lykke
- Ingeborg Sophie Bjønness Ribu
- Yvonne van Baal

#### **Other scientific staff**

- Malene Bøyum, Research Assistant
- Elisabeth Holm, Research Assistant
- Bård Uri Jensen, Statistician/Researcher
- Kristin Myklestu, Research Assistant
- Jorunn Simonsen Thingnes, Research Assistant

#### **Previous other scientific staff**

- Guro Nore Fløgstad, Assistant Professor (2015–2016)
- Ingunn Indrebø Ims, Researcher (2015–2016)
- Kristin Vold Lexander, Researcher (2014)
- Maarja Siiner, Researcher (2015–2016)
- Shirin Zubair, Visiting Researcher (2014–2015)

#### **Administrative staff**

- Elisabeth Maria Neuhaus, Higher Executive Officer
- Mari Camilla Risdal Otnes, Head of Administration

#### **Previous administrative staff**

- Jeanette Susann Martinsen, Executive Officer (2015–2016)
- Alexandra Mihaltean, Intern (2014)