



MULTILING ANNUAL REPORT 2019

CENTER FOR
MULTILINGUALISM
IN SOCIETY
ACROSS
THE LIFESPAN



UiO University of Oslo





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DESIGN: TANK

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THE DEAN'S INTRODUCTION



Consisting of seven Departments and spanning a multitude of academic disciplines, the Faculty of Humanities at the University of Oslo is the largest of its kind in Norway: a vibrant and diverse research community, and an active contributor to the global academic community. Over the recent years, the Faculty has significantly strengthened its ability to obtain external funding for research at the very highest international level, and I am confident that our two Centers of Excellence, of which MultiLing is one, have played a key part in this.

In studies in the field of humanities, diversity and identity matters are intrinsic. Such topics are regularly and necessarily addressed in the research conducted at MultiLing. Furthermore, the Center organizes and hosts a number of events related to such topics throughout the year, ranging from smaller, locally funded workshops to larger, international conferences. Such activities are crucial in creating and maintaining varied academic networks, and MultiLing's international collaborations are an asset to the Faculty of Humanities and its connections to other academic institutions worldwide.

In 2019, the Faculty developed a new and updated Action Plan for Gender Equality and Diversity. Diversity and gender equality are matters close to my heart, and I was personally very engaged in

the development of the new action plan. As an endeavor in exploring diversity, gender and language, MultiLing organized the Women and Leadership Roundtable in October. The event was funded by the Faculty of Humanities and the Department of Linguistics and Scandinavian Studies as part of the Faculty's action plan. It brought together top women leaders from a variety of fields, including academia, business, technology, and government. The speakers and participants at the event engaged in discussions about gender issues, and the roundtable offered noteworthy perspectives on diversity across different fields. This is exactly the kind of event that the Faculty wishes to see more of in the years to come!

Research in the humanities is important to society, and MultiLing's research continues to investigate key elements in a globalized world. The Center's interdisciplinary efforts represent the future of research within the humanities, as our understanding of modern society increasingly requires such perspectives. The Faculty of Humanities is proud to host such an innovative and productive Center of Excellence.

Frode Helland
Dean of the Faculty of Humanities

THE HEAD OF DEPARTMENT'S INTRODUCTION



2019 was an eventful year both at MultiLing and at the Department of Linguistics and Scandinavian Studies as a whole. MultiLing's second five-year period is in full swing, and it is with great satisfaction that I can see that the Center is not slowing down, but rather gearing up after receiving its successful midterm evaluation: MultiLing continues to be at the international forefront of linguistic research on society and the individual, thus contributing to the Department's fulfilment of our University's ambitious strategy to strengthen our visibility internationally.

Since its very beginning, MultiLing has been actively pursuing and maintaining impressive international networks of collaborators. One of the more prominent examples of this is the INTPART project – a collaboration between four universities in South Africa and MultiLing. This project is now in its second three-year period, and this renewal includes Georgetown University in the United States. The INTPART partnership project continues to be an important part of the Department's portfolio of international collaboration, and I myself had the great pleasure of attending the project launch seminar in Stellenbosch, South Africa, in March.

The importance of social relevance and public dissemination for MultiLing's work is a cornerstone of the Center's philosophy. Social impact, which is a focus throughout

this report, is of particular significance to me, and I deeply appreciate MultiLing's focus on disseminating the research to the communities that are influenced by it and can benefit from it. In the years to come, I expect to see even more impact, as the future work of MultiLing will reach the public. A lasting testament to the societal impact of MultiLing will be the planned international Master's program in Multilingualism, which will see its first group of students in the fall of 2022.

As Head of Department, I have had the privilege of interacting and working with talented scholars, both young and old, at MultiLing. In the years to come, I expect the same level of enthusiasm and energy, which will surely translate into more research at the international forefront – and lasting impact.

Piotr Garbacz
Head of the Department of Linguistics and Scandinavian Studies

THE CENTER DIRECTOR'S INTRODUCTION

Yet another exciting year for MultiLing has passed, and I am very proud to present some of what we accomplished in 2019. The focus for this year's annual report is social engagement and societal impact, which in many ways is a driving force behind the important research that we do within the field of multilingualism. Indeed our vision for the Center is to make a difference in society. I therefore hope you will enjoy reading our seventh annual report just as much as I have enjoyed working with our outstanding MultiLing team!



Social engagement and societal impact

As MultiLing approaches its eighth year as a Center of Excellence, we have begun to witness the important impact our research has had at various levels of society and also in different geographical contexts. Our researchers have brought multilingualism into the educational curricula and the political agenda in Norway as well as contributed to new language assessment tools being developed for multilingual individuals, taking all of their languages into account. Several research projects have resulted in the production of language materials and have contributed to language capacity building not just in Norway, but also in countries such as Ethiopia and Mexico.

The United Nations' International Year of Indigenous Languages

2019 was the United Nations' International Year of Indigenous Languages. To mark the occasion, MultiLing invited Professor Nicholas Evans, the Director of the Centre of Excellence for the Dynamics of Language in Australia, to give the annual Einar Haugen Lecture. Evans has made significant contributions to the study of endangered indigenous languages, especially focusing on the indigenous languages of Australia and New Guinea. His presentation "The many roads to becoming multilingual: Lessons from small-scale speech communities" fascinated and engaged the audience, and was a great way to highlight this important UN observance.

INTPART 2.0

We are delighted to report that the research networking project INTPART 2.0 is already well underway. Georgetown University (USA) joined our consortium this year, adding an exciting new dimension to our network with South Africa. We also had a wonderful kick-off in Stellenbosch in March focusing on "Multilingualism in the Individual and Society: Learning, Globalization and Social Justice," in addition to the workshop "Social Justice, Language Diversity, and Globalization" in Washington, DC, in October, and the annual Summer School in Cape Town in December.

Externally funded projects

We congratulate Valantis Fyndanis, whose project *Morphosyntactic Production in Stroke-induced Agrammatic Aphasia: A Cross-linguistic Machine Learning Approach* was awarded prestigious FRIPRO funding by the Research Council of Norway. And we congratulate core group member Toril Opsahl and her team who just before the Christmas break in 2019 was awarded FRIPRO funding for a project to be launched in 2020 on Polish migrants' communication at workplaces.

The MultiLing team

In 2019, we were pleased to welcome ten new members to MultiLing. These included one doctoral research fellow, three postdoctoral fellows, three researchers, two research assistants, and an administrative staff member. Two of our research Themes also got new Theme leaders: Minna Lehtonen took over for Anne Golden

When the Nobel Peace Prize was awarded to HE Prime Minister of Ethiopia Abiy Ahmed, he was commended for the strong statement he made by appointing women to 50 per cent of the ministerial posts in his cabinet. We were very proud to have his Minister of Science and Higher Education, HE Hirut Woldemariam, as one of our speakers in 2019.

as leader of Theme 1, Language Competence, and the baton for Theme 3, Multilingualism, Ideologies and Language Policies, was passed from Pia Lane to Toril Opsahl.

Doctoral defense

One of our doctoral research fellows, Maria A. Obojska, successfully defended her thesis *Stance in online and offline metalinguistic talk among Polish adolescents in Norway* in 2019. Poles continue to make up the largest immigrant group in Norway. Through studies of online and offline talk among Polish adolescents in Norway, Obojska found that the adolescents' relationships and attitudes to the Polish language are complex and conflicting. The study was part of the MultiFam project and provides insight into the processes behind language maintenance and language change in families with an immigrant background.

New institutional partners and Scientific Advisory Board members

This year, MultiLing was thrilled to add three more excellent universities to our list of institutional partners: HINN – Inland Norway University of Applied Sciences (Norway), Jönköping University (Sweden), and NTNU – The Norwegian University of Science and Technology (Norway). We are excited to have formalized these collaborative agreements and look forward to further cooperation.

In addition, we had the pleasure of welcoming four new members to our Scientific Advisory Board: Lynn Mario de Souza (University of São Paulo, Brazil), Lorenza Mondada (University of Basel, Switzerland),

Sari Pietikäinen (University of Jyväskylä, Finland), and Pia Quist (University of Copenhagen, Denmark). We are delighted to have these scholars onboard!

Women and Leadership

2019 marked the second year MultiLing organized the timely international roundtable "Women and Leadership," bringing together top women leaders. We were particularly proud to present the Minister of Science and Higher Education in Ethiopia, HE Professor Hirut Woldemariam, as one of our speakers, just two short weeks after the Nobel Peace Prize was awarded to her boss, HE Dr. Abiy Ahmed, the Prime Minister of Ethiopia. HE Professor Hirut Woldemariam is a longtime friend of MultiLing and fellow researcher, and we are so impressed by her accomplishments! Our choice of this report's cover is inspired by these events and the social impact of the project *Linguistic Capacity Building in Ethiopia* (see p. 29), which has promoted gender equity and empowerment in Ethiopian higher education.

As you will witness in this seventh annual report, MultiLing has once again made its mark in the field! It is indeed an honor and privilege for me as the Center Director to work with such an inspiring and talented group of people.

Elizabeth Lanza

Elizabeth Lanza
Center Director

HIGHLIGHTS 2019



Nick Evans held an engaged and engaging Einar Haugen Lecture about multilingual small-scale communities.

In 2019, MultiLing's team can boast of 75 high-quality publications, 144 conference presentations and one doctoral defense.

Major events and awards

New external funding: Renewed funding for International Partnerships for Excellent Education and Research (INTPART 2.0, 2019–21), a collaboration between four leading South African universities, Georgetown University (USA) and MultiLing.

Valantis Fyndanis was awarded funding from the Research Council of Norway for his project *Morphosyntactic Production in Stroke-induced Agrammatic Aphasia: A Cross-linguistic Machine Learning Approach* (2019–23).

Two MSCA postdoctoral fellowships:

We received EU funding through the prestigious Marie Skłodowska-Curie Actions (MSCA) Individual Fellowships:

David Natvig: *AmNorSSC – American Norwegian Sound Systems and Language Contact*

Sabina Joy Vakser: *INFLOW – Finding Flow: Negotiating diverse temporalities in migrant family life* (starting in 2020)

Doctoral degree: Maria A. Obojska defended her thesis *Stance in online and offline metalinguistic talk among Polish adolescents in Norway*.

MultiLing milestones

Researcher Training Program: A Collaborative Summer School at UiT The Arctic University of Norway: “Revitalization and reclamation of Indigenous and minoritized languages”

The Fourth INTPART Summer School: “Multilingualism and Vulnerability”

The Annual Einar Haugen Lecture: Nicholas Evans (Australian National University, Australia) held this year's lecture, “The many roads to becoming multilingual: Lessons from small-scale speech communities.”

Workshops and conferences: Colloquium A workshop: “Multilingual practices from antiquity to the present day”

Colloquium B workshop: “Visual prompts and visual methods in multilingualism research”

The 10th Annual Workshop on Immigrant Languages in the Americas (WILA 10)

INTPART workshop at Georgetown University (USA): “Social Justice, Language Diversity, and Globalization”

We were happy to welcome four new members to our Scientific Advisory Board in 2019.



Major Publications

Bagga-Gupta, S., Golden, A., Holm, L., Laursen, H. P., & Pitkänen-Huhta, A. (Eds.) (2019). *Reconceptualizing Connections between Language, Literacy and Learning*. Educational Linguistics (39). Switzerland: Springer International Publishing.

Goral, M., Norvik, M. I., & Jensen, B. U. (2019). *Variation in language mixing in multilingual aphasia*. *Clinical Linguistics & Phonetics*, 33(10–11), 915–929.

Lexander, K. V., & Androutsopoulos, J. (2019). Working with mediagrams: a methodology for collaborative research on mediational repertoires in multilingual families. *Journal of Multilingual and Multicultural Development*.

Purkarthofer, J., & De Korne, H. (2019). Learning language regimes: Children's representations of minority language education. *Journal of Sociolinguistics*.

Svennevig, J., Gerwing, J., Jensen, B. U., & Allison, M. (2019). Pre-empting understanding problems in L1/L2 Conversations: Evidence of effectiveness from simulated emergency calls. *Applied Linguistics*, 40(2), 205–227.

Lanza, E., & Lexander, K. V. (2019). Family Language Practices in Multilingual Transcultural Families. In S. Montanari & S. Quay (Eds.), *Multidisciplinary Perspectives on Multilingualism: The Fundamentals* (pp. 229–252). Berlin, Boston: De Gruyter Mouton

New Scientific Advisory Board members

We were very happy to welcome four new members to our Scientific Advisory Board in 2019.

- Lynn Mario de Souza, University of São Paulo, Brazil
- Lorenza Mondada, University of Basel, Switzerland
- Sari Pietikäinen, University of Jyväskylä, Finland
- Pia Quist, University of Copenhagen, Denmark

Expansion of the team

- Two core group members: Valantis Fyndanis and Franziska Köder
- Three postdoctoral fellows: Liqun Liu, Yeşim Sevinç and David Natvig
- One PhD fellow: Elisabet García González
- One researcher: Ingvild Røste
- Two full-time research assistants:

Marit Johanne Furunes and Mari Johanne Wikhaug Andersen

- One administration team member: Anne Charlotte Lindblom-Rosén

Prizes and Commissions

Alastair Pennycook was selected by the newspaper *The Australian* as one of Australia's top 40 researchers across all fields.

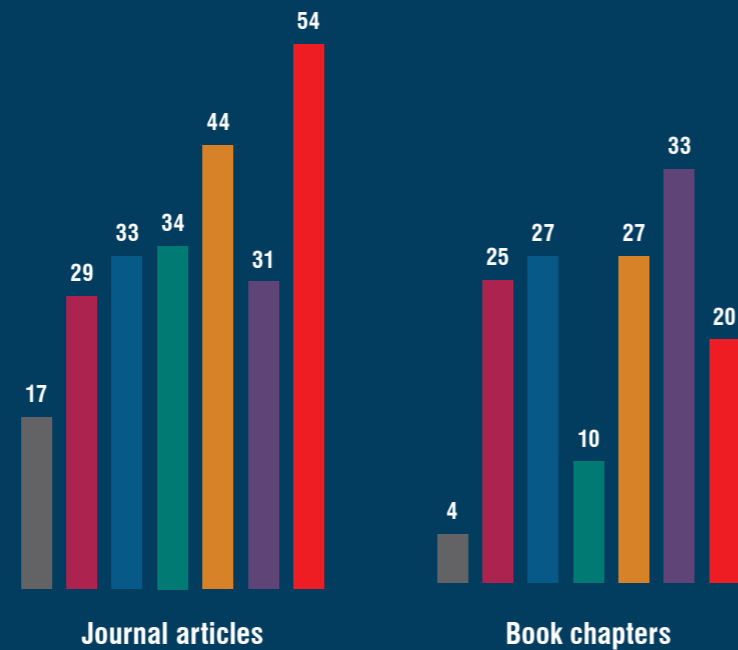
Janne Bondi Johannessen was appointed as a fellow at the Centre for Advanced Study 2019–2020 on the project *MultiGender: A Multilingual Approach to Grammatical Gender*.

Pia Lane was elected as a consulting member of the steering committee for the International Symposium of Bilingualism (2019–22).

FACTS & FIGURES

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

PUBLICATIONS 2013–2019



MULTILING IN SOCIAL MEDIA

2701
FACEBOOK FOLLOWERS

128
FACEBOOK POSTS



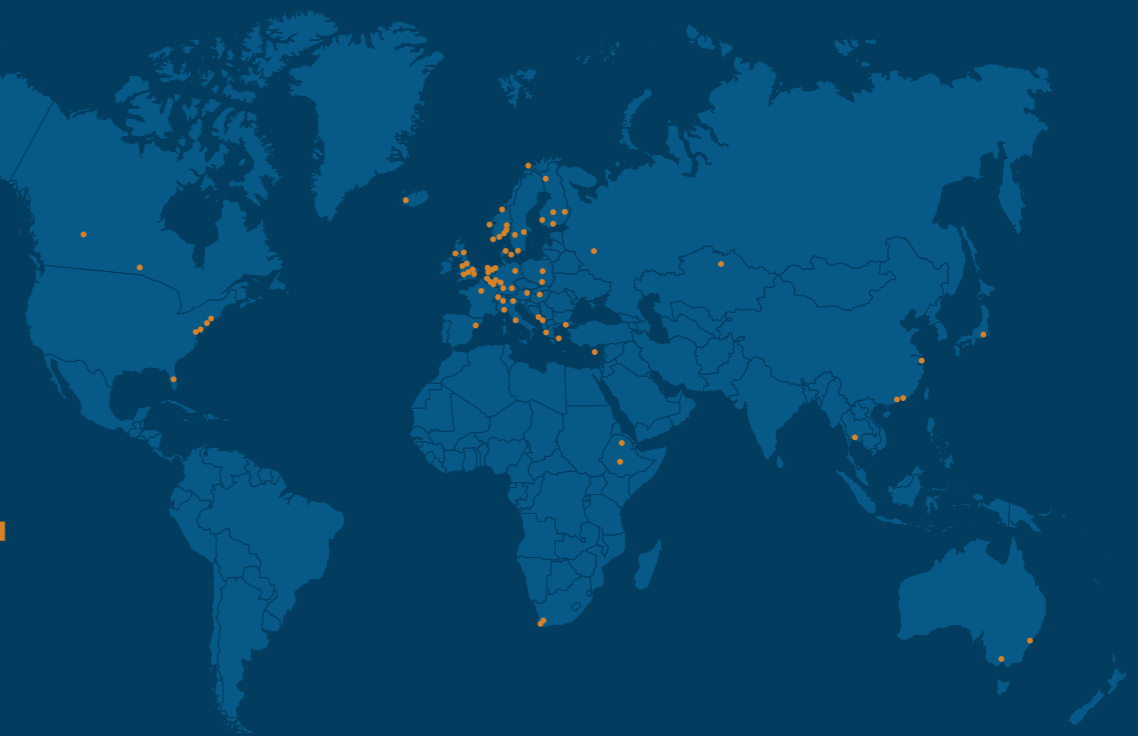
CONFERENCE PRESENTATIONS BY MULTILING TEAM MEMBERS IN 2019:

27

COUNTRIES

144

PAPERS AND PRESENTATIONS



CONFERENCE PRESENTATIONS AND PUBLIC OUTREACH

Conference and workshop presentations



MultiLing in the media



ACTIVITIES AND EVENTS

Guest lectures at MultiLing



Workshops and conferences at MultiLing



Wednesday seminars at MultiLing



2019

2018

2017

2016

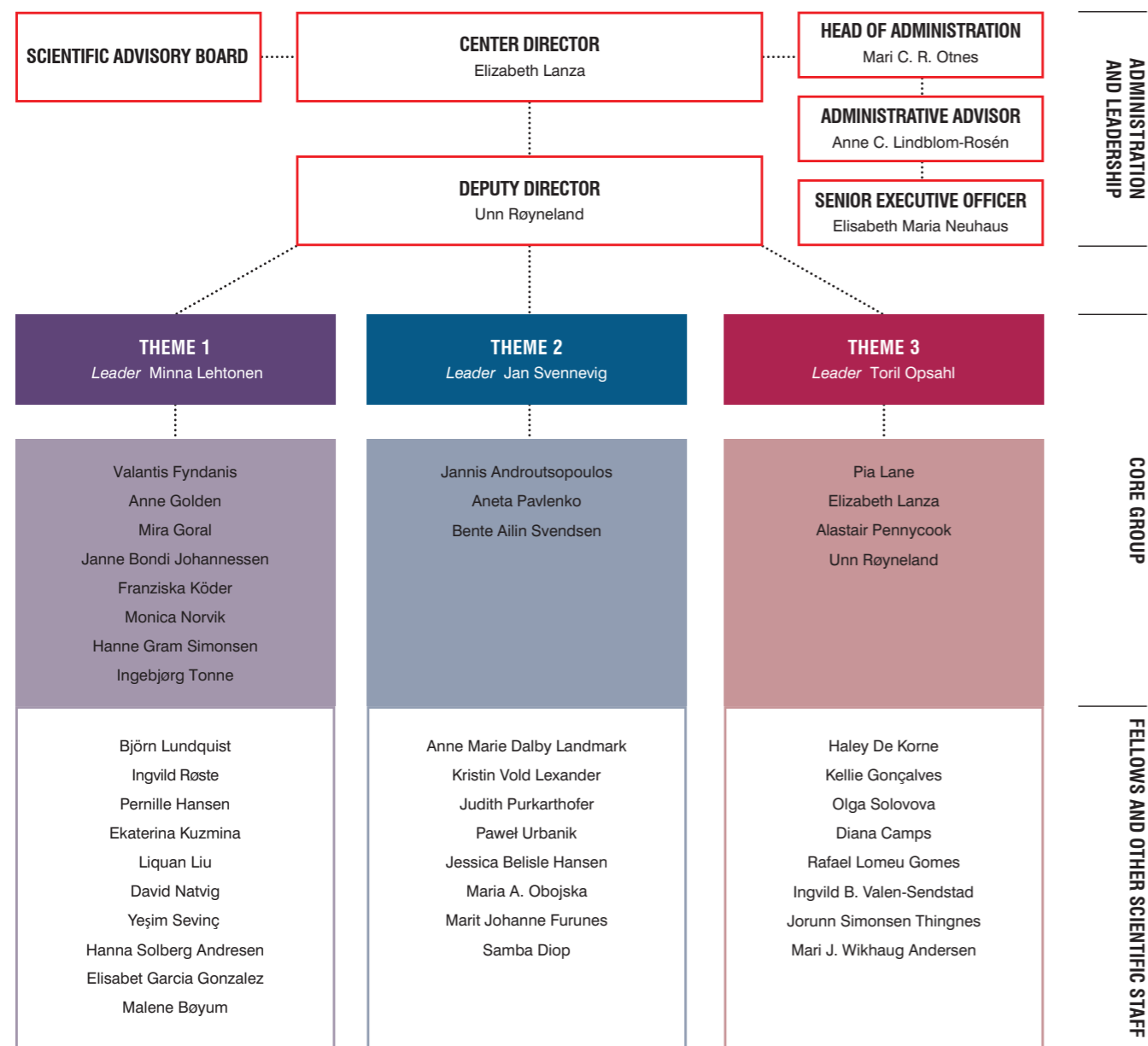
2015

2014

2013

Figures as reported to the Research Council of Norway

ORGANIZATIONAL STRUCTURE



THE EXTENDED LEADERSHIP TEAM

The Extended Leadership Team (ELT) consists of the Center Leadership and the three Theme Leaders.

Center Director Elizabeth Lanza
Elizabeth Lanza is Professor of Linguistics. Her fields of expertise cover bilingualism/multilingualism, sociolinguistics, discourse analysis, and research methodology. Lanza's most recent work focuses on issues of language, culture, and identity in multilinguals, with a particular focus on family language policies and practices, and language socialization, as well as linguistic landscapes.

Deputy Director Unn Røynealand
Unn Røynealand is Professor of Scandinavian Linguistics. Her fields of expertise include dialectology, language attitudes and ideologies, language policy and planning, and computer-mediated communication. Røynealand's most recent research focuses on dialect acquisition in migratory context, multilectal practices

online, and online and offline propagation and contestation of multiethnolectal speech styles.

Head of Administration Mari C. R. Otnes
Mari C. R. Otnes holds a Cand. Philol. Degree in Comparative Literature and has studied French, anthropology, and Scandinavian languages and literature. She has 16 years of experience as an administrator at the University of Oslo, working as Research Coordinator at both faculty and department level before becoming Head of Administration at MultiLing in 2013.

Theme 1 leader: Minna Lehtonen
Minna Lehtonen, Associate Professor of Multilingualism, has her background in psychology, cognitive neuroscience, and psycholinguistics. Her research interests include the advantages and disadvantages of bilingualism, cognitive control in language processing, and the language-cognition interface more generally, for which bilingualism offers an excellent testing ground. Recently, she has been interested in expanding her research in clinical directions, including multilingual aphasia. In

addition to leading Theme 1, she is the Director of MultiLing's Socio-Cognitive Laboratory.

Theme 2 leader: Jan Svennevig
Jan Svennevig is Professor of Linguistic Communication. His research deals with social interaction in a range of institutional settings, such as healthcare encounters, manual workplaces, business meetings, and social work consultations. His recent work focuses on L1 speakers' accommodation to the proficiency level of L2 speakers, conversations involving persons with dementia, and second language learning 'in the wild.'

Theme 3 leader: Toril Opsahl
Toril Opsahl is Associate Professor of Scandinavian Linguistics with an emphasis on Norwegian as a Second Language. Opsahl is a sociolinguist, and her research areas include a range of topics including linguistic practices among young people in multilingual urban spaces, language attitudes, language and social mobility, multilingualism in education, and phenomena associated with the grammar-pragmatics interface.

THE CENTER BOARD

The Center board is the Board of the Department of Linguistics and Scandinavian Studies.

Chairman of the Board:
Head of Department Piotr Garbacz (Deputy: Head of Studies Annelly Tomson)

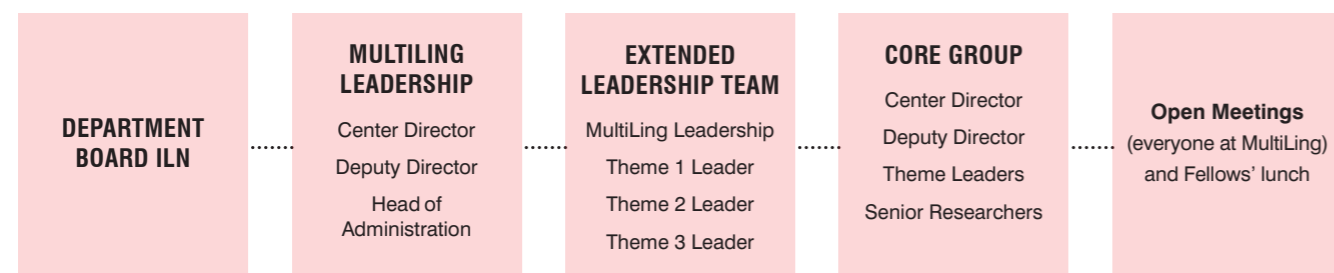
- Representatives for permanent scientific staff:**
- Unn Røynealand (1st Deputy: Åshild Næss)
 - Ståle Dingstad
 - Jon Gunnar Jørgensen

Representative for technical/administrative staff:
Morten Hvaal Stenberg (1st Deputy: Britt-Marie Forsudd)

Representative for temporary scientific staff:
Pernille Hansen (1st Deputy: Kristin Torjesen Marti)

Student representatives:
Henrik Torgersen and Marit Bjørndal

External representative:
Guro Sibeko (Deputy: Arne Martinus Lindstad)



SCIENTIFIC ADVISORY BOARD

International scholars who are specialists in multilingualism in childhood, adolescence, adulthood, and aging constitute MultiLing's Scientific Advisory Board (SAB). The board gained four new members in 2019.



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



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



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



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



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



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



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



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



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



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



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



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



BRENDAN WEEKES is Chair Professor in Communication Science and Director of the Laboratory for Communication Science, Faculty of Education at the University of Hong Kong.

The members of the SAB are internationally acclaimed in their respective fields of research in multilingualism. While each scholar has a specialization in a field more closely related to either psycholinguistics or sociolinguistics, a range of backgrounds are represented, also geographically. The SAB serves an advisory function.

MULTILING'S ORGANIZATION IN THEMES AND COLLOQUIA

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

MultiLing's main goal is to generate state-of-the-art scientific knowledge on individual and societal multilingualism across the lifespan. Increased language diversity is one of the major linguistic consequences of globalization. MultiLing addresses the challenges and opportunities that multilingualism creates for the individual in the family, school, workplace, health services, and society in general.

MultiLing's three overarching Themes:

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

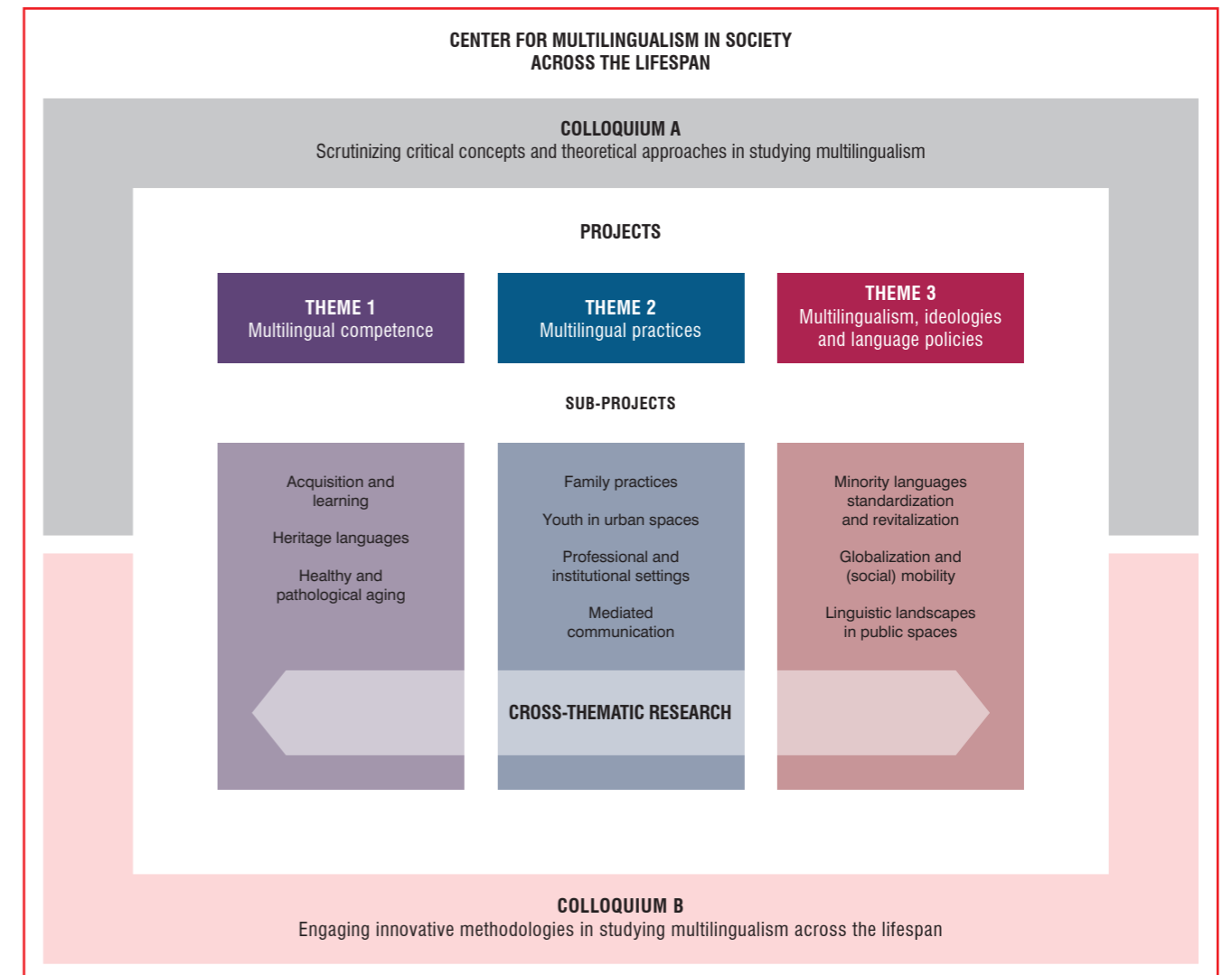
The Themes are constructed to complement one another and are led by three Theme Leaders. MultiLing's researchers and research fellows contribute with projects related to each Theme.

In addition, to ensure opportunities for collaboration and cross-fertilization across the thematic bound-

aries, activities at MultiLing are organized into two colloquia:

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

The lifespan perspective is crucial to MultiLing's research objectives. Projects address various phases of the lifespan, such as multilingual acquisition, multilingualism in the family, at school, among adolescents, at the workplace, and among the elderly. Hence, our total project portfolio covers the lifespan. MultiLing's cross-thematic projects make an important contribution toward another essential research objective, namely that of bridging the gap between psycholinguistic and sociolinguistic approaches to multilingualism.



In 2019, the new colloquia were launched with workshop events on the history of multilingualism from antiquity to the present day (Coll. A), and visual prompts and visual methods in multilingualism research (Coll. B).

THEME 1

MULTILINGUAL COMPETENCE

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



THEME LEADER
MINNA LEHTONEN

Early language acquisition

Behavioral studies have shown enhanced sensitivity in bilingual infants when perceiving non-native tones compared to their monolingual peers. Liu, Peter and Weidemann (2019) used electroencephalography (EEG) to explore the neural traces of such sensitivity. Conforming to their previous findings, although both monolingual and bilingual infants showed initial sensitivity to non-native tones at 5–6 months, only bilingual infants retained their tonal sensitivity at 11–12 months. This implies that infants growing up multilingual may have increased flexibility in (non-native) speech perception.

Liquan Liu was part of the ManyBabies consortium (Bergelson et al., 2019), a large-scale, multi-site study across 67 laboratories all around the world. In this study, they investigated infants' preference for infant-directed speech versus adult-directed speech. Findings suggest an overall preference for infant-directed speech, but the magnitude of such preference is modulated by various factors such as the age of

development, language experience, and testing procedure.

Garmann, Hansen, Simonsen, and Kristoffersen (2019) compared the 50 first words of Norwegian children to those in several other languages, analyzing two phonological aspects: word initial bilabials and word length in syllables. Results indicate that a preference for word-initial bilabials is a common trait of early words in all the languages investigated, while word length varies with the language acquired.

Multilingual cognition and language processing

Possible cognitive consequences of multilingualism have been at the forefront of research in recent years, also within Theme 1. Recently, Boumeester, Michel, and Fyndanis (2019) conducted an exploratory investigation of whether the degree of multilingualism in sequential multilinguals is associated with better performance of executive functions such as inhibition, disengagement of attention, and switching. Their findings suggest that only

those speakers who have reached a certain proficiency threshold in more than one foreign language show a cognitive advantage. The study by Jylkkä, Soveri, Laine, and Lehtonen (2019), in turn, found tentative evidence that a tendency to make more contextual language switches, assessed with Ecological Momentary Assessment, may be associated with better inhibitory control, set shifting, and working memory. Several studies further investigated how working memory performance, a central component of executive functions, may be affected by factors other than multilingualism. Such factors included affective symptoms (Lukasik, Waris, Soveri, Lehtonen, & Laine, 2019), computer/video gaming experience (Waris, Jaeggi, Seitz, Lehtonen, Soveri, Lukasik, Söderstrom, Hoffing, & Laine, 2019), or working memory training (Salmi, Vilà-Balló, Soveri, Rostan, Rodríguez-Fornells, Lehtonen, & Laine, 2019). Understanding various determinants of cognitive plasticity can help us delineate how we can expect multilingual experience to affect cognition.

A book chapter by Segal, Kayé, Goral, and Gollan (2019) reviews previous studies on multilingual older adults and reports new data from 198 participants to examine the effects of multiple language use on cognitive abilities. The results suggest that the number of languages people speak adds to the prediction power of cognitive state beyond the effects of other demographic variables.

Another book chapter by Goral (2019) in the *Cambridge Handbook of Bilingualism* summarizes the literature on language changes associated with aging in bilingual and multilingual people, and addresses processes of language improvement, language decline, and language attrition.

Production of passives was studied in English-Norwegian and Turkish-Norwegian bilinguals by Mercan and Simonsen (2019), using a structural priming paradigm. Results showed that participants provided more active descriptions than passives, but there was no indication of the expected priming effect. However, more passives were produced when the target pictures contained inanimate agents.

Heritage languages

A heritage language is a minority language learnt by its speakers at home as children, in a society where another language is dominant. Heritage Languages and Linguistics continues to be a strong research area at MultiLing. A handbook chapter by Johannessen and Salmons (in press) takes a social and linguistic perspective on Germanic heritage varieties in America. The authors consider the social and historical contexts of bilingualism, also looking at how some groups remained monolingual without acquiring the majority language for several generations. They describe the varieties used – e.g. the extent to which people knew a standard language or partially

adopted a numerically dominant dialect with some koineization – and the language attitudes and ideologies associated with them.

Postdoctoral fellow David Natvig's Marie Skłodowska-Curie-funded project *American Norwegian Sound Systems and Language Contact* investigates English and Norwegian sound patterns in Norwegian-American speech communities. The aim is to advance the understanding of the relationships between linguistic and social structures, including conditions of language acquisition and use over the lifespan, and their impacts on the speech patterns of both languages in a bilingual context.

Van Osch, García González, Hulk, Sleeman, and Aalberse (2019) studied heritage speakers in the Netherlands acquiring word order in Spanish, a flexible phenomenon that varies according to a number of linguistic features. Three age groups provided a window into language development in heritage speakers in school-aged children, adolescence, and adulthood. The results showed evidence of monolingual-like, delayed acquisition and reanalysis of linguistic features as a result of variation in the bilingual experience.

Clinical linguistics

The research on clinical linguistics in Theme 1 spans from childhood development to disorders mainly observed in the elderly population.

Simonsen, Garmann, and Kristoffersen (2019) investigated the

Several studies on aphasia, Alzheimer's disease, and dementia were carried out by Theme 1 researchers in 2019. Studies using different languages give an important cross-linguistic perspective on how disorders affect language.

use of initial consonant clusters in eight children with 5p deletion syndrome who, due to motor problems and intellectual impairment, all experience speech and language problems to different degrees. Results show that most of the children used the same simplification strategies as younger, typically developing children, indicating a delayed development.

In multilingual speakers with post-stroke aphasia, the patterns of language impairment can be diverse. Lerman, Goral, and Obler (2019) addressed the complex relationship among variables that may affect language impairment in multilingual individuals with aphasia. Their results stress the need for comprehensive assessment of pre-stroke proficiency, language exposure, and use, in addition to evaluating post-stroke language abilities, exposure, and use.

Language mixing found in multilingual speakers with aphasia has been suggested to reflect deficits associated with the brain lesion. Goral, Norvik, and Jensen (2019) studied language mixing behavior in multilinguals with aphasia to test the hypothesis that the use of language mixing reflects a communicative strategy. Multilingual speakers with aphasia appear to mix words in connected language production primarily to bypass instances of word-re-

trieval difficulties, and typically avoid pragmatically inappropriate language mixing.

Code-switching was also studied in multilinguals with dementia by Svennevig, Hansen, Simonsen, and Landmark (2019), combining a psycholinguistic perspective on cognitive and linguistic skills with a qualitative conversation analytic approach. In line with Goral et al. (2019), the results show that code-switching is primarily used as a communicative resource for appropriately compensating for word-retrieval problems both in naming tests and in conversation.

Fyndanis (2019) examined morphosyntactic and semantic categories related to the verb, focusing on their relative preservation or impairment in imfypaired adult language (in particular, agrammatic aphasia, Alzheimer's disease (AD), and primary progressive aphasia). People with AD or Mild Cognitive Impairment (MCI) also often have difficulties in retrieving words. To further the understanding of word recognition processes in aging and in MCI and AD, Nikolaev, Ashaie, Hallikainen, Hänninen, Higby, Hyun, Lehtonen, and Soininen (2019) investigated the nature of the activation of Finnish words' morphologically related family members. Results suggest that

older adults show greater reliance on form than young adults, and that in AD, form-based aspects of morphology are preserved. Studies using different languages give an important cross-linguistic perspective on how disorders affect language.

Evaluating and developing methods

A strong focus in Theme 1 has been on evaluating, applying, and developing new methods, both for basic research and for clinical settings. In the area of clinical tool development, Ribu, Simonsen, Løver, Strand, and Kristoffersen (2019) documented the Norwegian adaptation of Language Assessment Remediation and Screening Procedure (LARSP). LARSP is an assessment tool for grammatical assessment of children between one and six years, with the aim of identifying language impairment. Adapted to 34 languages, it is a useful tool for bilingual children, who can be assessed in both languages.

The MacArthur-Bates Communicative Development Inventory is a commonly used tool for mapping the lexical and grammatical development of children. Urek, Vulāne, Dargis, Tauriņa, Zīriņa, and Simonsen (2019) conducted a large-scale population-based study on the Latvian adaptation of CDI I and II for children aged 8–36 months. The study reports the

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CHINESE LANGUAGE
APPS EVALUATED

main developmental trends in the lexical development of Latvian children and goes on to compare these to analogous data from other languages.

Furthermore, a Norwegian version of the CDI III, intended for children between 3 and 4 years, was developed and piloted with monolingual three-year-olds (Garmann, Romøren, Flygstad, Milder, Pedersen, Simonsen, & Torkildsen, 2019). Results suggest that CDI III is valid and reliable for this age group. Parents' reports also correlated to an acceptable extent with reports from kindergarten personnel.

In the area of EEG research, Agarwal, Tuninetti, Liu, and Escudero (2019) compared three EEG paradigms for the Mismatch Negativity (MMN) brain response, and they observed virtually identical MMN amplitudes across the paradigms. This suggests that shorter paradigms also can be used successfully, which has important implications for investigating participants for whom task duration is an important factor, such as children and clinical populations.

The putative bilingual executive advantage has been argued to stem from lifelong experience with executively demanding language behaviors, such as switching between the two languages. As a novel approach, Jylkkä, Soveri, Laine, and Lehtonen (2019) used Ecological Momentary Assessment to examine the validity of retrospective self-reports of language switching. The results indicate that such self-reports of language switching may lack convergent validity.

In morphological processing, Lehtonen, Varjokallio, Kivikari, Hultén, Virpioja, Hakala, Kurimo, Lagus, and Salmelin (2019) studied how computational modeling of word structure can predict human word recognition processes. This approach has thus far been little used in this field, even though applying statistical principles of optimization can be useful for studying optimal word representation and learning.

Education-related studies

Much of the education research in Theme 1 has focused on literacy and writing. In a book edited by Bagga-Gupta, Golden, Holm, Laursen, and Pitkänen-Huhta (2019), the familiar

concepts 'language,' 'literacy,' and 'learning' are unpacked, and values, attitudes, and emotions related to literacy are examined. In the introductory chapter by Bagga-Gupta, Laursen, and Golden, the complex relationships between these three concepts are discussed, and the need for building new understandings within these concepts and bridges between them is argued for. In another chapter, Golden and Lanza portray the situation of patients with little or no schooling through the eyes of two doctors – and refugees – necessitating the reconsideration and reflection of the notions of language learning and literacy. This study meets the call of bringing the *subject into focus* when studying different aspects of multilingualism such as language and literacy learning.

Golden and Magnusson (2019) provide an overview of Norwegian and Swedish research on second language writing from the last decade. Three main areas of study in the two countries' second language research are identified: 1) Research related to school subjects, genres, and registers; 2) Research on vocabulary in a school context; and 3) Multilingual use in writing. The results show that in teaching, it is essential to work with written material and vocabulary and to model texts prior to writing. The studies also show the usefulness of multilingualism in teaching.

The Common European Framework of Reference for Languages (CEFR) is a guideline used to describe achievements of learners of foreign languages. Golden and Kulbrandstad (2019) studied teachers' views of the CEFR through a survey among members of a closed Facebook group intended mainly for teachers. The results give insight into how teachers conceptualize the learning of a second language, as well as how they view the appropriateness of CEFR as a test of Norwegian in different situations.

Mobile applications are increasingly used in language education. Zhang and Liu (2019) collected, classified, and evaluated over 200 applications used in Chinese language education and provided suggestions for improving such applications.

PUBLICATIONS MENTIONED

For 2019 publications, see Appendix 1.

Johannessen, J. B., & Salmons, J. (In press). Germanic Heritage Varieties in the Americas: Social and linguistic perspectives. In S. Montrul & M. Polinsky (Eds.), *The Cambridge Handbook of Heritage Languages and Linguistics*. Cambridge: Cambridge University Press.

THEME 2

MULTILINGUAL PRACTICES

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



THEME LEADER
JAN SVENNEVIG

Family language practices and policies

The project *Family language policy in multilingual transcultural families* (MultiFam) ended this year, and the results have been presented in several publications and in the PhD dissertation by Maria Obojska (see p. 38). As part of her dissertation, Obojska published two articles in 2019. The first (Obojska 2019a) examines the multilingual repertoires of adult and adolescent Poles living in Norway. Drawing on language portraits and interviews, it analyzes the role of Polish, Norwegian and English in their individual repertoires. The second article (Obojska 2019b) is a case study of a Polish family recently arrived in Norway, which argues that the perspectives of adolescent children may be of crucial importance for the establishment of family language policies and thus deserve scholarly attention. Lanza (2019) addresses the need to investigate family language policy in issues concerning immigration in contemporary urban spaces. Her article shows how family spaces, traditionally consid-

ered private domains, have essentially become public spaces through mediatized discourses. Finally, a book chapter by Lanza and Lexander (2019) discusses the state-of-the-art research on language practices in multilingual transcultural families in terms of multilingual families' practices and ideologies, and how social and cultural contexts may impact on these practices and policies.

Mediated communication

In the project *Multilingualism and mediated communication*, Lexander and Androutsopoulos (2019) present a new method for research on transactional mediated interaction. Based on an ethnographic study of mediated multilingual communication in four families with Senegalese background living in Norway, they develop a visualization scheme – a 'mediagram' – for the documentation and analysis of individual mediational repertoires (see illustration). The participants' language portraits, media maps, and self-selected excerpts of digital conversations are coded and visualized

in graphs that represent individual networks of interlocutors, language choices, language modalities, and media channels.

Multilingualism in school

Purkarthofer and De Korne (2019) investigate two minority education settings – a Slovene-German bilingual school in Austria and an Isthmus Zapotec (Indigenous) language and art workshop in Mexico. By comparing the children's drawings representing language regimes in the social spaces they inhabit with ethnographic observations and interviews with educators, they find that the children depict flexible, multilingual experiences and spaces, in contrast to the educators' agendas of separating or emphasizing languages for pedagogical purposes. Purkarthofer (2019) also published the book chapter "Austria's curriculum for heritage language education across languages: A case study in balancing speakers' needs on the local, national and international level." This case study concludes that traditional understandings of heritage language education are not necessarily equipped for the realities of multilingual families. Finally,

Solovova (2019) studies multilingual literacies among Russian-speaking immigrant children in Portugal. She uses ethnographic insights from a Russian complementary school in her search for ideological spaces for multilingual literacies at the margins of the Portuguese education system, and reflects on the potential of the complementary school as a 'safe space' for fostering flexible multilingual pedagogies.

Police interviews

The project *Communicating rights in police investigative interviews* has obtained all the required permissions, and Paweł Urbanik and Jan Svennevig are now in the process of collecting and transcribing a corpus of authentic police interviews with multilingual suspects. In addition, one article in this field was published by Pavlenko, Hepford, and Jarvis (2019) on the understanding of the Miranda rights by native speakers and advanced learners of English. The study found that the L2 participants were not able to process complex sentences and understand legal vocabulary characteristic of the Miranda warnings. Yet, the confidence ratings

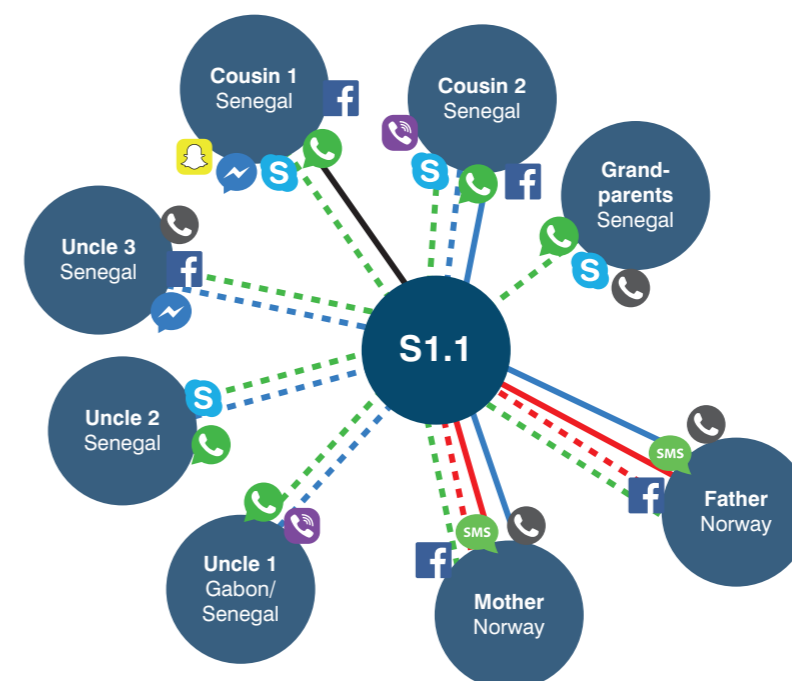
suggested that the L2 participants had an *illusion* of understanding, based on their contextual inferences. Consequently, the article concludes that in investigative interviews, understanding should not be determined with yes/no questions, such as "Do you understand?" Instead, police investigators should ask suspects to restate the rights in their own words.

Youth in urban spaces

Pia Quist and Bente A. Svendsen (in press) present an overview of contemporary urban speech styles in Scandinavia and other Northern European Cities. The chapter outlines linguistic parallels in structural features such as variation of the verb-second constraint, variation of grammatical gender, variation in pronunciation as well as lexical features. Furthermore, it gives an account of studies on the social identities of the users, how they are perceived in society and described in the media.

Multilingual practices across the lifespan

In a volume on language contact, Flogstad and Lanza (2019) discuss age factors in language contact across the lifespan, addressing four different age groups of speakers (children, adolescents, adults, and older adults). They present both process-centered approaches, examining practices such as code-switching and translanguaging, and product-centered approaches, investigating the structural outcomes of multilingual encounters. Combining psycholinguistic and sociolinguistic approaches to studying language contact, they argue for the need to highlight the individual and the individual's language use in language contact studies, especially in regard to language change.



Mediagram from
Lexander &
Androutsopoulos
(2019)

PUBLICATIONS MENTIONED

For 2019 publications, see Appendix 1.

Quist, P., & Svendsen, B. A. (In press). Urban Speech Styles of Germanic Languages. In M. T. Putnam & B. Richard Page (Eds.), *The Cambridge Handbook of Germanic Linguistics*. Cambridge: Cambridge University Press.

THEME 3

MULTILINGUALISM, IDEOLOGIES AND LANGUAGE POLICIES

Prevailing language policy and ideology have a large impact on the scope of multilingualism in society, as well as on how various languages and dialects are valued and used. The way in which multilingualism is managed has an effect on social institutions such as families, workplaces, care institutions, and national authorities.

Minority languages and language policy processes

Language policies and practices have to be understood in terms of the local engagement of people and communities in relation to language varieties and ideologies. In her paper “Making linguistic choices at a Sámi University: negotiating visions and demands,” Jorunn Simonsen Thingnes shows how language practices are shaped by and occur in the intersection of agency and structure. For the Sámi language to persist and develop, staff must publish in Sámi. Yet, there is a demand – and partly a wish – to publish in English and Norwegian as well. The strategy for the staff is to maintain a diverse language practice. The study indicates that Norwegian national language policies do provide some supportive structures for revitalization of Sámi.

Globalization, (social) mobility and methodologies

Unn Røynealand and Elizabeth Lanza’s article “Dialect diversity and migration: Disturbances and dilemmas, per-

spectives from Norway” for *Handbook of the Changing World Language Map* (in press), discusses the ambiguity of the new linguistic complexity arising from globalization and increasing spatial and symbolic mobility in its social and political dimensions. They argue that there is an urgent need to raise the consciousness of all speakers about the effect linguistic diversity can and does have on both old and new speakers in a society, and how underlying dilemmas and disturbances are brought about.

Unn Røynealand (in press) examines other aspects of linguistic complexity in her study of patterns of emergence and enregisterment of intermediate regional varieties in Norway. She engages in the ongoing debate concerning the ontological status of ‘languages’ or ‘lects’ and the idea that these notions contribute to an illusion of coherence, focus, stability, and fixed boundaries, while in fact such features are not to be assumed. She argues that what seems to be at stake is diverging epistemic interests and the related question of

the proper ontology for theorizing linguistic behavior. The question, she argues, is not whether there really are such structures, but whether, by appealing to them, researchers are able to reveal interesting patterns in language use and in particular in the changes that such use is undergoing.

In collaboration with Peter Auer, Unn Røynealand has edited a special issue of *Journal of Multilingual and Multicultural Development* on dialect acquisition and migration (in press). In their introductory chapter, Auer and Røynealand identify three prototypical scenarios of dialect acquisition and use by ‘new speakers’ and propose a model of the feature pool used by new speakers and its indexicalities. In their article “Dialect acquisition and migration in Norway – questions of authenticity, belonging and legitimacy”, Røynealand and Jensen (2020) analyze the results from a visual-verbal guise study conducted among almost 600 adolescents in different parts of Norway. They find that young people with ‘visible’ immigrant background are not only seen as entitled and legitimate speakers of local dialects, but also very positively evaluated when speaking dialect.

Pia Lane has contributed to *Language Contact – An International Handbook* with a paper on nexus analysis and multilingualism. Nexus analysis originated from a long-term research engagement in multilingual settings in North America, carried out by Ron and Suzie Scollon. Lane focuses on some of the ways nexus analysis has been applied to multilingual practices, contexts, and encounters. Researchers who do nexus analysis are often motivated by a

concern with social issues, and social change is an integral part of nexus analysis, although the degree of a researcher’s activist position varies. Lane underscores that nexus analysis, like all ethnographic research, will lead to change, both on the immediate and longer timescales.

Among the many 2019 publications by Alastair Pennycook, the publication of his co-authored book *Innovations and challenges in applied linguistics from the Global South* deserves special attention. The book demonstrates how Global South perspectives are not confined to the geographical South and why it is important to view the world from Southern perspectives, as well as why such positions must be open to critical investigation.

Kellie Gonçalves (2019) presents a critical self-reflective essay on gender, motherhood and the neoliberal academy. Drawing on auto-ethnography, she addresses the demands of current neoliberal institutions with regard to the implications and consequences they have for early-career female researchers who would like to combine motherhood with an academic career. Gonçalves argues that we need to be attuned to the effects and ramifications of motherhood and academia with the aim of correcting existing gendered biases, which requires an investment on the part of all stakeholders if change is to take place.

Linguistic landscapes in public spaces

Olga Solovova is preparing publications related to her MSCA project *NEW_WAY: New speakers and use of Russian in Northern Norway*, including studies on language in public space in Kirkenes, Norway. Together with

Crispin Thurlow, Kellie Gonçalves edited a Special Issue of the journal *Linguistic Landscape* based on the 10th anniversary of the Linguistic Landscape conference – X-scapes – which was held at the University of Bern, Switzerland, in May 2018, and was attended by several MultiLing researchers.

PUBLICATIONS MENTIONED

For 2019 publications, see Appendix 1.

Auer, P., & Røynealand, U. (Eds.) (In press). Migration and Dialect Acquisition in Europe [Special issue]. *Journal of Multilingual and Multicultural Development*.

Auer, P., & Røynealand, U. (2020). Modelling acquisition and use of dialectal, standard and multiethnolectal features in migratory contexts across Europe. *Migration and Dialect Acquisition in Europe* [Special issue]. *Journal of Multilingual and Multicultural Development*.

Røynealand, U., & Jensen, B. U. (2020). Dialect acquisition and migration in Norway — questions of authenticity, belonging and legitimacy. *Migration and Dialect Acquisition in Europe* [Special Issue]. *Journal of Multilingual and Multicultural Development*. DOI: 10.1080/01434632.2020.1722679

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

Røynealand, U., & Lanza, E. (in press). Dialect Diversity and Migration: Disturbances and Dilemmas, Perspectives from Norway. In S. D. Brunn & R. Kehrein (Eds.), *Handbook of the Changing World Language Map*. Switzerland: Springer International Publishing.



THEME LEADER
TORIL OPSAHL

SOCIAL ENGAGEMENT AND SOCIETAL IMPACT

From its very beginning, MultiLing has had social engagement at the very core of its vision: an aspiration, through increased knowledge, to promote agency for individuals in society, and a better quality of life, no matter what linguistic and social background.



Linguistic capacity builders Janne Bondi Johannessen and Hirut Woldemariam.

The contemporary world is an unsettled place and our research on language should benefit those who have contributed to the research. Now that the Center is approaching its eighth year, it is time to look back and highlight the some of the direct impact MultiLing's research has had on communities and policies around the world.

This year's annual report is devoted to social engagement and societal impact; we address the tensions, di-

lemmas, and balance between excellence and engagement. Our research is anchored in societal relevance and our researchers engage both in grassroots bottom-up activism and top-down advocacy. Below we present examples from the last seven years of our social engagement. We argue for the inherent need to integrate social engagement in basic research at Centers of Excellence, and highlight how engagement can produce excellence in research.



THE NORWEGIAN LANGUAGE ACT

In 2019, the Ministry of Culture started their important work on a new Norwegian Language Act and a new White Paper on language. A comprehensive proposal of the new Language Act was released for consultation by the Ministry in August. The purpose of the proposal is to legislate the status of the Norwegian language and to define the status of the Sámi languages, Norwegian sign language and other languages for which the State under international agreements has a responsibility. The purpose is also to establish the responsibility the public has for said languages. Importantly, multilingualism is given significant attention in the new Act. It is fair to say that research and dissemination at MultiLing has played a significant part in focusing attention on this topic in the general public and among lawmakers. In particular, the work led by Unn Røyndal on behalf of the Norwegian Language Council's expert report, "Language in Norway – culture and infrastructure" (Røyndal et al., 2018) has had a considerable impact on the understanding of the nature and importance of multilingualism in Norway. The report has also proved to be important for the ongoing work on the new White Paper. The new Language Act will be passed by the Norwegian Legislative Assembly in 2020, thus replacing the current Act, which dates back to 1980. The new White Paper is expected to be published in the spring of 2020.



THE NORWEGIAN TRUTH AND RECONCILIATION COMMISSION

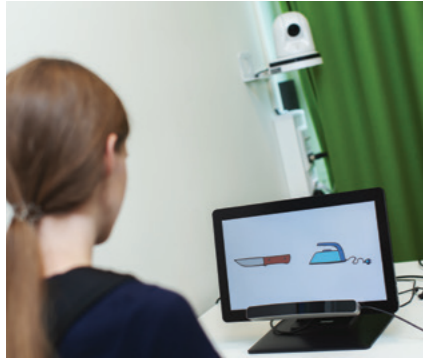
Until the end of the 20th century, Norwegian authorities periodically enacted policies against the Sámi and Kven peoples that had grave consequences for their culture, language, identity, and living conditions. In 2018, the Norwegian Parliament appointed a commission of inquiry to document injustices against Sámi and Kven peoples, examine consequences of oppressive policies, and propose measures for further reconciliation. Pia Lane was appointed as one of the members.

The Commission organized its first open meetings in 2019 in order to raise awareness of the Commission's mandate and work and to encourage people to share their stories via the Commission's website or in interviews. The Commission has already received many personal stories, and together with information from archival material and academic publications, these stories will constitute an important base for the Commission's report, which will be delivered to the Norwegian Parliament in September 2022.



COMMUNICATING RIGHTS IN POLICE INVESTIGATIVE INTERVIEWS IN NORWAY

One of the practical aims of the research project *Communicating rights in police investigative interviews in Norway* is to contribute to improving the way police officers inform suspects with a second language (L2) background about their rights in the opening phase of investigative interviews. Based on previous research indicating that L2 speakers have problems understanding legal vocabulary and complex syntactic constructions used in standard formulations such as the Miranda warnings (Pavlenko, Hepford, & Jarvis, 2019), the researchers seek to identify examples of best practice involving officers who successfully accommodate to the proficiency level of the suspects and check their actual understanding of the rights. The project members collaborate with the Norwegian Police University College and the Oslo Police District in order to communicate the results to the police officers being trained in investigative interviewing. Paweł Urbanik contributed to workshops for investigators in November 2019 and January 2020, and a series of workshops is planned for the future.



ASSESSMENT AND TREATMENT TOOLS

To obtain full knowledge of the linguistic and communicative competence of a multilingual person, all languages must be assessed. Whether it concerns a developing child or an adult with aphasia, the majority language is, however, often the only language taken into consideration. This is due to the misconception that 'language' means the majority language and to the lack of adequate assessment and treatment tools in other languages. MultiLing researchers (Fyndanis, Goral, Hansen, Lind, Norvik, and Simonsen) have developed and adapted assessment tools for Norwegian and other languages, in order to assess multilinguals across their languages. Over the years, MultiLing has provided new ideas and methods in the intersection between psycholinguistics and sociolinguistics through two recent COST Actions on language assessment, resulting in several new tools developed collaboratively for more than 20 languages. These include the Cross-linguistic Lexical Tasks (CLT) and the Parents of Bilingual Children Questionnaire (PABIQ) for preschoolers as well as the Comprehensive Aphasia Test (CAT) for adults. The need for these tools is evident by a great demand from researchers and clinicians. Through several ongoing projects on multilingual children and adults, MultiLing researchers continue to develop the tools to get them closer to applicable norms.



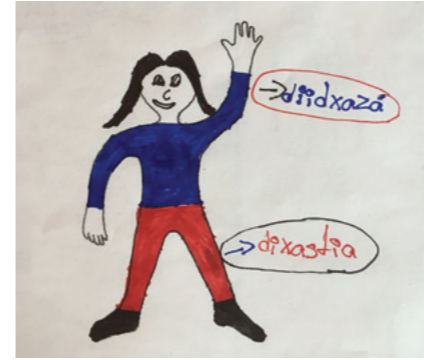
CITIZEN SCIENCE

There are no national statistics on language diversity in Norwegian schools. To counter this, MultiLing launched a citizen science (CS) project as part of the Research Council of Norway's annual Research Campaign run by the Center for Science Education. In this project, all pupils in Norwegian schools were invited to be language researchers (Svendsen, Ryen, & Lexander, 2015). In a joint effort with MultiLing, The Center for Science Education developed a publically available database for the pupils to register their data. Based on this CS project, Svendsen's (2018) award-winning paper developed Citizen Sociolinguistics further theoretically and methodologically, as applied in natural sciences. The Language Council of Norway and MultiLing initiated a national school survey on language composition and management of multilingualism in school (Ipsos, 2015), inviting both teachers and pupils to participate. The results from these two studies demonstrate that there is a rich linguistic diversity in Norwegian schools and a large pool of untapped linguistic resources to be further utilized for learning and teaching purposes.



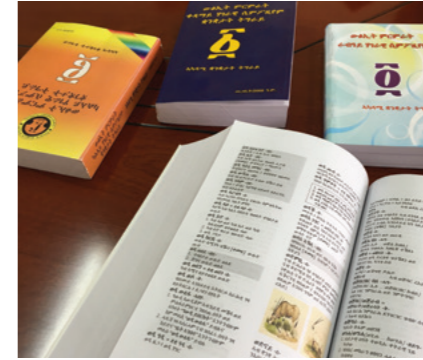
EDUCATIONAL CURRICULA AND THE POLITICAL AGENDA

MultiLing has contributed to strengthening the position of multilingualism in educational curricula and on the political agenda. Based on her research on second language acquisition, Ingebjørg Tonne was appointed by the Norwegian Directorate for Education and Training to the national group for the renewal of the curriculum for Norwegian as a school subject. The work is part of the curriculum renewal LK20, which is a renewal of all the subjects in the Norwegian school, grades 1 through 13, to be implemented from August 2020. In the final draft of the curriculum for Norwegian, multilingualism has been extensively incorporated, much more than in previous curricula. Multilingualism and linguistic variation are to be seen and valued, and the variation in mother tongue are to be used as a resource in a synergistic interplay with other linguistic aspects of the subject Norwegian.



EDUCATION IN MEXICO

Haley De Korne has used applied linguistic research and ethnographic monitoring to collect data on the practices inside Indigenous language classrooms in the Isthmus of Tehuantepec, Mexico, and to discuss desired changes in education practices with key stakeholders. Through consultation sessions and recommendations based on prior ethnographic research, De Korne worked with administrators and teachers at a university campus in order to develop strategies for program improvement, including curriculum plans and professional development activities for trainee teachers (2013–2018). She was also part of an interdisciplinary team of linguists, botanists, and Isthmus Zapotec speakers led by Gabriela Pérez Báez (Smithsonian Institute/University of Oregon), and contributed to the production of learning and literacy materials (Pérez Báez, 2015), as well as coordinating outreach workshops for children (De Korne & Pérez Báez, 2015; Purkarthofer & De Korne, 2019). In 2018, she co-organized the seminar "Multilingual and Intercultural Education: Perspectives from Latin America and Norway," where Indigenous language educators from Mexico were invited to present their work and exchange with language education scholars from across Latin America and Norway.



LINGUISTIC CAPACITY BUILDING IN ETHIOPIA

With its 90 languages, Ethiopia is a highly multilingual country. Through the NORHED project, led in Norway by Janne Bondi Johannessen, Ethiopian staff and PhD fellows have researched and produced orthographies, grammars, and lexical matters in a number of languages. Such work provides a foundation for the development of textbooks and school material, and many have seen the light of day because of this project. The research has been published in an anthology by Mendisu and Johannessen (2016). Jekale, Mendisu, and Johannessen (2019) investigate how the lack of mother-tongue resources impact minoritized communities' access to civil rights. Pawlos (2015) is a central work on Ethiopian sign language, a major under-resourced language. Around ten PhD candidates have been supported, several of whom have attended MultiLing's Graduate School. Four of the candidates, all women, have been awarded their degrees. This is a welcome outcome in a society where most positions of power are still held by men. Women's participation was facilitated throughout the project. Many women held leadership positions, and concrete measures were put into place such as earmarked funding for participants' maternity leave. The project has also helped establish a new MA program on multilingualism, and financially supported women students and students from under-resourced languages.

FURTHER READING

More 2019 publications in Appendix 1.

De Korne, H., & Pérez Báez, G. (2015). Strategies for activating language practices and participation in a multilingual community: Results and challenges. *4th International Conference on Language Documentation and Conservation (ICLDC)*. <http://hdl.handle.net/10125/25323>

Fyndanis, V., Lind, M., . . . Simonsen, H. G., . . . Howard, D. (2017). Cross-linguistic adaptations of the Comprehensive Aphasia test: Challenges and solutions. *Clinical linguistics & phonetics*, 31(7–9), 697–710.

Goral, M., Norvik, M., & Jensen, B. U. (2019). Variation in language mixing in multilingual aphasia. *Clinical linguistics & phonetics*, 1–15.

Hansen, P., Łuniewska, M., Simonsen, H. G., Haman, E., Mieszkowska, K., Kolać, J., & Wodniecka, Z. (2019). Picture-based vocabulary assessment versus parental questionnaires: A cross-linguistic study of bilingual assessment methods. *International Journal of Bilingualism*, 23(2), 437–456.

Mendisu, B. S., & Johannessen, J. B. (Eds.). (2016). Multilingual Ethiopia: Linguistic Challenges and Capacity Building Efforts. *Oslo Studies in Language* 8(1).

Pawlos, K. (2015). *A Guide to Teaching Ethiopian Sign Language*. Addis Ababa: Addis Ababa University Press.

Pérez Báez, G. (2015). *Cuaderno de lectoescritura del zapoteco del Istmo*. Washington, D.C.: Smithsonian Institution Press.

Røynealand, U. et al. (2018). *Språk i Norge – kultur og infrastruktur*. [Language in Norway – Culture and Infrastructure.] <https://spraki-norge.no>

Svendsen, B. A., Ryen, E., & Lexander, K. V. (2015). Ta tempen på språket! Research Council of Norway. <https://www.miljolare.no/aktiviteter/ord/rapport>

Svendsen, B. A. (2018). The dynamics of citizen sociolinguistics. *Journal of Sociolinguistics*, 22(2), 137–160.

Tonne, I. (2019). Å ta telling. Språklig mangfold i fagfornyelsen LK20 ('To count. Linguistic diversity in the renewal of school subjects LK20'). *Prosa*, 2019(6).

THE SOCIO-COGNITIVE LABORATORY

Developments in the lab

MultiLing's Socio-Cognitive laboratory has become a hub for different strands of psycholinguistic and sociolinguistic research at MultiLing. The lab has gained many new lab users and several projects have used the lab this year, especially the eye-tracker and the video studio. Participants have ranged from small children to elderly people, some with clinical diagnoses such as aphasia.

Throughout the year, the Socio-Cognitive lab has welcomed visitors such as MultiLing's Scientific Advisory Board, representatives from the Research Council of Norway, and interested researchers and students from within and outside the University of Oslo.

The lab team

The core lab team has been expanded and now consists of Minna Lehtonen, the Lab Director, and Franziska Köder, the Lab Manager. Both are responsible for the daily running of the lab and for creating an environment that is conducive to conducting scientific research of high quality. They are supported by Mari C. R. Otnes, MultiLing's Head of Administration, and the two lab engineers, Klaus Wik and Christian-Magnus Mohn, who are responsible for maintaining and developing the lab's hardware and software. To guarantee the smooth running of several studies in parallel, the team has put in place new lab routines and practices, and the lab engineers have been troubleshooting and developing the infrastructure.

EEG news

Since October 2018, the lab owns a 128-channel EEG system from BrainProducts. Electroencephalography (EEG) is a noninvasive method that measures electrical activity in the brain via electrodes on the scalp. With millisecond precision, it provides insights into neural processes underlying for instance auditory and visual processing, attention, memory, and language. In linguistics, EEG can be used to investigate how different kinds of linguistic stimuli are processed. In our lab, researchers study different groups of participants such as monolinguals and multilinguals or people with language disorders. As an example, researchers at MultiLing use EEG to investigate whether people use predictive processes in comprehension of sentences. When listening to a sentence such as "He eats a —", people have been found to predict that the next word should refer to something edible such as a banana. For instance, when a person hears a sentence like "He eats a —" followed by the word "child", this violation of expectation is picked up by the EEG signal, and it typically elicits a larger brain response than when hearing an expected word, such as "banana." A further question of investigation could be whether such predictive processes are similar in one's L1 and L2, and how they may be compromised in aphasia.

EEG systems are very sensitive and data quality may be influenced by environmental factors such as



Electroencephalography (EEG) is a noninvasive method that measures electrical activity in the brain.

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NEW LAB USERS
REGISTERED IN 2019



electromagnetic interference from lighting and computers and external sounds. This is why the lab team has put a lot of effort into creating an optimal testing environment and increasing the so-called signal-to-noise ratio. Initial data confirm that the lab's EEG system provides reliable data, as well-documented effects from the EEG literature could be replicated. The first study with the new EEG system will be conducted by the project *Studies of Multilingual Aphasia*, which compares language processing in individuals with and without aphasia.

In November, the lab hosted a three-day EEG analysis workshop held by a team from BrainProducts. Researchers had the opportunity to learn more about the steps necessary to get from the recorded EEG signal to data usable in statistical analysis. In several hands-on sessions with the software BrainVision Analyzer, participants could for instance practice how to segment, filter, and remove artifacts from the data as well as how to do spectral analyses. We look forward to more researchers using the EEG system, the eye-tracker, and the video studio in the future.

THE MULTILING TEAM

NEW MEMBERS 2019



**CORE
GROUP**
**VALANTIS
FYNDANIS**

Valantis Fyndanis came back to MultiLing in September 2019. He holds a PhD in Neuro-/Psycholinguistics (Aristotle University of Thessaloniki, Greece). His current work centers around three lines of research: (1) (morpho)-syntactic and cognitive impairments in aphasia, Alzheimer's disease, Multiple Sclerosis, and healthy aging; (2) impact of bi-/multilingualism on cognitive and language abilities; and (3) assessment of aphasia.

Fyndanis is a Researcher at MultiLing/Department of Linguistics and Scandinavian Studies at the University of Oslo, and Associate Professor in the Department of Communication Sciences and Disorders at Long Island University, Brooklyn Campus, USA. Prior to these appointments, he held a post-doctoral research fellow position at MultiLing, University of Oslo, and a Marie Skłodowska-Curie post-doctoral research fellowship in the

Department of Linguistics at the University of Potsdam. Fyndanis also held research and teaching positions in Greece and in Italy. He has more than 40 publications including articles in prestigious peer-reviewed journals (e.g., *Journal of Speech, Language, and Hearing Research*, *Aphasiology*, *Clinical Linguistics and Phonetics*, *Journal of Neurolinguistics*) and has delivered more than 50 presentations at relevant international conferences (e.g., Academy of Aphasia Annual Meetings, Science of Aphasia International Conferences, International Symposium on Bilingualism). He has also attracted significant external funding. Currently, Fyndanis is Principal Investigator on a FRIPRO grant (*Machine Learning Aphasia*) awarded by the Research Council of Norway.



**CORE
GROUP**
**FRANZISKA
KÖDER**

Franziska Köder joined MultiLing's core group in September 2019. She divides her time between coordinating MultiLing's Socio-Cognitive Laboratory (50%) and conducting psycholinguistic research (50%). In her function as Lab Manager, Köder is responsible for the daily running of the lab. She trains scientific staff in the use of lab equipment and develops lab routines and guidelines.

Köder's main research interest is child language development. She is especially interested in how children's acquisition of semantic and pragmatic aspects of language interacts with their socio-cognitive development. Köder uses a variety of methods such as different behavioral paradigms, eye-tracking, questionnaires, and corpus analysis. She has an MA in German Language & Literature and Philosophy from Heidelberg University, Germany, and a PhD from the University of Groningen, the Netherlands. In her

PhD project, she investigated children's processing of deictic pronouns in direct and indirect speech reports. Before joining MultiLing, she worked as a postdoctoral research fellow in a project on children's acquisition of figurative meanings such as irony and metonymy (IFIKK, UiO).

At MultiLing, Köder investigates the linguistic and cognitive development of multilingual children with ADHD. Her main research question is whether being multilingual alleviates or intensifies cognitive and communicative difficulties in individuals with ADHD.



**POSTDOCTORAL
RESEARCH FELLOW**
**LIQUAN
LIU**

Liqun Liu joined MultiLing in January of 2019 as a Marie Skłodowska-Curie postdoctoral research fellow. His project, *Language-Affect Interface in Parent-Infant Communication*, connects language and culture, and links psycholinguistic with sociolinguistic research. The project contributes to a better understanding of how social and linguistic factors influence infants' perception of emotion across cultures. Europe is changing more than ever towards a complex social environment, with interactions between languages and cultures. As a direct consequence, the outcome of the project may change caretakers' attitudes towards a diverse linguistic and cultural environment.

Liu holds a PhD in Psycholinguistics awarded by Utrecht University in the Netherlands, and he is a Lecturer in the School of Psychology at Western Sydney University, Australia. His research

interests lie in infancy research using behavioral, neurophysiological, and questionnaire techniques, including but not limited to: the impact of multilingualism and multiculturalism on perception and learning; child learning mechanisms and learnability; cross-domain (e.g., language, cognition, sensorimotor, socio-emotion) developmental interactions; the impact of modern technology on infant development; assessments; and evaluations on infant development; prerequisites of human cognition.



**POSTDOCTORAL
RESEARCH FELLOW**
**DAVID A.
NATVIG**

David Natvig joined MultiLing in September 2019 as a Marie Skłodowska-Curie postdoctoral research fellow. His project, *American Norwegian Sound Systems and Language Contact*, examines variation and change in Norwegian and English sound patterns as the result of generations of bilingualism in Norwegian-American immigrant communities. This work contributes the core group project *American Norwegian and Heritage Linguistics* by examining the interactions between linguistic and social pathways for contact-induced language change.

Natvig holds a PhD in Scandinavian Linguistics from the University of Wisconsin, USA, and his research focuses on how language variation and change informs the formal relationship between phonetics and phonology. He is an external partner at the Center for the Study of Upper Midwestern Cultures at the University of Wisconsin and

has collaborated for the past eight years with linguists and folklorists to investigate heritage language and community and to share that research through direct public outreach and education.



**POSTDOCTORAL
RESEARCH FELLOW**
**YEŞİM
SEVINÇ**

Yeşim Sevinç rejoined MultiLing in August 2019 as a postdoctoral researcher. Prior to this, she worked as a postdoctoral researcher at the Norwegian University of Science and Technology, where she took part in the project of *Acquisition of English in Multilingual Classrooms in Norway* funded by the Research Council of Norway.

Her postdoctoral project at MultiLing, *The Embodiment of Emotions in Transnational Migration: Between Heart, Mind, Body and Soul*, explores interactions between social, cognitive and affective aspects of the immigrant experience and multilingualism through a cross-country comparison. The project integrates a large-scale questionnaire, narrative interviews and physiological measurements (i.e., EDA and EEG).

Sevinç holds two MA degrees in Linguistics. With her second MA thesis on the Turkish immigrant community in the Netherlands, she won the best MA thesis prize in Belgium

and the Netherlands awarded by Anela/VIOT in 2012. She defended her PhD thesis in Interdisciplinary Linguistics from MultiLing in 2017. Her PhD dissertation was nominated to receive His Majesty the King's Gold Medal in Norway.

Sevinç's main research interest lies in the topic of linguistic, social, psychological, pedagogical, and physiological aspects of multilingualism with a special focus on minority contexts. Her recent publications address linguistic, social, psychological, pedagogical, and physiological aspects of multilingualism both within and outside the family domain, including two handbook chapters on 'anxiety' and 'emotions' in language contact settings' in the handbook *Language and Emotion* (De Gruyter, 2020) and in the *Handbook of Home Language Maintenance and Development: Social and Affective Factors* (Handbooks of Applied Linguistics series, De Gruyter, 2020).



**DOCTORAL
RESEARCH FELLOW**
**ELISABET GARCÍA
GONZÁLEZ**

Elisabet García González joined MultiLing in August 2019. Her PhD project focuses on the relationship between bilingualism and executive function, with special attention to the code-switching patterns of bilingual children. She is part of the Socio-Cognitive Lab, and she will be using methods like EEG and eye-tracking.

García González earned her BA degree in Spanish Language and Literature (2014) at the Autonomous University of Madrid, Spain. She continued her education at the University of Amsterdam, where she obtained an MA in General Linguistics (2015) and a research MA in Linguistics (2017) with a focus on language acquisition. Her interest in multilingualism goes beyond research. She is involved in the organization of events for the Spanish-speaking community in Oslo, and writes a blog about language, migration and politics called "Reencuentros peregrinos" where she alternates posts in English and Spanish.



RESEARCHER
INGVILD
RØSTE

Ingvild Røste joined MultiLing as a part-time researcher in April 2019. For one year, she is hired to work with the project *Studies of Multilingual Aphasia*. She works on recruiting participants, planning and performing assessment and treatment of participants with multilingual aphasia. When Røste is not at MultiLing, she works as a speech and language therapist at Lovisenberg Diaconal Hospital and has her own practice. Røste got her Master's degree in Special Needs Education at UiO in 2006.



RESEARCH ASSISTANT
MARIT JOHANNE
FURUNES

Marit Johanne Furunes joined MultiLing in January 2019 as a full-time research assistant. Her background is in lexicography, translation, and English literature. She holds a Master's degree in Translation studies at the University of Oslo. She earned her Bachelor's degree in English literature from the same university. Before joining MultiLing, Furunes worked as a lexicographer at a Norwegian publishing house, working with English-Norwegian and Norwegian-English dictionaries.

At MultiLing, Furunes is affiliated with Theme 2: Multilingual practices. When needed, she provides research assistance to the other themes as well.

As part of MultiLing's team of research assistants, Furunes organizes events and courses at the Center, for example the Summer and Winter Schools. She is also part of the team that runs the Center's social media accounts and keeps the websites up to date.



ADVISOR
ANNE CHARLOTTE
LINDBLOM-ROSÉN

Anne Charlotte Lindblom-Rosén joined the administrative team at MultiLing in August 2019. Her main responsibilities are the administrative coordination of the development of the international Master's program in Multilingualism, the INTPART 2.0 project, and the Center's Winter and Summer Schools.

Lindblom-Rosén holds an MA in Social Anthropology from the University of Oslo. She earned her BA in social anthropology, political science and psychology from the same university.

Lindblom-Rosén has 13 years of work experience within the field of internationalization in higher education. She has previously worked at the Research Council of Norway, the Royal Norwegian Embassy in Washington D.C., the American embassy in Oslo, and the Association of Norwegian Students Abroad (ANSA).



RESEARCH ASSISTANT
MARI JOHANNE
WIKHAUG ANDERSEN

Mari Johanne Wikhaug Andersen joined MultiLing in May 2019 as a full-time research assistant. Her academic background is in linguistics and education at the University of Oslo, and she has close to five years of teaching experience from Norwegian upper secondary schools. She completed her Master's degree in Scandinavian Studies in the spring of 2014, and wrote her Master's thesis on attitudes to, and comprehension of, Norwegian dialects among young Swedes residing in Oslo.

At MultiLing, she is affiliated with the projects in Theme 3: Multilingualism, ideologies and language policies. When needed, she provides research assistance to the other themes as well.

As part of MultiLing's team of research assistants, Andersen also works with organizing events at the Center, and keeping MultiLing's website and social media up to date.

RESEARCHER TRAINING

In 2019, Maria Obojska successfully defended her PhD thesis. MultiLing co-organized two PhD courses, and the fourth INTPART Summer School took place in Cape Town, South Africa, organized by the University of the Western Cape. Four postdocs had international mentors through MultiLing's mentoring program.



Maria A. Obojska defended her doctoral thesis on April 5, 2019

DOCTORAL DEFENSE

Maria A. Obojska: *Stance in online and offline metalinguistic talk among Polish adolescents in Norway*

Supervisors: Bente Ailin Svendsen (MultiLing) and Ana Deumert (University of Cape Town, South Africa)

In her doctoral thesis, Maria A. Obojska investigated how Polish teenagers living in Norway orient towards their own and other people's use of Polish and Norwegian. Obojska analyzed the teenagers' metalinguistic commentaries in online and offline interactions in three case studies. Her thesis shows that the teenagers' experiences of Polish and Norwegian are complex and often contradictory. The study also pointed out important differences in how the teenage boys and girls evaluated the importance of Polish in their current and future linguistic repertoires. These differences may influence the future of Polish as a minority language in Norway.



From left: Emebet Bekele, who defended her PhD thesis at Hawassa University in 2019, with Unn Røynealand, Almaz Gelagay, Elizabeth Lanza, and Derib Ado outside Addis Ababa University.

DOCTORAL TRAINING

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

In 2019, MultiLing co-organized the Summer School with UiT The Arctic University of Norway. The course "Revitalization and reclamation of Indigenous and minoritized languages" was held in Tromsø, Norway. The Fourth INTPART Summer School in Cape Town, South Africa, focused on "Multilingualism and vulnerability." Finally, the three-day PhD course "Researching Multilingualism in Education: Methods, Analysis & Dissemination" was co-organized with the research group Studies of Instruction across Subjects and Competences (SISCO) at the Faculty of Educational Sciences.



MA GRANTS

MultiLing's MA grants for 2019 were awarded to three exciting projects by Aafke Diepeveen, Aminata Diakite, and Ellen Elveseter.

Aafke Diepeveen uses Conversation Analysis to study how the police communicate rights during interviews of suspects with multilingual backgrounds. Diepeveen's thesis is a part of MultiLing's flagship project *Communicating rights in police investigative interviews*. Diepeveen is an MA student in Linguistics at the Department of Linguistics and Scandinavian Studies, and her supervisors are Pawel Urbanik and Jan Svennevig (both MultiLing).

Aminata Diakite's MA thesis examines how language use at the University of Oslo is regulated in policy documents, both implicitly and explicitly, in light of internationalization. The use of English in Norwegian academia has increased, both before and after the implementation of Mål og mening in 2008, the first comprehensive language policy document in Norway. Diakite is an MA student in Linguistics at the Department of Linguistics and Scandinavian Studies, and her supervisors are Haley De Korne and Unn Røynealand (both MultiLing).

Ellen Elveseter's MA project uses a corpus-based approach to study how speakers of Norwegian as a second language place negations in main and dependent clauses. She investigates whether a learner's first language influences the acquisition of negation placement in main and dependent clauses in Norwegian. Elveseter is an MA student in Norwegian as a Second Language at the Department of Linguistics and Scandinavian Studies, and her supervisors are Pawel Urbanik (MultiLing) and Oliwia Szymanska (ILN/UiO).



COLLABORATIVE SUMMER SCHOOL: “REVITALIZATION AND RECLAMATION OF INDIGENOUS AND MINORITIZED LANGUAGES”

August 12–16, Tromsø, Norway
Invited lecturers: Leanne Hinton, University of California, Berkeley, USA; Hanna Outakoski, Umeå University, Sweden
Organizers: Pia Lane (MultiLing), Hilde Sollid (UiT), Åse Mette Johansen (UiT), and Haley De Korne (MultiLing)

This year's Summer School was a collaboration between UiT The Arctic University of Norway and MultiLing, and was held in Tromsø, Norway. The course centered on revitalization and reclamation of Indigenous and minoritized languages from diverse theoretical perspectives. Participants from four continents were presented with central theories and methodologies in the field, and explored processes of language revitalization across social scales, from international to community and individual levels. They gained an overview of the development of language revitalization as a field of enquiry, and engaged in discussion about how to move the field forward. The role of scholars as advocates or activists in minoritized language settings was also discussed.



FOURTH INTPART SUMMER SCHOOL: “MULTILINGUALISM AND VULNERABILITY”

December 9–13, Blaauwberg, Cape Town, South Africa
Organizers: Jason Richardson, Christopher Stroud, and Quentin Williams, the Centre for Multilingualism and Diversities Research (CMDR), University of the Western Cape, South Africa

This year's INTPART Summer School marked another exciting milestone in the INTPART 2.0 partnership. It was the first time faculty members and students from Georgetown University, the most recent partner university in the program, participated.

The title for the Summer School was “Multilingualism and Vulnerability.” Although the subject was broad and the case studies varied from different parts of the world, with some purely theoretical and others more ethnographic, the common denominator for the panels and individual presentations was their social relevance and the timely discussions they raised.

Over the course of four days, four panels presented papers on the topic within multilingualism and vulnerability. The first panel's papers highlighted how multilingualism, both historical and more contemporary, has led to new di-

mensions of diversity in Norway that are ideologically positioned quite differently, thus (potentially) rendering many speakers vulnerable despite good intentions. The second panel presented different kinds of vulnerabilities in relation to methodologies used in multilingualism research. The third panel presented studies that analyze narratives and other discursive practices from the perspective of how they construct, solidify, and resist vulnerabilities of different kinds. The fourth panel, through its example of gender-based violence in South Africa, raised questions about how vulnerability might work in relation to space, both in terms of the making of vulnerable spaces and the absence or presence of victims in the discourse.

In addition to the four panels, MA students, PhD candidates, and academic staff from the INTPART partner universities, presented individual papers highlighting “Multilingualism and Vulnerability.”

A total of 40 participants from the University of Cape Town, Stellenbosch University, University of the Western Cape, University of the Witwatersrand, Georgetown University, and MultiLing participated in the Summer School; many of them contributed as speakers, chairs, and organizers.



COLLABORATIVE PHD COURSE: “RESEARCHING MULTILINGUALISM IN EDUCATION: METHODS, ANALYSIS & DISSEMINATION”

May 7–9, University of Oslo, Norway
Lecturers: Angela Creese, University of Stirling, UK; Latisha Mary, University of Strasbourg, France; Kirsten Rosiers, Ghent University, Belgium; Joke Dewilde, UiO; Pia Sundqvist, UiO; Haley De Korne, MultiLing; Judith Purkarthofer, MultiLing

This collaborative PhD course examined methodological approaches and data analysis techniques commonly employed in the domain of multilingualism in education. The course consisted of lectures and collaborative data analysis sessions, drawing on data provided by the facilitators and participating PhD candidates. The course aimed to enable participants to produce research for wider audiences, with a goal of shaping education policy and practice.

The course was organized by the research group SISCO (Faculty of Educational Sciences, UiO), and MultiLing.

POSTDOCTORAL TRAINING

MultiLing provides access to training and financial resources to support its postdoctoral fellows' professional development. The postdoctoral fellows are independent researchers and do not have supervisors. While women postdoctoral fellows at UiO have access to a gender-equality mentoring program, MultiLing saw a need for a mentoring program open to all. In 2016, MultiLing implemented their mentoring program for postdoctoral fellows. Contact with international, experienced mentors in their particular fields of research can be crucial to the success of postdoctoral scholars as they develop original research ideas and move toward greater independence and maturity.

The postdoctoral fellows are a great asset to MultiLing, not only through their competence and publications, but also through their energy, creativity, and openness to new approaches. They organize workshops, guest lectures, and other research/academic activities. Through their contractual 10 % duty component, they teach BA and MA courses, supervise students, and contribute to doctoral training courses, thus building their CVs and academic competence. The success of this competence building is evidenced by the track list of positions that MultiLing postdoctoral fellows obtain after their employment at the Center.

International postdoctoral mentors:

Haley De Korne: Marilyn Martin-Jones, University of Birmingham, UK

Liquan Liu: Gabrielle Weidemann, Western Sydney University, Australia

Paweł Urbanik: Jakob Steensig, Aarhus University, Denmark

Kellie Gonçalves: David Britain, Bern University, Switzerland

WORKSHOPS AND CONFERENCES

As in previous years, MultiLing hosted a number of events throughout the year. Our research fellows in particular are keenly involved in organizing theoretical, methodological, and career-oriented events.



COLLOQUIUM A: MULTILINGUAL PRACTICES FROM ANTIQUITY TO THE PRESENT DAY

April 29–30

Organizers: Pia Lane and Aneta Pavlenko

Colloquium A aims to scrutinize critical concepts and theoretical approaches in studying multilingualism across MultiLing's three Themes, and this roundtable was the first in a series of events. Through a wide selection of talks and discussions, the participants explored the history of multilingualism in different parts of the world. Day 1 was dedicated to multilingual practices in ancient and medieval Europe, whereas day 2 critically explored multilingual empires, nation-states, and former colonies, as for instance in tsarist and imperial Russia and The Qing Dynasty. The final talks revolved around the paradoxes of language revitalization and language as capital in modern day society. A volume based on the contributions is in the works, edited by the roundtable organizers Aneta Pavlenko and Pia Lane, together

with Alexandre Duchêne (Institute of Multilingualism, University of Fribourg, Switzerland).

COLLOQUIUM B: VISUAL PROMPTS AND VISUAL METHODS IN MULTILINGUALISM RESEARCH

June 17–19

Organizers: Pernille Hansen, Judith Purkarthofer and Unn Røyneland

Colloquium B engages innovative methodologies in studying multilingualism across the lifespan, and the aim of this international three-day workshop was to reflect on the use of pictures in a language-based discipline. Just as utterances cannot be seen as neutral representations of the world, neither can pictures. A central question was thus how and why we make use of visual prompts and visual methods, and how this influences what we learn about speech and language experience. The participants represented a wide variety of research backgrounds, ranging from socio-cognitive and psycholinguistic approaches to ethnographic, sociocul-

tural, and phenomenological traditions, as well as creative methodology.

LANGUAGE ACTIVISM AND THE ROLE OF THE SCHOLAR

September 16–20

Organizers: Dunja Jutronic (University of Split; Dubrovnik Inter-University Centre, Croatia), Zvezdana Vrzić (University of Rijeka, Croatia; New York University, USA), Cecelia Cutler (City University of New York City, USA), and Unn Røyneland

In 2019, a new series of seminars on Language in Society was launched at the Inter-University Center (IUC) in Dubrovnik, Croatia – this year in collaboration with MultiLing. The title for the first year's meeting was "Language Activism and the Role of the Scholar". During five intensive days, a group of 20 scholars of different backgrounds discussed their own field experiences and personal concerns, as well as more theoretically informed elaborations. They engaged in a wide range of relevant topics: language as a means of oppression and suppression of democratic rights,



Clockwise from top: Inspired scholars at the Language Activism workshop in Dubrovnik; Nadja Macht and Hirut Woldemariam during Women & Leadership; Aneta Pavlenko ready to discuss multilingualism from antiquity to the present day; Engaged researchers at the Colloquium B poster session.



Left: Elana Shohamy gives a big hand to the organizers of Coll. A.
Right: Hirut Woldemariam spoke about her work and challenges as Minister of Science and Higher Education in Ethiopia.



language prescriptivism, language policing, language shaming, animal subjectivity, hate speech, naming and labeling practices, essentializing discourses about people and language, and the politics of language planning for minority and endangered languages in multilingual contexts. The demands for scientific rigor and objectivity of scholarship are not always easy to reconcile with a commitment to social action and the urgent need to address concrete injustice and oppression, but the experiences and reflections the participants shared in Dubrovnik brought to light a variety of constructive responses to this challenge. An edited volume of articles based on the seminar contributions is in the works.

10TH ANNUAL WORKSHOP ON IMMIGRANT LANGUAGES IN THE AMERICAS (WILA 10)

October 10–12

Organizers: Arnstein Hjelde (local organizer, Østfold University College), and the WILA Steering Group, including Janne Bondi Johannessen

The Workshop on Immigrant Languages in the Americas (WILA) is an annual conference focused on heritage language research. WILA 10 was held at Østfold University College in Halden, Norway. WILA began in 2010 as a conference focusing on investigating immigrant languages in America at the

University of Wisconsin-Madison. Since then, its host location has alternated between universities in the United States (Wisconsin, Penn State, Los Angeles, and Georgia) and Europe (Norway, Sweden, Denmark, and Iceland). Papers from the WILA Conference have been published in a variety of journals and edited volumes at international publishers. Beginning in 2018, selected proceedings are published through Cascadilla Press (series editors are Janne Bondi Johannessen and Michael T. Putnam).

WOMEN AND LEADERSHIP INTERNATIONAL ROUNDTABLE 2

October 25

Organizer: Kellie Gonçalves

The aim of this year's event was to engage in an open conversation that serves as a powerful reminder that there is still much to do about gender equality and the promotion of women in leadership roles in diverse workplace contexts globally. This year's event gathered women from higher education, the corporate world, and the political sphere. Speakers included:

- HE Hirut Woldemariam, Minister of Science and Higher Education, Ethiopia
- Allyson Jule, Author of *Speaking Up: Understanding Language and Gender*, Canada
- Åse Gornitzka, Vice Rector for Research and

Internationalization, UiO, Norway

- Gro Brækken, Secretary General of the Norwegian Institute of Directors, Norway
- Nadja Macht, Head of Product Operations at Jimdo GmbH, Germany
- Solveig Busk Halvorsen, Doctors Without Borders (MSF), Norway

This roundtable was funded by the Faculty of Humanities, the Department of Linguistics and Scandinavian Studies, and MultiLing.

WEDNESDAY SEMINARS

Our series of Wednesday Seminars continue to build an international and interdisciplinary forum where both invited speakers and members of MultiLing present their research. In 2019, the Wednesday Seminar series maintained great success with an increased number of talks. Throughout the year, there were 20 seminars. Postdoctoral fellows, researchers, affiliates and PhD fellows at MultiLing were among the presenters. We had national and international speakers from all over the world, including Portugal, Singapore, Switzerland, Poland, Sweden, Germany, France, the Netherlands, the United Kingdom, and the United States.

Postdoctoral fellows Olga Solovova and Paweł Urbanik organized the seminars during the spring semester 2019, and Yeşim Sevinç assumed the responsibility in mid-autumn 2019.

NEW EXTERNAL FUNDING: MACHINE LEARNING APHASIA



In his new project, Valantis Fyndanis will be testing more than 100 patients speaking five different languages.

In 2019, we were happy to welcome our former postdoc Valantis Fyndanis back to MultiLing with a prestigious FRIPRO Researcher grant from the Research Council of Norway.

This project has been funded by the Research Council of Norway (Project #287745 — FRIPRO (FRIHUMSAM) grant).

Dr. Valantis Fyndanis is the project manager/Principal Investigator. Senior collaborators include Professor David Caplan (Harvard Medical School/Massachusetts General Hospital, Boston, USA), Professor Gabriele Miceli (University of Trento, Trento/Rovereto, Italy), Professor Olga Dragoy (Higher School of Economics — National Research University, Moscow, Russia), Dr. Monica I. Norvik (University of Oslo, Norway), and Dr. Charalambos Themistocleous (University of Gothenburg, Gothenburg, Sweden & Johns Hopkins University, Baltimore, USA).

The newly funded project *Machine Learning Aphasia* aims to gain insight into stroke-induced agrammatic aphasia, which usually occurs following damage to Broca's and neighboring areas in the left hemisphere of the brain. This project investigates grammatical (morphosyntactic) aspects of sentence production related to the verb, such as subject-verb agreement, tense/time reference, and sentential

negation. *Machine Learning Aphasia* addresses two important, yet unanswered questions:

1. Which factors determine the level of performance of a given PWAA, native speaker of a given language, on verb-related morphosyntactic production?
2. What is the hierarchy of factors/predictors of successful verb-related morphosyntactic production in agrammatic aphasia?

A large number of subject-specific, morphosyntactic category-specific, and experiment-specific factors will be considered. More than 100 Norwegian, Italian, Greek, English, and Russian-speaking PWAA will be tested. For data analyses, Machine Learning algorithms will be employed. Addressing the questions above will advance the understanding of the complexities underlying morphosyntactic production in agrammatic aphasia.

MULTILING IN THE WORLD

MultiLing has made its mark in the international community in research on multilingualism through international partnerships, participation in international conferences across the globe, keynote lectures at international conferences as well as guest lectures at institutions throughout Europe and beyond. Moreover, international scholars seek to come to MultiLing for a research stay.

INTPART — International Partnership for Excellent Education and Research (2019–2021)

Exactly one year ago, we received the wonderful news that the Research Council of Norway (RCN) and Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (DIKU) had decided to renew MultiLing's INTPART funding for three more years. This summer, DIKU launched the "Review of INTPART Results 2015–18: A Survey and Portfolio Analysis." It stated that the INTPART collaboration has been an asset to MultiLing in many ways. One is with outstanding research training through intensive courses, joint courses, and co-supervision of doctoral students, while another is through education and the development of the MA program in multilingualism where the INTPART project will be included. In addition, INTPART has been an asset for MultiLing through mobility of students and researchers, as well as structures that

support mobility and joint presentations at international conferences.

Since its launch, we have had several successful events at the INTPART locations. We had a great kick-off in March at Stellenbosch University with the timely title "Multilingualism in the Individual and Society: Learning, Globalization and Social Justice." The three-day workshop brought together representatives and heads of departments from all six INTPART 2.0 members. We were particularly pleased to welcome Georgetown University, the newest addition to the consortium. A variety of topics was explored: the representation of multilingualism and multilingual people in society; what it might mean to think of multilingualism as constituted in, and of, vulnerability; issues of language and social justice in health care; and multilingualism, globalization, and social justice as they are represented and understood in schools and educational programs across different contexts.

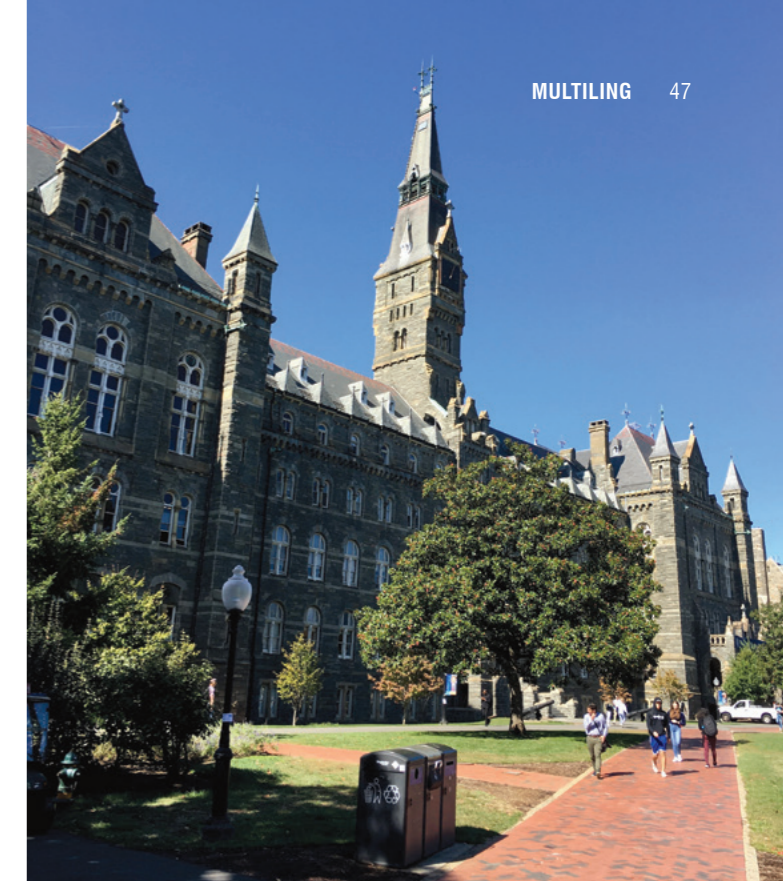
In October, Georgetown University

hosted a workshop that examined social justice, language diversity, and globalization. Representatives from the INTPART universities came together to explore issues of social justice in multilingual studies and other social sciences, including law. The workshop enabled invaluable South-North conversations about the enormous benefits of multilingualism but also the challenges and serious misunderstandings and mismanagement of multilingualism we witness across the globe.

In December, the University of the Western Cape organized the annual INTPART Summer School. The focus for this year's gathering was multilingualism and vulnerability, and it brought together members from across the INTPART consortium.

Whereas our focus in INTPART 1.0 was on sociolinguistic approaches to the study of multilingualism, the partnerships in INTPART 2.0 also includes psycholinguistic/cognitive approaches embedded within the sociolinguistics of multilingualism.

In recent years, the spectacularly beautiful campuses of the University of Cape Town and Georgetown University were the scenes of engaging post-colonial debates and protests.



MultiLing researchers invited to international events

In 2019 MultiLing scholars disseminated their research at vital venues across the world. They were also invited to give lectures at many academic institutions and, moreover, to give keynotes and plenary addresses at international conferences addressing multilingualism.

Guest lectures

MultiLing researchers have been invited to give guest lectures at universities across four continents. In Scandinavia, these venues included Sweden (Liquan Liu at Stockholm University, Janne Bondi Johannessen at KTH Royal Institute of Technology in Stockholm, and Elizabeth Lanza at Lund University).

Across Europe, MultiLing was in the United Kingdom (both Unn Røyneland and Elizabeth Lanza at Liverpool University, and Elizabeth Lanza at University College London); France (Kristin Vold Lexander at Lacito – CNRS, Paris, and Yesim Sevinç at SeDyL, the Center for Languages Structures and Dynamics, at the Institute of Research for Development, Paris); Luxembourg (Yesim Sevinç, Bente Ailin Svendsen, and Haley De Korne at the University of Luxembourg); Germany (Kellie Gonçalves at the University of Regensburg); Poland (Anne Golden, Toril Opsahl and Ingebjørg Tonne at

SWPS University of Social Sciences and Humanities in Warsaw, and Elizabeth Lanza at the University of Warsaw); the Netherlands (Bente Ailin Svendsen at the University of Leiden); and Spain (Aneta Pavlenko at the Barcelona Summer School on Bilingualism and Multilingualism, Pompeu Fabra University, Barcelona).

Across the Atlantic, MultiLing researchers were invited to the US: (Aneta Pavlenko to Princeton University; Valantis Fyndanis to The Graduate Center, CUNY, New York; and Elizabeth Lanza gave a lecture in the Sir Run Run Shaw Lecture Series/Provost's Lecture Series, Stony Brook University, New York). In Africa, both Unn Røyneland and Elizabeth Lanza gave invited lectures at Addis Ababa University and Mekelle University in the north of Ethiopia.

Finally, in China, Liquan Liu was invited to give a lecture at Fudan University in Shanghai.

Keynotes/Plenaries

MultiLing researchers were invited to give keynotes/plenary addresses at international conferences across Europe and Asia. In the Scandinavian/Nordic countries: Denmark (Unn Røyneland at Nordisk Nabolandsdidaktik og -kommunikasjon i Lærerutdannelsene, Københavns Professionshøjskole, and Alastair Pennycook at the Nordic Association of English Studies

Conference, Aarhus); Sweden (Minna Lehtonen at the European Second Language Association/EuroSLA); and in Finland (both Monica Norvik and Mira Goral at the Nordic Aphasia Conference in Turku; and Unn Røyneland at the Annual Conference of Linguistics 2019, University of Eastern Finland/ Joensuu). In the United Kingdom, Oxbridge was the venue: Aneta Pavlenko at the international Transformations of the Roman West: Social factors in Latinization, All Souls College, Oxford University; and Alastair Pennycook at the Multilingualism and Identity: Interdisciplinary Perspectives International Conference, Cambridge University. Across continental Europe, MultiLing was represented in Germany (Elizabeth Lanza at Approaches to Migration, Language, and Identity: Practices, Ideologies and Policies Now and Then, University of Duisburg-Essen); Switzerland (Unn Røyneland at Language in Urban Spaces, University of Bern); and Greece (Elizabeth Lanza at Multilingual Language Theories and Practices (MLTP2019), Ionian University, Kerkira (Corfu). In China, Alastair Pennycook held a plenary address at the First International Symposium on Sociolinguistics, Shanghai; and in Thailand, Elizabeth Lanza and Unn Røyneland held a joint plenary at Linguistic Landscape XI, in Bangkok.

GUEST RESEARCHERS

From the start, MultiLing has had the great privilege of hosting a number of invited visiting scholars and guest researchers for shorter or more extended periods. Our guests continue to provide important new research insights, friendship, and lively discussions, in return for office space, access to MultiLing's activities, stimulating discussions with MultiLing researchers, and — what most of them admit to treasure the most — much-needed time to write up their articles and co-write with MultiLing team members.



Antonia Götz

Erasmus guest researcher, University of Potsdam, Germany

I had the opportunity to spend almost five months of my PhD at MultiLing to experience and learn more about their inspiring research on diverse fields with multilingual populations. During this stay, Hanne Gram Simonsen and I started to prepare a learning study on Norwegian vowels, consonants, tonemes and different length patterns of the language. The study will subsequently be conducted with German speakers. I am very grateful for all the support in the process of creating the experimental stimuli, as well as to the people at MultiLing who lent their voices for the sound recordings.



Ritu Jain

Visiting scholar, Nanyang Technological University, Singapore

The month of May spent immersed in the richly fertile atmosphere of MultiLing was not only the most productive writing time of the year for me but also an eye opener to various alternative research trajectories and methods of data analysis. I benefited tremendously from participating in the two-day discussions around the annual Scientific Advisory Board meeting, the course "Researching Multilingualism in Education: Methods, Analysis & Dissemination," and finally, from the exchange following the presentation of my research as part of the Wednesday Seminar series. Participating in the rich discussions and debates has helped shift my research trajectory and informed my ongoing work that I look forward to sharing through publications.



LONG-TERM STAYS

Gølin Kaurin Nilsen, University of Stavanger, Norway

Nathaniel Gernez, independent, France

Kristina Belancic, Umeå University, Sweden

SHORTER-TERM STAYS

Kees de Bot, University of Pannonia, Hungary, and University of Leiden, the Netherlands

Charlotta Plejert, Linköping University, Sweden

Xiao Lan Curdt-Christiansen, University of Bath, UK

Barbara Mertins, Technical University of Dortmund, Germany

Marit Westergaard, UiT The Arctic University of Norway, Norway

Francis Hult, University of Maryland, Baltimore County, USA

Rachel Watson, SOAS University of London, UK

Crispin Thurlow, University of Bern, Switzerland

Elizabeth Miller, University of North Carolina at Charlotte, USA

Brigitta Busch, University of Vienna, Austria

Thomas Busch, Vienna, Austria

Claudia Peñaloza, Boston University, USA

Lambert-Félix Prudent, University of the Antilles, Guadeloupe

Karl Swinehart, University of Louisville, USA

Niina Lilja, Tampere University, Finland

Gabrielle Weidemann, Western Sydney University, Australia

Rafał Jończyk, Adam Mickiewicz University, Poland

Bonny Norton, University of British Columbia, Canada

Nicholas Evans, Australian National University, Australia

Derib Ado, Addis Ababa University, Ethiopia

Almaz Wasse Gelagay, Addis Ababa University, Ethiopia

Feda Negessa, Addis Ababa University, Ethiopia

John Koang, Addis Ababa University, Ethiopia

Frank Wijnen, Utrecht University, the Netherlands

Marilyn Martin-Jones, University of Birmingham, UK

Sari Ylinen, University of Helsinki, Finland

René Kager, Utrecht University, the Netherlands

Yongyan Zheng, Fudan University, China

Liang Chen, Fudan University, China

Yuli Feng, Fudan University, China

Xin Li, Fudan University, China

PUBLIC DISSEMINATION AND COMMUNICATION

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

The goal of MultiLing's outreach activities is to increase knowledge and raise awareness about linguistic diversity among the general public. We have already highlighted some of the larger impact cases that researchers at MultiLing have been involved in. Researchers at MultiLing were, in addition to this, very active in disseminating their research through various channels not only in Norway, but also abroad. Given the overall theme of this year's annual report, we wish to highlight a selection of the many small cases from 2019 that contribute to the dissemination of MultiLing's specialist competence in issues regarding linguistic diversity and multilingualism; this includes a broad range of engagement across different contexts such as in classrooms, courtrooms, newspapers, and popular science journals.

As in previous years, the annual Einar Haugen Lecture, held on the European Day of Languages (September 26), was a very important dissemination event. 2019 was the United Nations' International Year of Indigenous Languages. To mark the occasion, MultiLing invited Nicholas Evans (Australian National University, Australia), whose influential work on endangered indigenous languages focuses both on documenting these languages and investigating the consequences of their loss.

MultiLing dissemination in Norway and beyond

In 2019, MultiLing's research was discussed in newspapers, in broadcasting and social media, and also in popular talks and workshops directed a broader audience in Norway and abroad. Some of our most prolific disseminators in 2019 were core group members Toril Opsahl and Bente Ailin Svendsen. They both had a large number of media appearances, gave popular science lectures, and wrote popular science articles.

Toril Opsahl regularly answers listeners' questions about language in the popular weekly radio program *Språkteigen* broadcasted by the Norwegian Broadcasting Company (NRK). In 2019 alone, she took part in no less than 14 programs. Opsahl also contributed to the online encyclopedia *Allkunne* with an article on sociolects and published an essay about the value of linguistic diversity in the popular science journal *Prosa*. Opsahl sat on the jury for two language awards in 2019, thus actively promoting Norwegian language and language awareness. She was Chairperson of the jury for the National Broadcasting Service (NRK) Language Award, and a member of the jury for the award from the Language Council of Norway.

Apart from contributing to a large number of media reports, Bente Ailin Svendsen was invited to participate in

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**MEDIA APPEARANCES
IN 2019**

Q&A session:
Our new PhD candidate
Elisabet García González
grabs the mic!



and produce a film about multilingualism and identity for Applaus! film&tv, a Norwegian Digital Learning Arena, with the potential of reaching out to a wide range of pupils. Svendsen was also summoned as an expert witness regarding children's multilingual acquisition, competence, and practices in a court case regarding a child welfare removal. Svendsen's testimony was emphasized in the judgement.

Many other MultiLingers contributed to the public debate last year. Pernille Hansen and Hanne Gram Simonsen engaged in the ongoing discussion about language learning and language testing of multilingual preschool children. The two also wrote several opinion pieces where they warn against the proposed downsizing of Statped, the national service for special needs education in Norway. Anne Golden gave an interview in the newspaper *Khrono* criticizing the Norwegian government's proposal to raise the language requirements for obtaining Norwegian citizenship. Janne Bondi Johannessen gave several interviews about topics such as Norwegian as a heritage language in North America. Minna Lehtonen gave interviews to Finnish and Swedish print and broadcast media about the bilingual cognitive advantage hypothesis. Anne Marie Dalby Landmark and Pernille Hansen brought their linguistic expertise into a discussion

regarding terminology in the *Journal of the Norwegian Medical Association*. Last but not least, Kristin Vold Lexander contributed to a popular magazine on translated literature with a paper presenting a Norwegian-language version of the multilingual Senegalese rap "Les saï-saï au coeur" by Keur Gui, as well as a discussion of the socio-political context of the text and its translation into Norwegian.

Newsletter: MultiLing Voices

In 2019, we published three editions of our newsletter, *MultiLing Voices*, where you can read about our latest publications, PhD defenses, recent presentations, media appearances and upcoming events. By the end of 2019, *MultiLing Voices* had more than 600 subscribers. Among our most touching stories we find PhD fellow Jessica P. Belisle Hansen's account of her research stay at the University of Copenhagen. In "Life of a Researcher: A trip abroad – recontextualization, interaction and generosity," she reflects upon the joys and challenges of research stays abroad.



Appendix 1

PUBLICATIONS 2019

BOOKS

Bagga-Gupta, S., **Golden, A.**, Holm, L., Laursen, H. P., & Pitkänen-Huhta, A. (Eds.) (2019). *Reconceptualizing Connections between Language, Literacy and Learning*. Educational Linguistics (39). Switzerland: Springer International Publishing.

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Appendix 2

THE MULTILING TEAM

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Appendix 3

INSTITUTIONAL PARTNERS AND COLLABORATORS

INSTITUTIONAL PARTNERS

MultiLing has formal collaboration agreements with a number of institutional partners, each of which has contributed to the success of the Center's research in its own way. In 2019, we signed collaboration agreements with three new institutional partners.

HINN — Inland Norway University of Applied Sciences, Norway

The collaboration with HINN is mainly related to education research, such as teacher education and Second Language Acquisition in classrooms. Bård Uri Jensen (HINN) provides MultiLing with statistical support.

Jönköping University, Sweden

The collaboration is with Francis Hult and the multi-disciplinary research group Communication, Culture and Diversity, which focuses on issues of learning and communication inside and outside institutional educational settings and places of work.

Lund University, Sweden

In addition to close research collaborators, the Lund University Humanities Lab, led by SAB member Marianne Gullberg, was an invaluable advisor in the process of planning and building MultiLing's Socio-Cognitive Laboratory.

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

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

NTNU — the Norwegian University of Science and Technology, Norway

The recently formalized partnership with the Norwegian University of Science and Technology will strengthen collaboration nationally, for instance in research areas such as linguistic diversity in Norway, and language practices in digital media.

Språkrådet (Language Council of Norway), Norway

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

Statped (National service for special needs education), Norway

MultiLing core group member Monica Norvik divides her time between Statped and MultiLing. The collaboration with Statped brings valuable user insight, theory and methodology to MultiLing's research, and the latest research back to the users.

UiT The Arctic University of Norway, Norway

As the host of Norway's first Center of Excellence in linguistics, CASTL, UiT The Arctic University of Norway has provided MultiLing with inspiration and experience, as well as research collaboration on a number of projects. In 2019, the Summer School on revitalization and reclamation of Indigenous and minoritized languages took place in Tromsø, co-organized by UiT and MultiLing.

University of Copenhagen, Denmark

The University of Copenhagen has organized a number of conferences in collaboration with MultiLing, such as the MultiNord conference series. SAB member Pia Quist and several other UoC researchers are in close collaboration with members of MultiLing's core group on projects and publications.

University of the Western Cape, South Africa

UWC has been in close collaboration with MultiLing through their Centre for Multilingualism and Diversities Research (CMDR), led by SAB member Christopher Stroud. PhD students from UWC participate in researcher training courses organized by MultiLing. Since 2015, an even more active collaboration has come about through the INTPART 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 their intention to collaborate with MultiLing.

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