

UNIVERSITY
OF OSLO



Center for Multilingualism in Society across the Lifespan

Annual Report 2021

ff Norwegian
Centre of
Excellence
The Research Council of Norway



Our vision is to contribute to how society can deal with the opportunities and challenges of multilingualism through increased knowledge, promoting agency for individuals in society, and a better quality of life, no matter what linguistic and social background we have.


DESIGN: Anagram Design

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The Dean's Introduction

With its seven departments covering a wide range of academic disciplines, the Faculty of Humanities at the University of Oslo is the largest and arguably leading faculty for studies in the Humanities in Norway. The Faculty currently hosts two Centers of Excellence, of which MultiLing is one. As during the previous year, 2021 continued as a tumultuous year due to the ongoing pandemic. Despite the various Covid restrictions, the Faculty still maintained its high quality research and teaching as a result of our hardworking researchers and lecturers.

A crucial factor for the success of the Faculty of Humanities comes from the building of interdisciplinary and international research communities within the Faculty. When it comes to the field of Humanities, interdisciplinarity plays a central role, and this is at the forefront of the strategy of Humanities adopted by the University of Oslo last year. Additionally, the Faculty of Humanities recognizes the diverse perspectives and strengths of international scholars and sees them as an important factor in the Faculty's overall achievements and further progress.

As a Center of Excellence, MultiLing has increasingly dedicated itself to conducting research in multilingualism in an interdisciplinary manner, incorporating psycholinguistic and sociolinguistic approaches to studying a wide range of research topics,

including language learning and practices spanning from the individual to society. MultiLing is a diverse international environment, where about half of the scholars have an international background. With the discussion about the internationalization of academia being increasingly relevant in Norway the past year, MultiLing demonstrates that an international staff will not be a hindrance to research at a national level. On the contrary, MultiLing's international scholars contribute research that is important both internationally and nationally.

MultiLing's excellent work and contributions continue to validate the University of Oslo's position as a leading university in the Nordic countries, and the Faculty of Humanities is once again proud to be the home of this Center of Excellence.



FRODE HELLAND
Dean of the Faculty
of Humanities

The Head of Department's Introduction

As Head of the Department of Linguistics and Scandinavian Studies, I am very proud of how our Center of Excellence in Multilingualism contributes to a better understanding of Norway in the world and the world in Norway.

Through workshops, seminars, Summer and Winter Schools, lectures, publications, externally funded projects (about 25) and a large number of PhD projects (17 completed PhD degrees and 10 ongoing), the Center continually contributes to societally beneficial dissemination and research. MultiLing's academic activity is a massive asset to the Department, both in terms of opportunities for staff and students and in terms of international visibility.

In 2021, a new international Master's Programme in Multilingualism was approved by the University Board. This programme is part of the legacy of MultiLing, and it ensures that our Department can continue MultiLing's commitment to interdisciplinarity in the future by combining social and cognitive approaches to multilingualism, both in teaching and in research. The Center's Socio-Cognitive Laboratory is a continuation of the built-up research force within innovative experimental methods, and it is also an important asset for producing groundbreaking research as well as

research-based education. Both the Master's Programme and the Lab represent a direct measure to address and follow up in the Strategy for the Faculty of Humanities 2021-2030: "HF2030 - Knowledge for the 21st century". For instance, MultiLing promotes both inclusion and citizenship by including citizens in research, and MultiLing provides good opportunities for challenge-driven and societally relevant research and education.

MultiLing is at the forefront of linguistic research on society and the individual, and by making it available to everyone, MultiLing contributes to valuable new knowledge and insight. MultiLing fulfills the Faculty of Humanities' desire to be a knowledge-based agenda setter, and at the same time contributes to creating a promising future for our Department.

Finally, I would like to thank and cheer for Center Director Elizabeth Lanza for all of her achievements since 2013! And welcome to Unn Røynealand as new Center Director from 2022!



AASTA MARIE BJØRVAND BJØRKØY
Head of the Department of Linguistics
and Scandinavian Studies

The Director's Introduction

Another year with the Greek alphabet – Alpha, Delta and Omicron, better known as Covid. Despite the trials and tribulations the pandemic has brought to academia and society at large, it has not deterred the passion, perseverance and drive of our staff, both scientific and administrative. As this Annual Report demonstrates, the MultiLing team has continued to pursue and produce research at the international forefront, notwithstanding the challenges imposed through conference cancellations and lack of mobility. Digital solutions have provided the space for intellectual exchanges, discussions and debates, as we continue to aim towards our goal to generate state-of-the-art knowledge on multilingualism in society across the lifespan.



ELIZABETH LANZA

Center Director 2013–2021

Elizabeth Lanza

Due to the pandemic, MultiLing was granted a seven-month extension by the Research Council of Norway and will be a Center of Excellence until the end of 2023. Now after 8½ years of operations, MultiLing will soon be at the crossroads. The final two years will be crucial for the phasing of this Center of Excellence into our host institution at the University of Oslo – the Department of Linguistics and Scandinavian Studies. MultiLing's impact will be preserved with multilingualism on the map for the future research-based education of the next generation's scholars in the Humanities, who seek to understand what it means to learn, use and manage languages in our contemporary globalized society.

MultiLing and internationalization

MultiLing continues to be the vibrant research community we have always been, despite pandemic restrictions, as we are continuously engaged in local,

national and international arenas. Fourteen new research staff members were hired, most of them from abroad, some starting in 2021 and others in 2022. The theme for this year's Annual Report concerns internationalization in higher education, a hotly debated topic in Norwegian academia and media this past year given that so many international scholars have landed positions in Norway. The most voiced concern is that these scholars would not adequately address Norwegian contexts in their research. Moreover, Norwegian is put under further pressure from English. As this Annual Report illustrates, the first of these concerns is far from the case in our experience. MultiLing has attracted many talented young national and international scholars, each bringing unique perspectives to understanding the Norwegian context, and all contributing to a more heightened awareness of Norway in our contemporary globalized world. And as they move

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on as MultiLing alumni and secure positions elsewhere, the University of Oslo will be a partner in these rich networks throughout the world.

MultiLing's research across the three Themes

In 2021, MultiLing once again delivered high quality research on multilingual competence, multilingual practices, and multilingualism, ideologies and language policies, also addressing the lifespan. The list of publications boasts of 8 books, 3 edited special issues, 45 peer-reviewed articles in scientific journals, as well as 27 chapters in books and anthologies.

In 2021, the Extended Leadership Team decided for pragmatic reasons to have one Theme leader for both Themes 2 and 3, as many of the relevant researchers had work that spanned across the two Themes, hence a combined Theme 2 and 3 report. The Theme reports provide an update on MultiLing's stimulating research.

The Einar Haugen lecture

The 2021 Einar Haugen lecture had the alluring title "Does multilingualism need a history?" and was delivered by our very own Research Professor Aneta Pavlenko. She took us on a fact-filled and visual journey in a linguistic time machine, from Ptolemaic Alexandria in 323 BC to the present day. The lecture, which was very well received, had been pre-recorded, held digitally, with a live (and lively) Q&A session at the end of the lecture. Once again, the digital event allowed MultiLing to reach across the globe with more than 300 participants via Zoom!

Externally funded projects

MultiLing continues to secure external funding. In 2021, our Lab Manager, Researcher Franziska Köder, received funding from the Research Council of Norway for her project *Better attention, better communication? How ADHD and multilingualism influence children's pragmatic development*. The project will employ a wide array of methods, including eye-tracking

experiments, cognitive and linguistic tests, natural observations and questionnaire data. Franziska has also brought together an impressive team of national and international collaborators. And once again, MultiLing secured European funding through a Marie Skłodowska-Curie postdoctoral fellowship. Frances Kvietok Dueñas will work with Core Group members Pia Lane, her sponsor, and Haley De Korne on her project - *Becoming Indigenous language speakers and writers in higher education*.

INTPART Summer School

The INTPART Summer School was successfully organized digitally in late November by the University of the Witwatersrand in Johannesburg, South Africa, which successfully secured all of the logistics. With a carefully constructed program taking into account three global time zones, all of our INTPART partners were able to participate, including both senior and junior scholars on the program. Interwoven themes of multilingualism and social



justice were highlighted with narrative approaches. The INTPART project has been granted an extension to the end of 2022, due to the pandemic.

Doctoral defense

In 2021, Jessica Pedersen Belisle Hansen successfully defended her dissertation entitled "Video-mediated interpreting. The interactional accomplishment of interpreting in video-mediated environments". Her thesis adeptly demonstrated how patients, medical professionals and interpreters organize their interaction with the video-mediated environment. The defense was fully digital and interpreted into Norwegian Sign Language, and more than 200 participants followed the event.

My curtain call as Director of MultiLing

Seventy is the ripe age for retirement in the university system, and for my 70th I was given a curtain call that was beyond my dreams. I am so grateful to the wonderful colleagues at MultiLing and across the world - who participated in a surprise online seminar

to launch two fabulous Routledge volumes, craftily commissioned and edited (without my knowing it!) by MultiLing's Unn Røyneland and Robert Blackwood (University of Liverpool), and the "ExtravaLanza" celebration at the Norwegian Academy of Science and Letters, which we were fortunate to arrange during a window of time when physical events were permissible. Retiring could surely never be more wonderful!

New leadership - the way forward

This transition also means that after 8½ years as Director of MultiLing, I am passing the torch on to my wonderful colleague Unn Røyneland, who has been an outstanding Deputy Director throughout the years, and who will take the helm for the final two years of MultiLing as a Center of Excellence, as the Center phases into the Department. MultiLing is and will continue to be a remarkable research community under Unn's astute leadership with her brilliant new team.

In closing

After 34 years at the Department of Linguistics and Scandinavian Studies, I have so much to be grateful for. I wish to thank the Department, the Humanities Faculty, and the University for all the opportunities that have been entrusted to me, and thanks to the Research Council of Norway for making many research dreams come true.

At MultiLing, I am grateful for the advice, support and collaboration that our outstanding Scientific Advisory Board have provided me and the Center across the years. And last but not least, I want to stress that it has been an honor and a privilege for me to work with, and lead, such an amazing team of talented colleagues at MultiLing, both junior and senior, and to establish and coordinate collaboration with such amazing colleagues across the globe. Tusen, tusen takk!

Extra VaLanza!

On September 17, MultiLing organized a symposium at the Norwegian Academy of Science and Letters in honor of Elizabeth Lanza – the Director of MultiLing for the past eight and a half years. We wanted to celebrate her superb leadership of the Center, and also her 70th birthday, by inviting scholars from her extensive national and international network. We had both in-person and virtual presentations by MultiLingers, international collaborators, and members of our Scientific Advisory Board, all of whom were contributors to one of the two volumes (Festschrifts) that were co-edited by Unn Røynealand and Robert Blackwood: *Multilingualism across the Lifespan and Spaces of Multilingualism*, both Open Access.

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Together, these two collections pay tribute to our colleague and friend, Elizabeth (Liz), a towering figure across a range of disciplines whose research interests inspire and underpin the philosophy of this homage. All the chapters in the two volumes, and hence all the presentations at the symposium at the Academy, were co-authored, articulating in their conception and execution one of Liz' approaches to life and scholarship. Through her leadership of MultiLing, and throughout her career, Liz has invited, engineered, and nourished collaborations among researchers. This recognition and valuing of the power of working together has come to characterise the work of MultiLing. To reflect this approach, all of the contributors to both





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tic and creative relationships that have been initiated and cultivated by Liz over her own academic lifespan. Equally, they go some way to reflecting the numerous examples of co-authorship that have come to define Liz' approach to scholarship, where she has co-authored and co-edited with more than two dozen collaborators.

volumes were asked to work with someone else, in some cases where the authors had no previous collaboration. These partnerships characterise, in their method, the creativity that can be unexpected, unorthodox, and even unlikely, but their outcomes are much more than the sum of their parts. As such, these volumes harness the imagination and dynamism of a wide range of researchers, both established and early-career, and exemplify the enthusias-

During a full day at the Academy, scholars from all over the world gave their homage to Liz by presenting a short version of their co-authored article - either digitally or from the lectern at the Academy. Thinking through linguistic diversity and multilingualism as a phenomenon was an aim of many of the presentations. They critically scrutinize some of the far too easy caricatures of what it means to deal with linguistic diversity: to be multilingual, to live multilingually, to organise others' lives multilingually, and grapple with the breadth of questions surrounding the interaction between, across, and via languages and lects.

In the evening we had a fantastic dinner celebration with many speeches paying tribute to Liz, amongst others the Dean of the Faculty of Humanities, the Head of Research at the Department of Linguistics and Scandinavian Studies, and from many MultiLingers.



Internationalization:

Norway in the world and

the world in Norway

One backdrop of this discussion is a topic that is highly relevant for us as a Center of Excellence in Multilingualism, namely language policy and the dominant position of English at the expense of basically all other languages as academic languages. Another concern voiced by some scholars has to do with the topics and research questions that are in focus, with the worry that international scholars – particularly within the humanities and the social sciences – will not give attention to Norwegian contexts that need to be addressed.

As a Center of Excellence, we are a very international academic environment. In Norwegian higher education in general, approximately 30% of academic staff have an international background, while at MultiLing 57% of our staff have an international background. This situation provides us with a unique point of departure for participating in the current debate. MultiLing has demonstrated that there is no opposition between having international staff and doing research on national topics. Through our Research Strategy Plan we have highlighted the importance of multilingualism in the Norwegian context and the need to address it, which in itself contributes to international research in the field. Studying multilingual and multicultural Norway through an international lens, moreover, provides a more holistic picture. Through contemporary globalization, Norway

has increasingly become an international society. At MultiLing, we study language learning, linguistic practices and language policies among individuals, in families, at schools, in the workplace, and in society in general. Our researchers disseminate their findings to local, national and international audiences. Many of the researchers at MultiLing are international scholars who engage in this work on multilingualism in Norway, a situation that defies the stereotypic picture of international researchers not engaging in, or participating in, Norwegian contexts.

The internationalization of academia has been highly debated in Norway the past year, but also in Europe and beyond.

Studying the Norwegian context is indeed a high priority, but Norway is also a part of the world, and many of the phenomena that we experience in our society today are part of larger international movements and trends. All of our researchers – national as well as international – contribute to a better understanding of Norway in the world and the world in Norway.

57 %

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About MultiLing

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

Highlights 2021

MAJOR EVENTS AND NEW PROJECTS

In 2021, MultiLing's team can boast of 86 high-quality publications and one doctoral defense.



86

high-quality
publications



1

doctoral
defense



116

conference
presentations

Expansion of the team

- 3 new Research Professors
- 6 new Postdoctoral Research Fellows
- 1 new Doctoral Research Fellow
- 1 new Affiliated Doctoral Research Fellow
- 1 new Researcher
- 1 new Research Assistant
- 1 new Higher Executive Officer



Multilingualism across the Lifespan
Edited by Unn Røyneland & Robert Blackwood



Spaces of Multilingualism
Edited by Robert Blackwood & Unn Røyneland

2021

Highlights

Highlights

2021

New externally funded projects

Better attention, better communication? How ADHD and multilingualism influence children's pragmatic development.
PI: Franziska Köder

Becoming Indigenous language speakers and writers in higher education: language reclamation experiences of Quechua and Aimara women. MSCA Postdoctoral fellow: Frances Kvietok Dueñas

Awards and commissions

Jorunn Simonsen Thingnes was awarded HM King Harald V's Gold Medal for her thesis *To choose or not to choose minoritised languages. Language policy and language choices in academia.*

Haley De Korne was accepted as one of eleven new members of the Young Academy of Norway [Akademiet for yngre forskere].

Valantis Fyndanis became a member of the Young Academy of Europe.

The 2021 AAAL Research Article Award for best article in the field of applied linguistics was given to MultiLing's Research Professor Aneta Pavlenko for an article she co-authored with Elizabeth Hepford, and Scott Jarvis: "An illusion of understanding: How native and non-native speakers of English understand (and misunderstand) their Miranda right," published (2019) in *The International Journal of Speech Language and the Law*.

Researcher training

MultiLing Summer School 2021: *Open-science practices in experimental psycholinguistics.* September 6-10.

INTPART Digital Summer School 2021: *Social Justice with a Focus on Narratives.* November 29-December 1.

PhD Course with Roger Mundry: *Linear models and their application in R.* December 6-11.

Milestones and major events

Mother Language Day 2021: *Multilingualism through diverse voices and contexts of life.* March 12.

Workshop in honor of Liz Lanza (ExtravaLanza!). September 17.

Annual Einar Haugen Lecture 2021. "Does multilingualism need a history?" Aneta Pavlenko (University of Oslo). September 24.

Janne Bondi Johannessen Memorial Workshop and Memorial Lecture. October 11-12.

Doctoral degrees

Jessica P. Belisle Hansen defended her thesis *Video-mediated interpreting. The interactional accomplishment of interpreting in video-mediated environments.*

Major publications

Røyneland, U., & Blackwood, R. (Eds.). (2021). *Multilingualism across the Lifespan.* Routledge Critical Studies in Multilingualism. Routledge. (Open Access)

Blackwood, R., & Røyneland, U. (Eds.). (2021). *Spaces of Multilingualism.* Routledge Critical Studies in Multilingualism. Routledge. (Open Access)

De Korne, H. (2021). *Language Activism: Imaginaries and Strategies of Minority Language Equality.* De Gruyter Mouton. (Open Access)

Golden, A., Kulbrandstad, L. A., & Zhang, L. (Eds.). (2021). *Crossing Borders, Writing Texts, Being Evaluated: Cultural and Disciplinary Norms in Academic Writing.* Multilingual Matters.

Kartushina, N., Rosslund, A., & Mayor, J. (2021). Toddlers raised in multi-dialectal families learn words better in accented speech than those raised in monodialectal families. *Journal of Child Language.* (Open Access)

Purkarthofer, J., Lanza, E., & Berg, M. F. (2021). Discourses between the public and the private: Transnational families at the crossroads. *Applied Linguistics.* (Open Access)

Urbanik, P. K. (2021). Directives in the construction site: Grammatical design and work phases in second language interactions with crane operators. *Journal of Pragmatics.* (Open Access)

Androutsopoulos, J., & Lexander, K. V. (2021). Digital polycentricity and diasporic connectivity: A Norwegian-Senegalese case study. *Journal of Sociolinguistics.* (Open Access)

4★

MSCA postdoctoral fellows since 2018

14

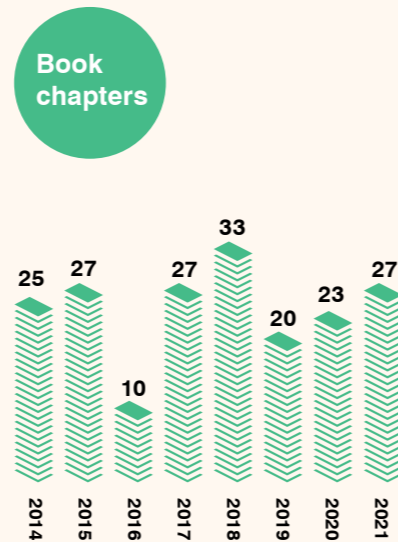
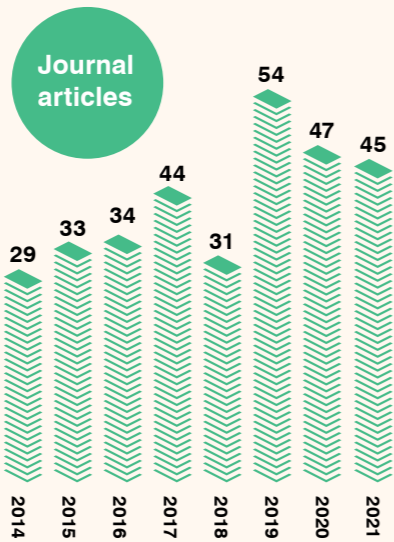
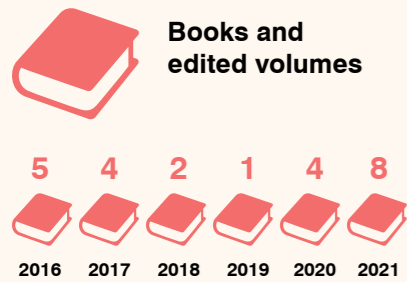
new MultiLing members in 2021

Facts & Figures

9 Years

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

Publications



MultiLing in social media

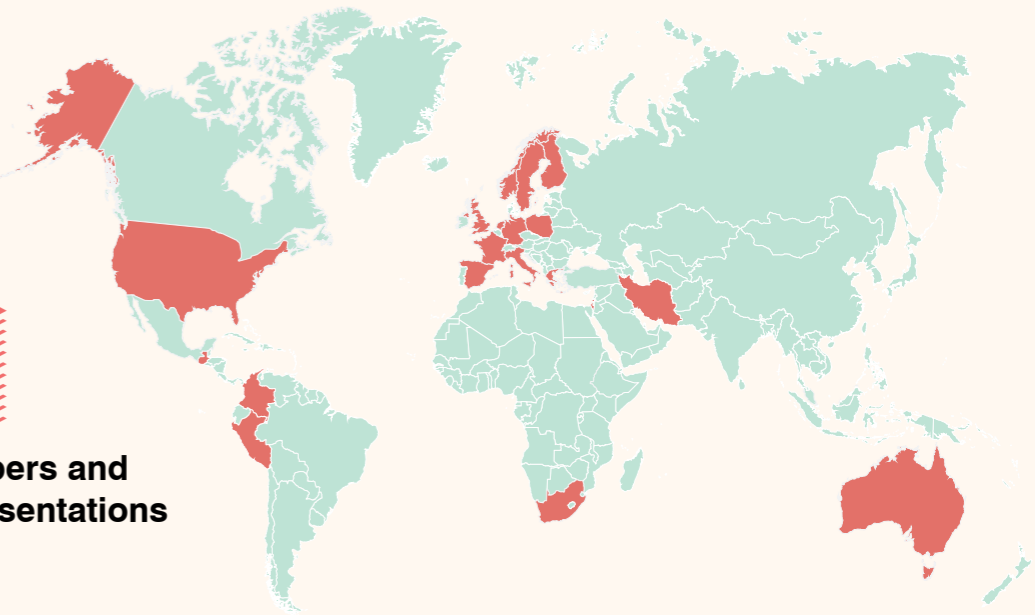
3489
Facebook followers

140
Facebook posts

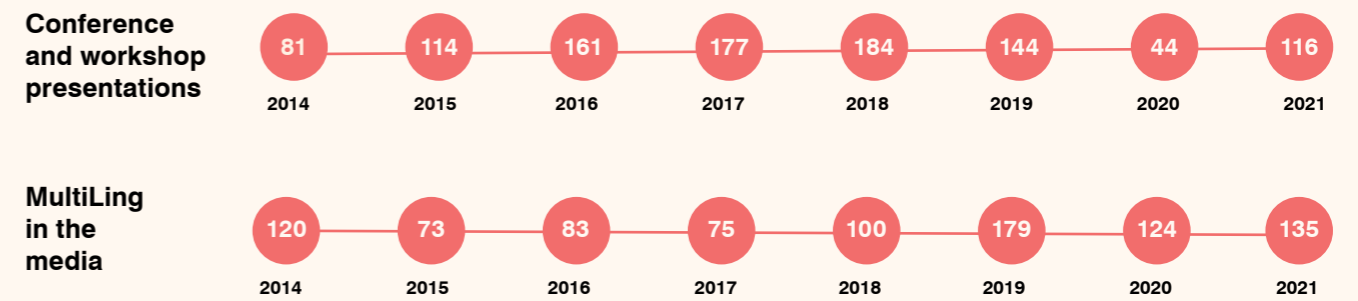
f Facebook 2021

International research collaboration in 2021

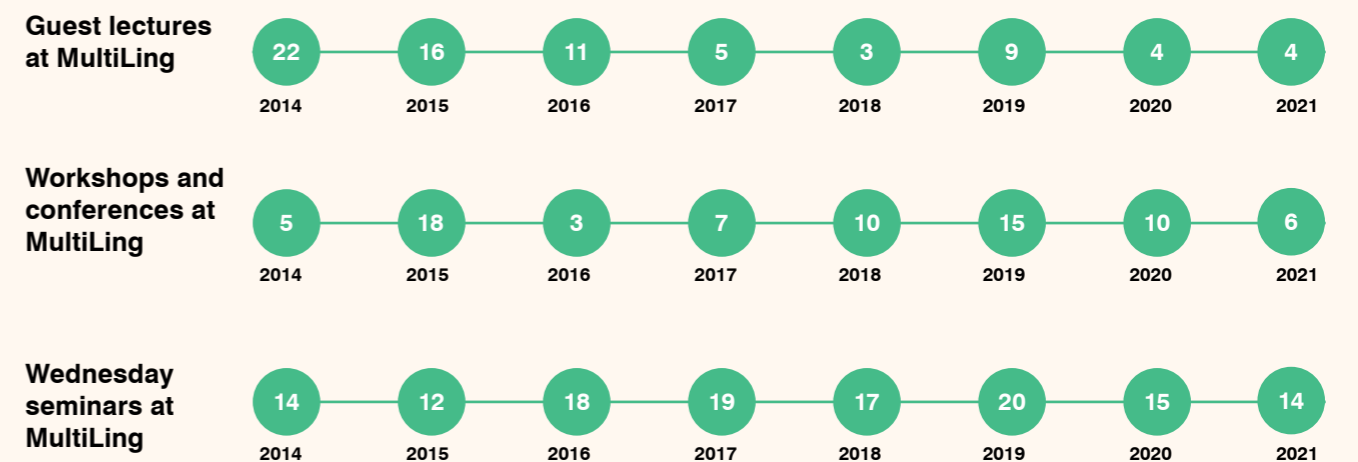
22 countries
116 Papers and presentations



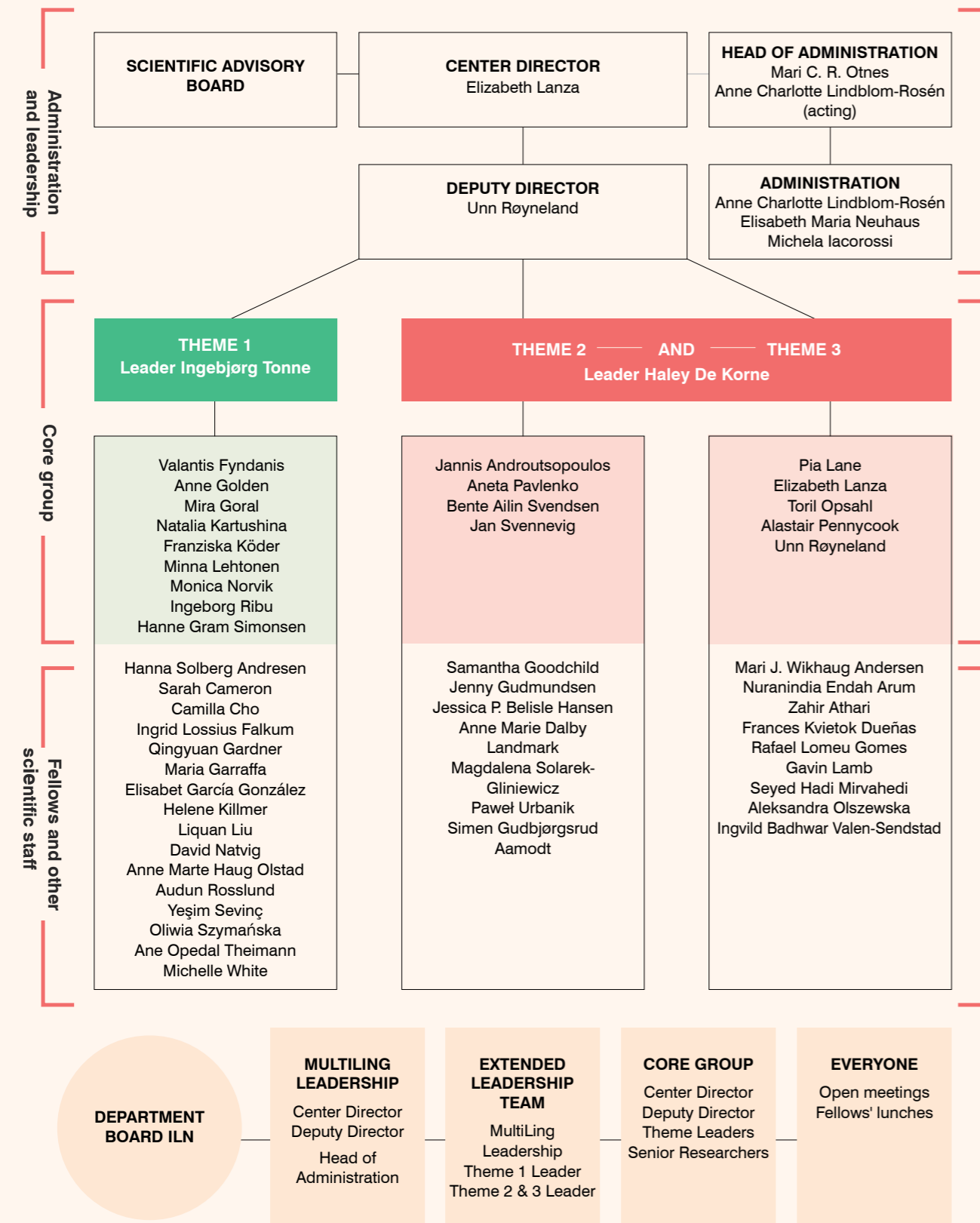
Conference presentations and public outreach



Activities and Events



Organizational structure of MultiLing 2021



The Extended Leadership Team

The Extended Leadership Team (ELT) consists of the Center leadership and the 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, language socialization, identity in migrant narratives, as well as linguistic landscapes.

DEPUTY DIRECTOR Unn Røynealand

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

HEAD OF ADMINISTRATION Mari C. R. Otnes (January—September)

Mari C. R. Otnes holds a Cand. Philol. degree from the University of Oslo in Comparative Literature and has studied French, Anthropology, and Scandinavian Languages and Literature. She has 18 years of experience as an administrator at the University of Oslo, working as a research coordinator at both the faculty and department levels before becoming MultiLing's Head of Administration in 2013. Mari was headhunted to a temporary leadership position at the University library from October, and Advisor Anne Charlotte Lindblom-Rosén stepped in as Acting Head of Administration.

ACTING HEAD OF ADMINISTRATION Anne Charlotte Lindblom-Rosén (October—December)

Anne Charlotte Lindblom-Rosén holds a Cand. Polit. degree from the University of Oslo in Social Anthropology. She has 15 years of work experience from the field of higher education and research. Prior to joining MultiLing, she worked at the Research Council of Norway, the Royal Norwegian Embassy in Washington DC, the US Embassy in Oslo, and at ANSA – Association of Norwegian Students Abroad.

THEME 1 LEADER Ingebjørg Tonne

Ingebjørg Tonne is Professor of Scandinavian Linguistics/Norwegian as a Second Language. Her main field of research is contrastive linguistics and how the use of linguistic contrasts informs the exploration of multilingual competence in the classroom. She has, furthermore, studied how extensive access to quality literature may enhance the reading and writing development of children. Recently, she published research on narrative method and how language learners present themselves and their learning trajectories through narratives.

THEME 2 AND THEME 3 LEADER Haley De Korne

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

The Center Board

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

Chairperson

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

Representatives for permanent academic staff

Toril Opsahl
(1st deputy: Johan Tønnesson)

Sverre Stausland Johnsen
(2nd deputy: Haley De Korne)

Hans Kristian Rustad
(3rd deputy: Guro Busterud)

Representative for technical/administrative staff

Mari Camilla Risdal Otnes
(1st deputy: Kathrine Kjellmann Brachel)

Representative for temporary academic staff

Eirik Tengesdal
(1st deputy: Hilde Alice Bliksrud;
2nd deputy: Johan Bollaert)

Student representatives

Anne Oortwijn and Joachim Tallaksen
(1st Deputy: Frida Gregersen;
2nd Deputy: Martin Jacobsen)

External representative

Hege Stensrud Høsoien
(Deputy: Håkon Harket)

Scientific Advisory Board

International scholars who are specialists in multilingualism in childhood, adolescence, adulthood, and aging constitute MultiLing's Scientific Advisory Board (SAB). The 13 members of the SAB are internationally acclaimed scholars in their respective fields of research in multilingualism.

While each scholar has a specialization in a field more closely related to either psycholinguistics or sociolinguistics, a range of backgrounds is represented. Scholars are located across the globe. The SAB serves an advisory function.



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



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



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



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



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



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



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



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



↑
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.



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



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

MultiLing’s organization in Themes and Colloquia

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

▶ DISCOVER MORE ONLINE

MultiLing’s five-year Research Strategy Plan (2018–2023) sets forth the Center’s strategic way forward in the coming years, but also functions as a guide to national and international researchers who seek to collaborate with our researchers and MultiLing as a Center of Excellence.

MultiLing’s main goal is to generate state-of-the-art scientific knowledge on individual and societal multilingualism across the lifespan. Increasing language diversity is one of the major linguistic consequences of globalization. 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

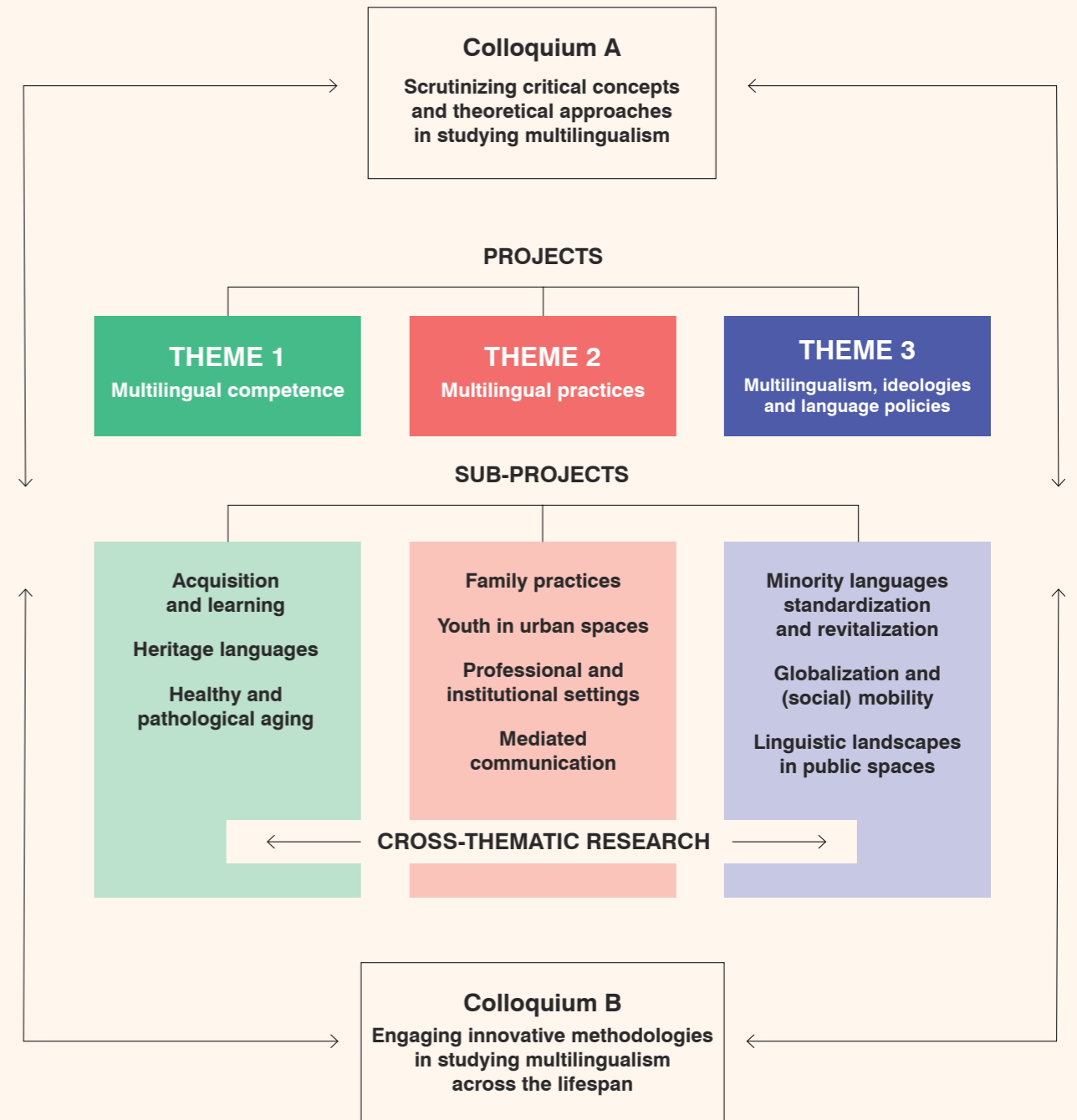
The Themes are constructed to complement one another and are led by Theme leaders. In 2021, the Extended Leadership team decided to have one Theme leader for both Themes 2 and 3 for pragmatic reasons, as many of the relevant researchers had work that spanned across the two Themes. MultiLing’s researchers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

In addition, to ensure opportunities for collaboration and cross-fertilization across thematic boundaries, 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. 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.

Center for Multilingualism in Society across the Lifespan



Internationalization:

Norway in the world and

the world in Norway



Seyed Hadi Mirvahedi

Today, we live in a world that is more interconnected than ever. This is reflected not only in how the Internet connects people worldwide, but also in how a natural disaster or a conflict of some sort in one part of the world affects countries on the other side of the globe. Needless to say, migrants and asylum seekers coming from different parts of the world to pursue a better life in Europe is one prime example. This is where my role as an international researcher and my research on Afghan families in Norway find their legitimacy and rationale.

In my research, drawing on interviews and naturally occurring interactions at home, I seek to document and understand how parents' lived experiences before settling in Norway influenced their language ideologies and practices, identity work, parenting in their interaction with their children, and integration processes in the new host country. This project reflects the fact that language ideologies and practices in the family are layered and

scalar, and can be traced to different points of life in other parts of the world and/or the current environment's institutional discourses and language policies. In this light, I consider my research to be international because while I contribute to understanding social issues and knowledge production in the local context of Norway, my research is fundamentally informed by what has been going on in other parts of the world.

**Today, we live
in a world that
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connected
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Research Output

In this chapter, we present MultiLing's most important research output from 2021, through the Theme Leaders' reports from Theme 1: Multi-lingual competence, and Theme 2 and Theme 3: Multilingual practices, and Multilingualism, ideologies and language policies. We also have an update on our Socio-Cognitive Laboratory and on new externally funded projects.

THEME 01

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 investigate the characteristics of multilingual competence, development, and use. They study how languages are acquired, how they affect each other, and how they change throughout the lifespan.

The MultiLing researchers in Theme 1 have studied multilingual acquisition and learning, focusing on different age groups, from infants to older adults, studying normally developing multilingual speakers or speakers with impairments. The object of study is multilingualism and language learning in individuals, families, school and education, the workplace, and society in general. The researchers study and collect data locally or online, and disseminate their findings to local, national and international audiences, and all of them – national as well as international researchers – contribute to a better understanding of multilingualism in Norway and the world. MultiLing Theme 1 continues to involve international scholars, including fellows that stay for some time and then move on to other places and positions. That is to say, even in 2021 we saw transitions.



INGEBJØRG TONNE
Theme leader

The researchers in Theme 1 investigate the characteristics of multilingual competence, development, and use.

Theme 1 Membership: Transitions
Researcher Franziska Köder divides her time between psycholinguistic research and managing MultiLing's Socio-Cognitive Laboratory. Early in 2021, she was back after maternity leave, and in the meantime the lab was left in Ingeborg Ribu's very capable hands. There have been many activities in the lab, although under rather strict conditions for use, making us all wish for more normal and open times soon. In her research, Franziska leads the project *Better attention, better communication? How ADHD and multilingualism influence children's pragmatic development*, funded by The Research Council of Norway.

Oliwia Szymańska joined MultiLing as a Postdoctoral fellow in the NorPol project led by Core group member Toril Opsahl. Szymańska works on the sub-project *Tense in anamnesis* in which she studies preferences, precision and communicative strategies used by Polish doctors in second language Norwegian. In January 2021, Audun Rosslund started his PhD at MultiLing on the project BABYLEARN: *Role of infant-directed speech in early language development: Insights from Norwegian 6-18-month-old infants*, led by Core Group member Natalia Kartushina.

Joining MultiLing as a Postdoctoral fellow in October 2021, Quingyuan Liu Gardner is now a member of the *Machine Learning Aphasia* project working with project leader and Core Group member Valantis Fyndanis. Towards the end of the year, Michelle White also joined MultiLing as a Postdoctoral fellow with her project that sets out to uncover how various socio-economic status factors affect young children's language acquisition in two different countries - Norway and South Africa. In this, she collaborates with the South African CDI project and the PolkaNorski project, which are hosted by Oslo Metropolitan University and include MultiLing researchers Franziska Köder and Minna Lehtonen.

As one can see, many scholars from all over the world came to MultiLing in 2021, but some also left us for research positions in Norway, Europe and other parts of the world. Two Marie Skłodowska-Curie postdoctoral fellows, Liqun Liu and David Natvig, both finished their fellowships at MultiLing in 2021. Liqun now holds a lecturer position at Western Sydney University, Australia, whereas David is an Associate Professor at the University of Stavanger in Norway. Moreover, Postdoctoral fellow Yeşim Sevinç also finished her tenure at MultiLing and



Vocalic intrusion in child-direct speech may have both a bonding function and a didactic function, according to the age of the child being addressed.

landed a position at the University of Amsterdam at the Amsterdam Center for Language and Communication, and former PhD fellow and stand-in Lab Manager Ingeborg Ribu has taken a position as an Associate Professor at Oslo Metropolitan University. All of these academic institutions are fortunate to be able to take on board such excellent MultiLing researchers!

Multilingual acquisition and learning

Natalia Kartushina and PhD fellow Audun Rosslund have along with colleagues examined word learning and word recognition in infants and toddlers (Bukhalenkova, Veraksa, Gavrilova & Kartushina, 2021; Kartushina, Rosslund & Mayor, 2021; Lo, Rosslund, Chai, Mayor & Kartushina, 2021; Bukhalenkova; Gavrilova & Kartushina, 2021). With the participants using a tablet-based task, in the lab and online, the researchers revealed that 18 to 20-month-old monolingual Norwegian toddlers have “coarse” word

representations: they fail to recognize a word when the word is paired with a semantically related item (e.g., track with train), while they successfully perform the task when items are paired with unrelated objects (e.g., track with elephant). In a different task, also performed on a tablet, they revealed that 2½-year-old Norwegian toddlers who have previous experience with dialects (parents speaking two dialects at home) learn words better, suggesting that multi-dialect experience in the home benefits word learning.

Together with former Postdoctoral fellows at MultiLing, Ekaterina Kuzmina and Pernille Hansen, PhD fellow Ane Theimann studied 17 Norwegian-English bilingual toddlers (aged 2;5-3;3, dominant in Norwegian) in order to investigate their ability to predict arguments of verbs (Theimann, Kuzmina, Hansen, 2021). Prediction is an important mechanism for efficient language processing. In this study, verb-mediated

One task revealed that 2.5-year-old Norwegian toddlers exposed to different dialects at home learn words better, suggesting that multi-dialect experience in the home benefits word learning.

predictive ability was measured via a visual world paradigm (VWP) experiment, including sentences with semantically constraining and neutral verbs. Expressive vocabulary was measured by the MacArthur-Bates CDI II. The results suggested that the toddlers predicted which noun arguments would appear, in both their dominant and non-dominant languages, but were faster in their dominant language.

On the phonetic side of child-directed speech, Garmann, Hansen, Simonsen, Holm, Tengedal, Post & Payne (2021) investigated vocalic intrusions in initial consonant clusters, which (unlike, e.g., in English) have been found to commonly occur in Norwegian child speech, as well as in Norwegian adult-directed adult speech. In their study, child-directed speech from nine Norwegian-speaking mothers to their children, aged 2.5, 4, and 6 years of age was analyzed and compared to child speech and adult-directed speech.

Overall, vocalic intrusion was found to be similar in incidence in child and adult-directed speech, although certain differences were observed. They argue that vocalic intrusions in child-directed speech may have both a bonding function and a didactic function, and that these functions may vary according to the age of the child being addressed. The study adds to the knowledge base of input for language acquisition and shows the importance of studying subphonetic details in the input to explain cross-linguistic differences in children’s acquisition strategies, which is highly relevant for studies of multilingual acquisition and learning.

Turning to another branch of multilingual competence, namely language switching and executive functions (EF, including inhibition, planning and task switching), Jylkkä, Laine and Lehtonen (2021) examined the assumption that everyday language

switching trains bilinguals’ EF, which presupposes that language switching engages domain-general EF. They studied a group of Finnish-English late bilinguals. The results speak against the idea that everyday language switching would facilitate executive functioning, and suggest that associations between language switching and general EF are more complex than current models assume. They also study the assumed overlap in cognitive mechanisms underlying bilinguals’ everyday code-switching frequency and their performance in a lab-based language switching task, as well as lab-based tasks measuring executive functions. Mainly positive associations were found between the lab-based tasks, but not between them and everyday code-switching. The findings suggest, among other things, that frequent everyday language switching does not facilitate domain-general executive functioning.

An assessment of all the languages of multilingual individuals with aphasia is critical for an accurate diagnosis and treatment planning.

Thematically related, in her ongoing PhD project, Elisabet Garcia Gonzalez' studies are on various factors that influence language and cognitive development in young children and adolescents. One of the core aspects of the project is the study of code-switching as a means to understand the cognitive components that are connected to the use of two languages. In a different vein, albeit within multilingual competence, Hanna Andresen continues her eye-tracking-based PhD-project *With bilingual eyes. The conceptualization of motion events in monolingual Norwegian and bilingual Norwegian-English children.*

Multilingualism and clinical linguistics Valantis Fyndanis and Minna Lehtonen (2021), in the volume *Multilingualism across the Lifespan*, one of the two volumes edited by Unn Røyneland and Robert Blackwood in honor of Elizabeth Lanza on her 70th birthday, present a review of so-called pathological language mixing and switching, particularly in multilingual persons with aphasia. They ask whether and when inappropriate language switching/mixing should be considered a cognitive control deficit and when it could be characterized as a communicative strategy. They also

examined whether truly pathological switching/mixing behavior is always accompanied by domain-general cognitive control deficits, touching upon the basic assumptions of the bilingual advantage hypothesis.

In the same volume, Hanne Gram Simonsen and Frenette Southwood discuss insights gathered from the development and use of comparable language versions of child language assessment tools in different geographic, linguistic and sociocultural contexts, exemplified with two tools, the LITMUS Crosslinguistic Lexical Tasks (CLT) and the MacArthur-Bates Communicative Development Inventory (CDI). The assumption is that comparable language versions can be used successfully with a multilingual child, indicating strengths and weaknesses in each of the child's languages. However, their work across very different populations (in South Africa and Norway) indicates that the existing tools, however comparable they are meant to be, need to be used with care. The results obtained from child language assessment – even when employing standard practices, such as assessing all of the child's languages and using a comprehensive background questionnaire – need to be

interpreted reflectively, especially in the absence of detailed information on local language socialisation practices.

Multilingual adults may experience a mild or substantial loss of one or more of their languages either because they stop using the language due to changes in their sociolinguistic context, or as a result of an acquired impairment. One source of language impairment in adults is aphasia, an acquired language disorder that results from a focal brain lesion. Monica Norvik and Mira Goral have explored aspects of aphasia in bilinguals and multilinguals. An assessment of all the languages of multilingual individuals with aphasia is critical for an accurate diagnosis and treatment planning. Multilingual assessment, however, may pose challenges. A book chapter in the above-mentioned volume *Multilingualism across the Lifespan* is specifically about assessment considerations in this population (Norvik & Goral, 2021) where they explore aspects of assessment in relation to aphasia in bilinguals and multilinguals.

Hanne Gram Simonsen and Monica Norvik and colleagues presented the *Comprehensive Aphasia Test (CAT)* (Swinburn, Porter, Howard, Høeg, Norvik, Røste & Simonsen, 2021), an assessment tool for speech and language therapists working with persons with aphasia. The Norwegian version (CAT-N) has been normed on 85 persons with aphasia and 84 controls without aphasia. CAT was originally developed for English but has been adapted to several other languages within a European aphasia network, including Dutch, Croatian, Hungarian, Turkish and now Norwegian. These are cultural and linguistic adaptations from the original English version. The



language parts of the test were built on psycholinguistic variables like frequency, word length and orthographic transparency, so that the subtests and test items were not identical, but comparable in difficulty across languages. Thus, the test can also be used clinically to assess multilinguals across their languages where tests based on multilingual norms are not available.

A book on Norwegian phonetics from a clinical perspective was written by our former (now deceased) MultiLing colleague Inger Moen, together with MultiLing's Hanne Gram Simonsen and Øydis Hide from Statped. It provides a basic introduction to Norwegian phonetics, based on recent research and clinical experience with speech impairment in children and adults. Central phonetic concepts are described and explained based on typical pronunciation, in addition to being illustrated with examples from different types of phonetic and phonological disorders. The movements of the tongue against the palate during speech have been investigated

through phonetic instrumentation, and it has revealed substantial individual variation in the pronunciation of the same speech sound, also within the same phonetic context and the same variety. This discovery, that there are several articulatory ways of obtaining the same auditory result, is relevant both for foreign and second language teaching and clinical work.

Multilingualism in education

How do prior writing experiences in students' schooling match the expected way of writing in a new language or area of study, where the norms are often concealed? This is the main question asked in the anthology *Crossing Borders, Writing Texts, Being Evaluated. Cultural and Disciplinary Norms in Academic Writing*, edited by Anne Golden, Lars Anders Kulbrandstad and Lawrence Jun Zhang (2021). In the first chapter 'Crossing Borders', Golden & Kulbrandstad (2021a) discuss whether language tests function as strict gatekeeping, with borders too difficult to cross. In the second chapter Golden & Kulbrandstad (2021b) report

How do prior writing experiences in students' schooling match the expected way of writing in a new language?



NORINT15

Corpus of spoken and written data from adult learners of Norwegian

from a study in which two groups of experienced raters evaluated two different versions of texts written by adult learners with a Spanish or Vietnamese background. One version is the original text produced as part of the official language test in Norwegian for adult immigrants. In the second version, the orthographic, lexical, morphological and syntactic errors were corrected. A new group of raters evaluated 40 of the corrected texts and commented upon each one. In analyzing the comments and comparing the two evaluations, Golden & Kulbrandstad found certain differences between the two language groups regarding content, text structure and style. They discuss whether the findings are to be viewed as cultural transfer, that is, related to writing norms from the learners' prior schooling.

To gain insight into learners' word choice in Norwegian, Anne Golden (2021a) extracted retellings of a fairy tale text from six international students in a Norwegian class at the University (L2 group) and five students with Norwegian as their first language (L1 group). The vocabularies from

these groups and the original version read earlier were categorized in frequency bands in line with Nation's (2001) work on Lexical Profiling. The results show that the differences in the distribution of the different categories are relatively similar for the two student groups, and, as expected, the vocabulary used by the L2 group was more similar to the original fairy tale. Still, the proportion of high-frequency lemmas was somewhat larger and the proportion of low-frequency lemmas smaller in the L2 group compared to the L1 group. The latter category lemmas consisted mainly of extensions of the central fairy tale words and gave more details to the story.

Katrin Ahlgren, Anne Golden & Ulrika Magnusson are guest editors of a special issue of *Metaphor and the Social World*, entitled "Metaphor in Education: A multilingual perspective." The authors explore the use of metaphor in education from a multilingual perspective in Norway and Sweden. The issue includes six articles comprising multilingual school children, youth, university students, adult migrants, and indigenous minorities. In the first

The study shows that researchers and test designers must be careful in selecting writing task topics and prompts when they set out to compare the use of metaphors in different student groups.

article, Ahlgren, Golden & Magnusson (2021) include a brief overview of earlier research in this domain and identify common factors noteworthy to discuss in relation to the multilingual context, for instance, the notion of creativity and speaker legitimacy in a second language context. In another article, Golden (2021b) investigates to what extent the use of metaphorical expressions in language learners' texts vary according to the topic given using data from the Norwegian learner corpus ASK (the Norwegian Second Language Corpus; University of Bergen, 2020). Metaphors were defined according to conceptual metaphor theory. Ninety-one texts from two different prompts were selected (related to friendship and nature), and a triangulation of methods was used to extract the metaphorical expressions, alternating between a manual and an automatic extraction. The results confirm the hypothesis that the two different prompts given to the learners not only trigger different metaphorical expressions but also influence the number of metaphors used in the learners' writing; in this case, the metaphorical expression in

the friendship texts outnumbered the expressions in the texts about nature. The study shows that researchers and test designers must be careful in selecting writing task topics and prompts when they set out to compare the use of metaphors in different student groups.

In the special issue of the journal NOA (*Norwegian as a Second Language*, NOA 1-2, 2021) on research methods in second language research, several articles were written by MultiLingers in Theme 1, with three of the articles mentioned here in the Theme 1 report. Anne Golden and Oliwia Szymańska, together with former statistician at MultiLing, Bård Uri Jensen, discuss various aspects of using a multiple choice test as a method in vocabulary studies, focusing on learners of Norwegian (Golden, Szymańska & Jensen, 2021). Four studies in which this method has been applied to investigate the comprehension of Norwegian metaphorical expressions are presented, and different methodological issues related to these studies are discussed. The focus is on selecting expressions to be tested, constructing appropriate distractors for the test

items, the impact of the context, and considerations concerning statistical analysis, in particular on statistical power in these kinds of studies.

With Anneli Tomson and Kristin Hagen, Oliwia Szymańska (Tomson, Szymańska & Hagen, 2021) present the NORINT15 Corpus, a relatively new learner corpus compiled at the Department of Linguistics and Scandinavian Studies at the University of Oslo, and examine the research possibilities offered by the corpus. The NORINT15 Corpus consists of spoken and written data elicited from adult learners of Norwegian with a command of the target language at B1 level or higher (according to CEFR - the Common European Framework of Reference for Languages). They outline how the data is transcribed and annotated and how the easy-to-use search program of the corpus can be applied. They also compare the NORINT15 Corpus with ASK (Norwegian as a Second Language) to see possibilities and limitations in the NORINT15 Corpus.



Results show that as the community shifted from Norwegian to English, speakers adopted a more English-like *r* in their Norwegian, but that this form is constrained by Norwegian phonological rules and representations.

The use of narrative as a method in second language research in the Norwegian context is explored by Anne Golden, Ingebjørg Tonne and former Postdoctoral fellow at MultiLing, Guri Bordal Steien, as second language research is a complex area in which many factors play a role

(Golden, Steien & Tonne, 2021). Several of these factors are subjective and cannot be readily measured, but may be revealed in narrative. The authors discuss different phenomena that can be studied through the use of narrative methods such as learners' own reactions, attitudes and feelings. Even if one cannot generalize based on the individual's experiences as conveyed through narratives – individuals are different and face language learning differently – one can acknowledge that these narratives provide insight into the diversity of these speakers' lived experiences.

Heritage language

Heritage language is the overall theme of several articles by David Natvig and colleagues. D'Alessandro, Natvig and Putnam (2021) discuss the value of



investigating moribund heritage languages, specifically how they contribute to our understanding of language contact, change, and grammatical structures. They summarize how these populations present challenges to certain experimental approaches and assumptions, and argue that drawing on methods from historical (socio-) linguistics is often better suited for these speakers. In another article, Natvig and Salmons (2021) argue for integrating formal phonology with sociophonetic approaches to variation in sound patterns. Drawing on 'Modified Contrastive Specification', where phonological systems consist only of features that mark language-specific contrasts, they argue that sound characteristics that are non-contrastive are more prone to variability than contrastive ones. They present case

studies from Norwegian-English and German-English heritage languages in Wisconsin, USA, to illustrate the relationship between structure and variation, and discuss the implications that these relationships have in distinguishing sociophonetic variation from changes to the abstract contrastive system.

Natvig (2021a) proposes a framework for modeling asymmetries in heritage language sound systems. He draws on laryngeal (aspiration and voicing) patterns among bilinguals with different underlying systems to support the position that phonology consists of one set of contrasts that may be variably differentiated by language mode, subject to a host of acquisitional and social factors. He argues that viewing heritage language, and other

multilingual, sound systems from this perspective explains language contact phenomena using the same underlying mechanisms that we find with 'monolingual' patterns of variation and change. Natvig (2021b) also investigates variation and change in *r* sounds in the Norwegian of heritage language speakers in western Wisconsin over approximately 80 years. Data come from recordings in the Corpus of American Nordic Speech, with 20 speakers from the neighboring communities of Coon Valley and Westby. Results show that as the community shifted from Norwegian to English, speakers adopted a more English-like *r* in their Norwegian, but that this form is constrained by Norwegian phonological rules and representations.

Internationalization:

Norway in the world and

the world in Norway



Rafael Lomeu Gomes

Since I joined MultiLing in 2016, I have developed research projects that aim to analyse the social meanings of multilingual practices in Norwegian society. First, as a PhD student, I investigated the interconnections between the language practices and language ideologies of Brazilian-Norwegian families raising their children multilingually. As a Brazilian scholar, I brought with me knowledge about Brazilian society that surely contributed to a better understanding of the social practices of the participants that I followed during my fieldwork. At the same time, I learned a lot about how such practices gained localised meanings in Norwegian society, be it through the eyes of the participants, previous studies about social life in Norway from sociolinguistic, sociological, and anthropological perspectives, and, of course, through my own lived experiences. Navigating the tensions between local-international and expert-lay was an incredibly enriching experience. I carry this experience with me as I conduct my ongoing postdoctoral project. In this

project, entitled *Speech styles of young adults in urban spaces in Norway: Continuities and disruptions*, I investigate (i) media representations of urban youth with an immigrant background in Norway and their linguistic practices and (ii) the interconnections between the digitally mediated communication practices of this cohort and broader social, cultural, economic, and political processes associated with immigration. In both projects, I have benefited from the emphasis placed by MultiLing on international collaborations. Engaging in conversations with leading scholars from different fields across the globe has inspired me to make, through my research, meaningful contributions to Norwegian society and studies in multilingualism.

Navigating the tensions between local-international and expert-lay was an incredibly enriching experience.

THEME

02

03

Multilingual practices

Multilingualism, ideologies and language policies

Multilingual practices can both shape and be shaped by multilingual ideologies and policies.



HALEY DE KORNE
Theme leader

Building bridges and networks

Multilingual practices can both shape and be shaped by multilingual ideologies and policies. As such there has always been a close connection and extensive collaboration among researchers in Theme 2, *Multilingual practices*, and Theme 3, *Multilingualism, ideologies, and language policies*. Since January 2021 we have encouraged these connections across themes by holding joint meetings and writing retreats for members of Theme 2 and Theme 3. This change has also come at a time of endings and beginnings for several of our members. The network of MultiLing alumni and affiliates outside of the Center is steadily growing, and many projects begun at MultiLing are now developing further in other institutions as our former postdoctoral and doctoral fellows move onwards to new positions. MultiLing alumni are now working in a range of institutions throughout Norway and the world. Theme 2 and Theme 3 members have been active in presenting at numerous conferences nationally and internationally in 2021, and have published their work in a wide variety of journals with many different publishers. The following summary highlights key publications and notes – just a few of many more presentations and other forms of dissemination.

Theme 2 Membership: Transitions

In Theme 2, Postdoctoral fellow Anne Marie Dalby Landmark, a key researcher in the MultiLing Dementia project, concluded her work at MultiLing in January and began a position at the University of Southeastern Norway, while Postdoctoral fellow Pawel Urbanik concluded his work with the flagship project on Communicating Rights in Police Investigative Interviews in July and began a position at the Norwegian University of Science and Technology. Doctoral fellow Jessica Pedersen Belisle Hansen, a member of the flagship project on Multilingualism and Mediated Communication, successfully defended her thesis on video-mediated interpretation on the 16th of April and moved on to new professional heights at Østfold University College in September. Jan Svennevig transitioned from being a full-time member of the MultiLing core group to being a Research Professor (Professor II) at MultiLing, from his new home base at the University of Agder in southern Norway. Although we are sad to see these colleagues go, they remain a strong part of the network of MultiLing alumni and affiliated researchers in Norway and beyond, and we are delighted to see them bringing their work on multilingual practices into other institutions across Norway.



In the flagship project *Communicating Rights in Police Investigative Interviews*, a chapter by Pawel Urbanik and Research Professor Aneta Pavlenko (2021) compares the communication of legal rights to second language speakers in the US and Norway.

Theme 3 membership: Transitions

In Theme 3, we have been pleased to welcome three new Postdoctoral fellows: Aleksandra Ita Olszewska joined the NorPol project in April, Gavin Lamb joined in affiliation with the Urban Text and Talk group in September, and Frances Kvietok Dueñas started in September as a Marie Curie fellow working with core group members Pia Lane and Haley De Korne. Their research brings new strengths to existing lines of inquiry at MultiLing, as examined further below.

Communication practices with multilinguals suffering from dementia

The MultiLing Dementia project has officially concluded; however, the findings of this project continue to appear. First, Landmark, Nilsson, Ekström and Svennevig (2021) examine how couples handle situations in which the partner with dementia (PWD) says something that is obviously not true. They show how the different strategies used to deal with such knowledge claims vary as to how much error they expose and give the

PWD the opportunity to correct themselves. Second, in a chapter in one of the Festschrift volumes for Elizabeth Lanza, Svennevig and Hamilton (2021) analyze how interlocutors may support and scaffold PWDs in initiating and completing personal narratives in multiparty conversation.

Forensic linguistics

In the flagship project *Communicating Rights in Police Investigative Interviews*, Pawel Urbanik and Research Professor Aneta Pavlenko (2021) compare the communication of legal rights to second language speakers in the US and Norway, and an article by Pavlenko (2021) illustrates the pitfalls of evaluating language proficiency in forensic contexts and argues that a dialogic approach to the delivery of rights would reduce uncertainty and inaccurate evaluations. Furthermore, the 2021 Research Article Award was bestowed by the American Association for Applied Linguistics to the article by Pavlenko, Hepford and Jarvis (2020) – “An illusion of understanding: how native and non-native

speakers of English understand (and misunderstand) their Miranda rights”, thus recognizing this work in forensic linguistics as being of outstanding quality and significance for the field of applied linguistics at large. The article is published in *The International Journal of Speech, Language and the Law*.

Digitally mediated communication

In the flagship project *Multilingualism in Mediated Communication*, Jessica Hansen and Jan Svennevig (2021) examine how interpreters and medical professionals navigate extended turns in video-mediated consultations. Former Postdoctoral fellow Kristin Vold Lexander’s work on mediated communication in immigrant families in Norway is on-going from her new position at Inland Norway University of Applied Sciences. Lexander and Research Professor Jannis Androutsopoulos extend the concept of polycentricity from physical space to the realm of digital communication, analyzing the polycentric nature of mobile communication in diasporic

communities and identifying how communication practices orient to diasporic discourses, genres, and imagery (Androutsopoulos & Lexander 2021). Androutsopoulos (2021) guest-edited a special issue of *Pragmatics & Society* on polymedia in interaction, contributing to a shift from the paradigm of ‘computer mediated communication’ and the former on/off-line dichotomy to examining ‘digitally mediated interaction’ and the on-going integration of multiple forms of mobile, mediated communication in everyday interactions. Lexander (2021) delves into polymedia interactions in multilingual families, bridging work on mediated communication with another significant theme in MultiLing’s research portfolio, namely family multilingualism (see more below).

Change in communication practices

Another research area that particularly bridges across Themes 2 and 3 emanates from the *Urban Text and Talk* group, where several core members and postdoctoral fellows examine different aspects of language change,

in particular in youth language, with a strong focus on digitally-mediated interactions and discourses circulating in society through digital media. Core group member Bente Ailin Svendsen, in collaboration with Postdoctoral fellows Samantha Goodchild and Rafael Lomeu Gomes, has continued on-going work on citizen sociolinguistics, conducting participatory research with youth in the Oslo area. In November 2021, Svendsen was awarded funding

In the flagship project *Multilingualism in Mediated Communication*, Jessica P. Belisle Hansen and Jan Svennevig (2021) examine how interpreters and medical professionals navigate extended turns in video-mediated consultations.

The collaborative project *Multilectal Literacy in Education* also examines changing youth language practices, with a focus on literacy practices in and out of school.

from the Joint Committee for Nordic Research Councils in the Humanities and Social Sciences (NOS-HS) as co-organizer of a series of workshops on *Language, Globalization, and the Nation*, in collaboration with researchers in Denmark and Sweden, where researchers from MultiLing will collaborate in exploration of these topics throughout 2022-2023. The collaborative Research Council of Norway funded project *Multilectal Literacy in Education* also examines changing youth language practices, with a focus on literacy practices in and out of school. Deputy Director Unn Røyne land leads the Work Package on *Multilectal Writing on Social Media*, and has been engaged in data collection and analysis of youths' social media practices.

In relation to work on language change, Core group member Toril Opsahl investigates shifting language practices in Oslo from a longitudinal perspective. Hårstad and Opsahl (2021) investigate the actual realizations of the feminine article in Oslo over the last couple of centuries, arguing that an increased awareness of variation

within the linguistic realizations of the articles is important for further research on grammatical gender in other dialect areas. Furthermore, Opsahl (2021b) explores how exponents of grammatical gender are tied indexically to identity categories associated with sociolinguistic dimensions such as the urban/rural distinction, political views, class, and ethnicity. Svendsen (2021) takes a broad and historical look at multilingualism in general, and in Norway in particular, in her book *Flerspråklighet - til begeistring og besvær* [Multilingualism - a blessing and a burden]. Targeted at researchers, higher education students and teachers in Norway, the volume provides a historical overview of policies and ideologies surrounding multilingualism, and takes a critical perspective on research on multilingualism, highlighting the ways that multilingualism may lead to both positive and negative experiences for speakers.

Communication in the workplace

Workplace communication has been explored from multiple angles at MultiLing, with current research in this area spanning all Themes. The flagship project *L2 Communication among Polish migrants in Norway* (NorPol) led by Toril Opsahl forged ahead despite many COVID-imposed challenges in 2021, welcoming new Postdoctoral fellow Aleksandra Olszewska and fostering collaboration among current and former members and affiliates of MultiLing across all Themes, including Piotr Garbacz, Anne Golden, Jan Svennevig, Oliwia Szymańska, Magdalena Solarek-Gliniewicz, and Pawel Urbanik. While current members of the team who began in 2020 have strengths in conversation analysis and linguistic analysis of second



language speech, Olszewska brings experience in ethnographic and participatory methods to the team, and will focus on issues of justice in the workplace. Following a virtual kick-off seminar in February, NorPol project members have been busy collecting data on factors that enhance or inhibit communication between Poles and Norwegians in workplace interaction. Szymańska and Solarek-Gliniewicz have travelled to multiple hospitals across Norway to record consultations between Polish doctors and Norwegian patients, and to interview Polish professionals, while other team members have examined the language practices and experiences of Polish professionals in a variety of other contexts. Urbanik (2021) examines the Norwegian language use of Polish construction workers, using a conversation analytic lens to illustrate their interactional strategies.

Opsahl (2021a) provides a backdrop for ongoing research into language in the workplace by exploring the presence of Polish in public spaces in Oslo, drawing on parallel field observations from three women. Polish presence is observed across several dimensions in public space (such as advertising billboards, construction sites and professional settings, e.g., in public hospitals). Parts of the observed Polish presence strengthens stereotypical images of Poles as one-dimensional (blue-collar) workers and professionals. Multifaceted linguistic practices involving Polish in Oslo seem to exist parallel to, and to a lesser degree intertwined with, Norwegian and other languages. NorPol members have already been active in outreach within Norway, working to change some of the stereotypes that they are observing, including writing pieces for the media (Garbacz, Golden,

Opsahl, Solarek-Gliniewicz, Svennevig, Szymańska, & Urbanik, 2021) and presenting at the University's open day for upper secondary school teachers (Solarek-Gliniewicz 2021), among other activities.

Previous research on language learning in blue-collar workplaces by MultiLing members continues to bear fruit. Former Postdoctoral fellow Kellie Gonçalves, now at the University of Bern in Switzerland, co-edited a volume on *Language, Global Mobilities, Blue-Collar Workers and Blue-collar Workplaces* (Gonçalves & Kelly-Holmes 2021) which brings together global perspectives on language use and power asymmetries in blue-collar workplaces. The volume contributes to the understanding of multimodal and embodied forms of communication in this field and includes a range of methodologies that allow for the



Language learning among vulnerable or marginalized groups is an area of focus for researchers at MultiLing.

Research methods in second or additional language learning was the focus of a special issue of the journal *NOA – norsk som andrespråk*.

study of under-represented contexts. Research Professor Alastair Pennycook provides a concluding chapter for the volume, drawing connections between advances in the field of multilingualism and the study of language in the workplace. Gonçalves (2021) additionally examines the spread of English in a multilingual cleaning company, highlighting grassroots influences on language practices.

Language learning in multilingual contexts

Researchers in both Themes 2 and 3 are contributing new knowledge to language learning in emerging multilingual contexts. Doctoral fellow Nuranindia Endah Arum's project on Norwegian language learning among highly-educated Indonesian migrants in Norway connects to both communication in the workplace, and language learning in multilingual contexts. Likewise, Doctoral fellow Jenny Gudmundsen's project bridges language learning and digitally-mediated communication through a longitudinal examination of a Norwegian learner's participation in

digital language cafés. Doctoral fellow Mari Johanne Wikhaug Andersen has conducted ethnographic research on language use and teachers' ideologies in vocational programs where there is a high percentage of multilingual students. All three of these doctoral fellows have faced challenges in their project plans due to the pandemic, yet they have all managed to collect data, begin analysis, and present their emerging results at conferences over the course of 2021.

Research methods in second or additional language learning was the focus of a special issue of the journal *NOA – norsk som andrespråk* [Norwegian as a second/ additional language] co-edited by Toril Opsahl (Gujord, Jensen & Opsahl, 2021). Members of MultiLing from across all Themes contributed to this volume; from Theme 3, Core group member Haley De Korne co-authored an article on ethnographic approaches to additional language learning, with a focus on how ethnography can be used to develop new lines of inquiry in research on Norwegian

as an additional language (Beiler, De Korne & Dewilde, 2021).

Language learning among vulnerable or marginalized groups is also an area of focus for researchers at MultiLing. Emeritus Core group member Anne Golden and former MultiLing Postdoc Guri Bordal Steien (now at Innland Norway University of Applied Sciences) analyze the metaphorical expressions used in the narrated linguistic biographies of refugees from the Democratic Republic of Congo living in Norway. They argue that in order to understand the process of learning new languages as adults, it is important to take into account learners' past experiences with all their language(s), as such experiences shape their viewpoints and thoughts (Golden & Steien 2021). Marie Curie Postdoctoral fellow Frances Kvietok Dueñas has begun data collection for her project focusing on the experiences of Indigenous women who become speakers and writers of their Indigenous languages in a Peruvian university, informed by participa-

tory and Indigenous methodologies. Rasmus and Pia Lane (2021) examine the experiences of new speakers of Sámi in Norway, exploring how they tackle insecurity in the process of language learning. De Korne co-authored an article on Indigenous language literacy education, analysing successful and unsuccessful strategies in comparative ethnographic cases in Mexico and Nepal (De Korne & Weinberg 2021). Prior to joining MultiLing, Aleksandra Olszewska conducted research on language learning among refugee students in Poland, and in July she delivered a plenary address on her work at the *International Symposium on Bilingualism* (ISB 13), competitively selected as an Early Career Scholar Speaker. She plans to continue work in this area in parallel with her research on workplace communication.

Language ideologies, policies, and social engagement

The policies and power dynamics that influence language practices are examined from multiple angles. Former Doctoral fellow Jorunn Simonsen

Thingnes, now at Western Norway University of Applied Sciences, analyses the process of language policy formation in higher education through ethnographic observations of meetings among policymakers, illuminating the ways that policymakers seek legitimacy for their choices (2021). Thingnes' doctoral thesis on language policy in higher education, defended in 2020, was also awarded the 2021 King's Gold Medal for the Humanities. Doctoral fellow Ingvild Badhwar Valen-Sendstad presented her forthcoming research on female migrants navigating digital and physical interactions with government institutions in Norway at several conferences, including the *Sociolinguistic Symposium* and the *International Symposium for Bilingualism*. Her work provides new ethnographic insights into how institutional policies and ideologies may produce structural vulnerability, and ways to improve communication and access for this group.

Looking at language ideologies and policies on a global scale, Haley De

Multilingualism in social life is explored through interdisciplinary lenses, with an emphasis on carrying forward Lanza's work in the field of linguistic landscape and language policy.

Korne's (2021) book *Language Activism: Imaginaries and Strategies of Minority Language Equality* examines language activism in and around an Indigenous language community in Oaxaca, Mexico, and shines an empirical light on the ways that different social actors engage in the pursuit of social justice. This ethnographic monograph provides a fine-grained analysis of the repertoires of language activism strategies employed by scholars, educators, writers, and cultural activists in the Isthmus of Tehuantepec. In one of the Festschrift volumes for Elizabeth Lanza (*Multilingualism across the Lifespan*), Lane and Wigglesworth (2021) provide a comparative case of policies impacting Indigenous groups in Australia and Norway, highlighting parallel histories of oppression and ongoing efforts to establish socially just systems.

Interdisciplinary understandings of multilingualism in social space

The physical and social spaces of communication are a central topic for Blackwood and Unn Røynealand's edited volume *Spaces of Multilingualism* (2021/2022). One of two Festschrift

volumes dedicated to MultiLing Director Elizabeth Lanza on her retirement, this volume contains contributions by MultiLing members and affiliates from around the world. Multilingualism in social life is explored through interdisciplinary lenses, with an emphasis on carrying forward Lanza's work in the field of linguistic landscape and language policy. Drawing on a case study in Israel, Shohamy and Alastair Pennycook (2021) examine how documentation of the linguistic landscape can become a pedagogical tool, and students can develop their social engagement through analysis and critique of the linguistic landscape. Jaworski and Kellie Gonçalves (2021) analyse how a literary monument in Oslo embodies a democratic nationalist ethos through interviews with the artists and passers-by. Mes-thrie, Opsahl and Røynealand (2021) compare how language and physical stereotypes are intertwined in Norway and South Africa, illustrating how stereotypes may be contested through linguistic performances and identity negotiations in media channels. Six other chapters and a concluding commentary bring further new insights into multilingualism in social space.

Postdoctoral fellow Gavin Lamb's work also contributes to the exploration of communication embedded in material context. He examines the sociolinguistic and intercultural practices that people engage in to mediate their interaction with the natural environment (Lamb 2021), and his ongoing work at MultiLing will explore how people create communities across offline and online spaces in relation to environmental issues such as endangered species protection, ecotourism, urban landscapes, and climate change. Haley De Korne was awarded funding from the Joint Committee for Nordic



Research Councils in the Humanities and Social Sciences (NOS-HS) as co-organizer of a series of interdisciplinary workshops on *Linguistics and Sustainability*, exploring the roles that linguistic research can take in support of social and environmental sustainability in collaboration with researchers from Finland, Denmark, Sweden, and Norway (2022-2023).

Multilingualism in the family

Research on family multilingualism at MultiLing has spanned across all Themes, and contributed to an interdisciplinary understanding of language learning in the family, as well as the practices, policies, and ideologies that influence it. Elizabeth Lanza critiques the traditional notion of the family as a private domain within the confines of the home. Drawing on theories of the construction of social space, she argues for seeing the transnational family as a space,

negotiated through the multilingual family repertoire. The use of new communication technologies illustrates how the transnational family is not constrained by geography or physical presence. Moreover, families can be constructed as public spaces through mediated discourses on families and online blogging (Lanza 2021). Together with former Postdoctoral fellow Judith Purkarthofer (now at the University of Duisberg-Essen in Germany) and former Research assistant Mina Finstad Berg (now at TV2), Lanza analyses the ways in which language and culture are used to address expectations of (good) normal family life in both private and public discourses with implications for transnational families, and highlights the need to extend research on family language policy to consider institutional involvement such as foster care services (Purkarthofer, Lanza & Berg 2021).

Postdoctoral fellow Seyed Hadi Mirvahedi (2021) contributes methodological advancement to the field of family language policy through his application of an interactional sociolinguistic lens on family multilingualism in the Singaporean context. He also co-authored an article on identity and family multilingualism among Iranian families in the United Kingdom (Gharibi & Mirvahedi 2021). His on-going research is with Afghan families in Oslo, where he is examining their experiences of moving to and settling in Norway, with a focus on their linguistic ideologies and practices. Researchers at MultiLing also sprang into action to conduct a survey on family multilingualism in Norway during pandemic lock-down conditions, spearheaded by Theme 1 doctoral fellow Elisabet García Gonzalez, Lanza, and former Theme 1 Marie Curie Postdoctoral fellow Liquean Liu (now at Western Sydney University, Australia).

The Socio-Cognitive Laboratory

Developments in the lab

Despite the Covid-19 pandemic, the Socio-Cognitive Laboratory set a new booking record, with 6 active lab projects testing participants across the lifespan from babies to elderly people.

Developments in the lab

The Covid-19 pandemic has also cast its shadows over the lab, requiring the implementation of infection control measures such as limiting access to the lab, the wearing of protective equipment, and increased hygiene procedures. During most of the year, projects needed special approval from the Faculty to test participants in person. The recruitment of participants during the pandemic tended to take more time than usual, especially if it involved potentially vulnerable groups. Nevertheless, six projects continued to test in the lab, with participants ranging from multilingual infants and children to elderly people with and without aphasia and/or dementia.

A large project that the lab undertook in 2021 was the creation of a library of cognitive and linguistic tasks to test, for instance, picture naming, inhibition, and cognitive flexibility. Templates of the tasks are available on the lab's GitHub page and can be used and adapted by researchers and students.

Another focus area was the development of a unified solution for the storage of data collected in the lab. With the help from USIT (the University of Oslo's Center for Information Technology), the lab will offer researchers and project teams the opportunity to store their raw and processed data safely in the lab's storage hotel ("lagrings-hotell"), which is regularly backed

up. In the beginning of next year, a training session will be offered to all lab-based researchers to facilitate the transition to the storage hotel.

Lab team


In 2021, we saw many changes in the lab team. In the middle of February, Lab manager Franziska Köder came back from maternity leave and her temporary replacement Ingeborg Sophie Ribu joined the lab team as Lab technician until September 2021, when she started a position as Associate Professor at Oslo Met. We also had to say good-bye to senior engineer Klaus Wik over the summer, when MultiLing's agreement with the IT section of the Faculty of Humanities ran out. Since October, Anne Marte Haug

Olstad has worked as Lab technician in the lab. She divides her time between recruiting and testing participants for several projects and other lab-related tasks, with special care and attention for our audio-visual system. From September 2021 to January 2022, the lab received extra support from Lab intern Merel Lobo, a Research Master's student from the University of Groningen, the Netherlands, in Oslo on an ERASMUS exchange.

Lab in focus

The lab was featured in the promotion video for the new Master's program in Multilingualism and was also the set for a photo shoot. The lab team presented the lab to, among others, the leadership of the Department of Lin-



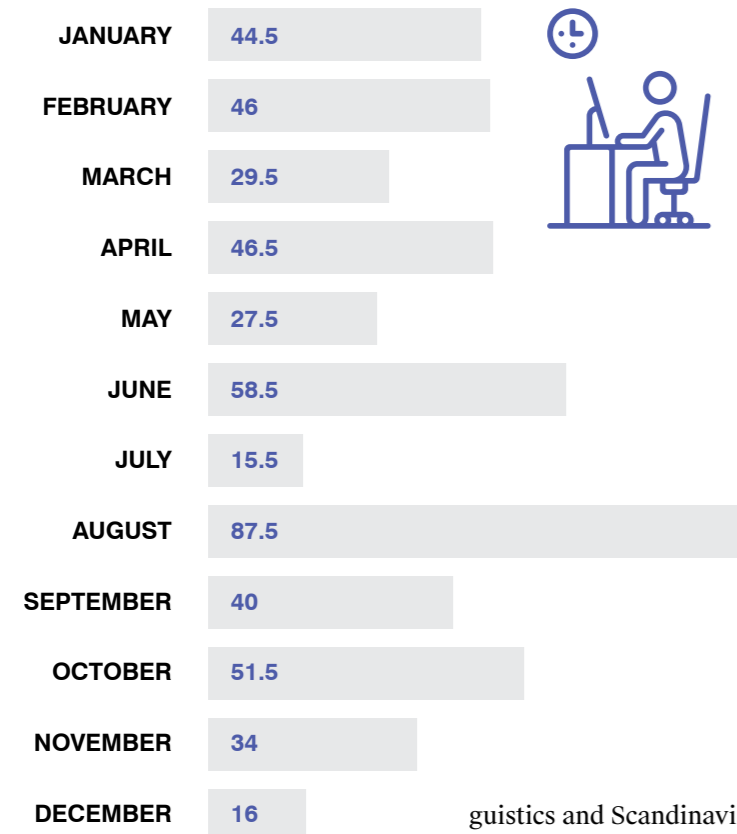
497 New record!
HOURS 
spent in the lab in 2021


49

Researchers affiliated with the lab

6 Active lab projects

Hours in the lab 2021



guistics and Scandinavian Studies as well as participants from the MultiLing Summer School. To get more students interested in lab-related research, we offered an interactive lab tour for Bachelor students in Linguistics. Students got the chance to experience first-hand what eye-tracking experiments, EEG studies, and cognitive tests look like. In 2022, the lab will hopefully increase its visibility within the University of Oslo when it becomes the central coordination node for the EyeHub, a University wide network for eye-tracking and pupillometry.

Online workshop about online data collection

With research labs being closed for most of 2021, many researchers moved their studies to online platforms to

facilitate data collection. This switch led to some challenges, but also many new possibilities. To better help our researchers accommodate online studies, the Socio-Cognitive Lab and TextHub at ILN organized a joint workshop on online data collection, spread over four different events in April and May 2021.

MultiLing's Associate Professor Natalia Kartushina presented the online platform eBabylab, an open source browser-based tool for unmoderated online studies specifically targeted at studying young children and babies. eBabylab offers an intuitive graphical user interface for study set-up and for management of users, participant data, and stimulus material with no programming skills required. Further-

more, members of the UiO central IT team, the University Library's Open Science team, and the audio-video team from the audio-visual lab at the Department of Education presented on audio and video data collection via Zoom and Nettskjema (a UiO-developed survey platform with its own integrated voice recorder), as well as on classification, storage, and management of data in online studies.

Between 10 and 40 researchers from different University's faculties and departments attended the courses and learned about the different stages of online data collection – from study set-up on a platform and its execution to data storage and management.

4 MONTHS
Youngest participant

1
Number of lab interns in 2021

77 YEARS
Oldest participant

96
Number of participants in 2021



People

The international recruitment and training of researchers has a high priority for MultiLing. In the following, we are very pleased to present to you the excellent new team members who joined the Center in 2021.

The MultiLing team: New members



JAN SVENNEVIG RESEARCH PROFESSOR

Jan Svennevig has recently moved to the University of Agder, but he continues as a member of MultiLing in a 20% position as Research Professor. His research is in the field of Conversation Analysis. A major interest is the establishment of understanding in conversations in which one party is a second language user. He has published widely on how L1 speakers preempt understanding problems in conversations with L2 speakers by dividing complex turns up into smaller chunks, checking their own comprehension of the L2 speaker's utterances, or redesigning their turns-in-course in order to explain or check the interlocutor's knowledge of potentially difficult vocabulary items. Other topics of research are prag-

matic particles in Norwegian and communication in institutional encounters, such as workplace meetings and police investigative interviews. For the time being, he is the Principal Investigator in the project *Communicating rights in police investigative interviews* (2018-2021), investigating how police investigators inform suspects with a second language background about their rights. He is also part of the NorPol project *L2 communication among Polish migrants in Norway*, where he works with communication in construction sites. He has previously led the project *Language and communication in multilingual speakers with dementia* (2015–2020).



MINNA LEHTONEN RESEARCH PROFESSOR

Minna Lehtonen is Research Professor at MultiLing and Professor of Speech-Language Pathology at the University of Turku, Finland. Her background is in psychology, cognitive neuroscience and psycholinguistics, and before UiO, she had worked at Åbo Akademi University and the University of Helsinki in Finland, as well as at the University of Maryland in the USA.

Lehtonen's research primarily focused on adult language processing and on topics such as neurocognitive mechanisms of bilingual word recognition, morphological processing, language switching, and the putative cognitive advantages and disadvantages of bilingualism. Her research has utilized a vari-

ety of cognitive neuroscience techniques, including fMRI, EEG, and MEG, along with different behavioral paradigms and meta-analysis. Her current research examines the role of cognitive control in bilingual language processing, and she is also interested in multilingual aphasia.

In Oslo, Lehtonen has recently started leading one part of the NordForsk-funded TEFLON project (*Technology-enhanced foreign and second-language learning of Nordic languages*) that develops digital language learning games based on automatic speech recognition technology. The Oslo part of the project will use this kind of game to study the effects of articulatory training on second-language learning in immigrant children in Norway.



FRANCES KVIETOK DUEÑAS POSTDOCTORAL RESEARCH FELLOW

Frances Kvietok Dueñas joined MultiLing in October 2021 as a PostDoctoral Research Fellow. In her current project, funded by a Marie Skłodowska-Curie fellowship, she examines how Quechua and Aymara women experience and shape processes of Indigenous language reclamation in a Peruvian higher education program using qualitative, participatory and Indigenous methodologies. Frances holds a PhD in Educational Linguistics (2019) and an MA in Intercultural Communication (2018) from the University of Pennsylvania, USA, and a BA in Educational Studies and Anthropology (2010) from Swarthmore College, USA.

Her previous research projects and publications address topics of Indigenous language revitalization, multilingual education and language planning and policy in community and school-based contexts of the Amazon, Andes and the Yucatan Peninsula. Prior to coming to MultiLing, Frances taught BA and MA level courses on applied linguistics and qualitative methodologies at various universities in Perú and conducted qualitative research on urban Indigenous youth bilingualism and identity, and multilingual pedagogies in higher education.



MICHELLE WHITE
POSTDOCTORAL
RESEARCH FELLOW

Michelle White joined MultiLing in October 2021 as a Postdoctoral research fellow. Her current research project seeks to explore how various factors measuring socioeconomic status and family socialization practices affect young children's language acquisition. In particular, she is looking at young bilingual children from two different countries — Norway and South Africa. This is undertaken in an international collaboration with the South African CDI research team and the Polka-Norski project in Norway. She holds a PhD in Linguistics from Stellenbosch

University, South Africa, with her thesis having investigated the longitudinal development of working memory and language abilities in multilingual children. Her MSc degree in Clinical Linguistics (European Master's in Clinical Linguistics) was completed at the University of Groningen, Netherlands, and the University of Potsdam, Germany. Before joining MultiLing, she was a Postdoctoral Research Fellow at the University of Cape Town, South Africa, working on the South African CDI project.



OLIWIA SZYMAŃSKA
POSTDOCTORAL
RESEARCH FELLOW

Oliwia Szymańska joined MultiLing in January 2021 as a Postdoctoral research fellow. Szymańska holds a PhD in Linguistics (2011) from the University of Poznań, Poland, where she investigated how Polish learners of Norwegian render spatial relations in the target language, with conceptual transfer theory as the framework. In her later research she looked at different aspects of second language acquisition in Poles learning Norwegian, e.g., the use of subordinate clauses and comprehension of metaphorical expressions.

In the years 2018—2020, Szymańska worked as a Senior Lecturer in Norwegian

as a Second Language at the Department of Linguistics and Scandinavian Studies (UiO), and prior to that she was an Assistant Professor and leader for Norwegian language studies at SWPS University in Warsaw. For many years she has taught Norwegian to physicians and developed teaching materials.

Currently, she is looking at communication in Norwegian specialist healthcare. Based on data collected at outpatient clinics across the country, she is investigating tense distribution patterns and figurative language in Polish doctors speaking L2 Norwegian.



GAVIN LAMB
POSTDOCTORAL
RESEARCH FELLOW

Gavin Lamb is a Postdoctoral Research Fellow at MultiLing. His research develops nexus analysis as an ethnographic sociolinguistic approach to examining how language and intercultural communication shape human relationships with the natural environment. A major focus of this research is to better understand the multilingual practices used to enact different kinds of communities across offline and online spaces in relation to environmental issues such as endangered species protection, ecotourism, urban sustainability, and climate change. His current project examines youth language practices and ecocultural identities as

expressed through their climate activism at the nexus of Oslo's multilingual, digital and urban landscapes. He holds a PhD and MA in Second Language Studies from the University of Hawai'i at Mānoa, and a BA in Japanese Language and Literature from the University of Hawai'i at Mānoa, including an exchange at Konan University in Kobe, Japan. His research has been published in international journals such as *Applied Linguistics*, *Multilingua*, and *Applied Linguistics Review*. He has taught language-related courses (multilingual education, bilingual culture and cognition, sociolinguistics) at the BA and MA level.



ALEKSANDRA OLSZEWSKA
POSTDOCTORAL
RESEARCH FELLOW

Aleksandra Olszewska joined MultiLing as a Postdoctoral research fellow in August 2021. She is part of the NorPol project focused on the language communication of Polish migrants in workplace settings in Norway. Her project, *JustWork: In pursuit of linguistic justice in the workplace*, explores multilingual policies, practices, and perspectives in the context of Polish migrant workers.

As a Fulbright fellow, Aleksandra obtained her PhD in Curriculum and Instruction with a specialization in Bilingual Education and English to Speakers of Other Languages (ESOL) from the College of Education, University of Florida, USA.

Her doctoral work examined what refugee-background students' stories reveal about their identities and language identities in the context of anti-refugee narratives. Aleksandra also holds an MA in Applied Linguistics from the University of Warsaw, Poland. She completed part of her studies at Northeastern Illinois University, Chicago, USA, and at the Université Libre de Bruxelles, Belgium.

Her research interests include linguistic justice, multilingual policies and practices, teacher education, humanizing research methods, and socially just pedagogies.



QINGYUAN GARDNER
POSTDOCTORAL
RESEARCH FELLOW

Joining MultiLing as a Postdoctoral fellow in October 2021, Qingyuan is a member of the *Machine Learning Aphasia* project working with project leader, Valantis Fyndanis. The project examines cross-linguistic predictors of morphosyntactic production (e.g., inflectional morphology) in healthy individuals, as well as those with post-stroke agrammatic aphasia. Since joining the team, she has been finalizing language tasks for assessing different aspects of temporal processing (e.g., mood, aspect) in preparation for

forthcoming data collection. She is also in a team working on a systematic review of literature with meta-analysis on the topic of temporal reference in people with agrammatic aphasia. Furthermore, she has attended training and workshops on EEG data collection and processing, in anticipation of further work examining real-time temporal processing during language comprehension. All of these will serve as firm foundations for a fruitful year of research to come.



SARAH CAMERON
AFFILIATED DOCTORAL
RESEARCH FELLOW

Sarah Cameron joined the Department of Linguistics and Scandinavian Studies as a PhD research fellow in November 2021, and she is an affiliated PhD fellow at MultiLing. In her PhD project she will be using EEG to investigate L2 grammar processing in learners of Norwegian at various stages of acquisition, exploring to what extent grammar processing may change as proficiency increases.

Sarah earned her MA in Linguistics in 2019 at the University of Oslo and has since then been working as a Research assistant on several projects within the field of psycholinguistics. She has also worked as a Lecturer at Oslo Metropolitan University.



AUDUN ROSSLUND
DOCTORAL
RESEARCH FELLOW

Audun Rosslund joined MultiLing as a PhD research fellow in January 2021. His main research interest lies within language acquisition and cognitive development during infancy and toddlerhood. Audun is part of the BABYLEARN project, which seeks to assess the role of infant-directed speech in early language development, by combining both eye-tracking experiments and advanced acoustic

analyses in a longitudinal sample of Norwegian parent-infant dyads. Audun holds an MA in Developmental Psychology (2020), and BAs in Psychology (2019) and Education (2015), from the University of Oslo. He has experience as a kindergarten teacher, and is passionate about babies, eye-tracking, pupillometry and open science.



CAMILLA CHO
RESEARCH ASSISTANT

Camilla Cho joined MultiLing in October 2021 as a part-time Research assistant. She holds an MA in Norwegian as a Second Language from the University of Oslo, and a BA in Literature from the University of Bergen. She also studied Korean at Seoul National University in South Korea. At the time of joining MultiLing, she worked as a University lecturer teaching Norwegian for international students and staff at the International

Summer School at the University of Oslo. Her main professional interests are second language acquisition and writing in a second language. For her Master's thesis, supported by MultiLing's 2020 MA grant, Cho researched spelling processes of Korean adults learning Norwegian. Currently she assists with transcriptions, organizing events and other administrative tasks.



ANNE MARTE HAUG OLSTAD
RESEARCHER

Anne Marte Haug Olstad joined MultiLing as a full-time Research assistant in January 2021. She finished her MA in language studies with teacher education in 2019 at NTNU, Norway, and had since that been working as a Research assistant on various projects at MultiLing and the Department of Psychology, while studying psychology at UiO.

As a Research assistant at MultiLing, she has worked within Theme 1, testing babies and adults in the Socio-Cognitive

Laboratory using various methods. Her research interests are language processing, language learning and language acquisition.

In October 2021, Anne Marte changed roles at MultiLing, and started working full-time as a Researcher in the lab. There she makes sure all the technical equipment is working as it should and helps with other administrative tasks and lab tours. She also tests participants for different projects.



MICHELA IACOROSI
HIGHER EXECUTIVE OFFICER

Michela Iacorossi joined MultiLing in August 2020 as a full-time Research assistant affiliated with Theme 1 and the Socio-Cognitive Lab. She holds an MA in Linguistics and its Applications for a Multilingual Society from the University of Oslo and the University of Louvain-la-Neuve, Belgium, and a BA in Linguistic and Cultural Mediation from La Sapienza - University of Rome. Her main academic interests are corpus linguistics and second language acquisition. Before joining MultiLing, she worked as a freelance

translator and as an Italian language teacher in a school for bilingual children in Oslo. She also worked for several years in the airline industry. Since October 2021, she holds a temporary position as a Higher Executive Officer. In this capacity, she is responsible for MultiLing's Master grants and doctoral seminars, the newsletter *MultiLing Voices*, and MultiLing's website and social media accounts, in addition to various administrative tasks.



MEREL LOBO
**ERASMUS EXCHANGE,
RESEARCH INTERN**

Merel Lobo joined MultiLing in September 2021 as a Research intern. She is currently an MA student in Language & Cognition at the University of Groningen, Netherlands, and is on track to graduate in the summer of 2022. For her internship, she is researching the socio-emotional and linguistic experiences and behaviour of Dutch migrants in Norway. Furthermore, she assists in other projects as a

Research assistant and as a General lab assistant, helping with anything from data collection and processing to experiment-building. Aside from her internship, Merel works as a Teaching assistant and Student assistant at her home university.



MARIA GARRAFFA
**RESEARCH PROFESSOR
ATTCOM PROJECT**

Maria Garraffa is Associate Professor of Psycholinguistics at the University of East Anglia (UK) and affiliated researcher at MultiLing. She is also the Principal Investigator of the Language across the Life Span Lab (langlife.co.uk) and an Honorary Member of the international network Bilingualism Matters. Maria is part of the British Council UK-Malaysia Board and founder member of the International Brain and Syntax Think Tank at Northwestern University, USA. She is currently PI for a Catalyst grant on multilingual children with developmental language disorders (Promoting global health in a linguistically diverse population: connecting health professionals, education, and society; 2022-2024) and for a grant funded by

the Academy of Medical Science on early clinical markers for speakers in the South Asia region (Early identification and intervention of children with speech and language disorders in South East Asia Region; 2020-2022). Her research interest is in language-specific markers that detect linguistic weakness across the lifespan. She works on both adults and children with language disorders with an emphasis on grammatical abilities and their interplay with pragmatics and reasoning. She has a PhD in Linguistics from the University of Siena, Italy, and was a visitor at Harvard Psychology, USA, and Senior Research Fellow at Newcastle University/Tavistock Aphasia Centre, UK.

Researcher training

In 2021, Jessica Pedersen Belisle Hansen successfully defended her PhD dissertation. MultiLing organized three PhD courses, and four Postdoctoral fellows had international mentors through our Postdoctoral Mentoring Program.

Doctoral defenses

→
**JESSICA PEDERSEN
 BELISLE HANSEN**

DEFENSE
 16 April 2021 (digital)

SUPERVISORS
 Jan Svennevig and
 Jannis Androutsopoulos



Video-mediated interpreting. The interactional accomplishment of interpreting in video-mediated environments.

In her doctoral thesis, Jessica P. B. Hansen combined multimodal conversation analysis and discourse analysis to investigate video-mediated interpreting in hospital interaction. Based on video-recordings of hospital interaction, the thesis shows how patients, medical professionals, and interpreters organize their interaction within the video-mediated environment. Analysis of documents and interviews

sheds light on media ideologies drawn upon in the discourse about video-mediated interpreting. Perhaps suitable considering the topic, the defense was fully digital and the candidate defended her thesis from her own living room. The Faculty of Humanities organized interpretation of the event into Norwegian Sign Language. More than 200 participants followed the online event.

HM the King's Gold Medal

Jorunn Simonsen Thingnes was awarded His Majesty the King's Gold Medal 2021 for her PhD dissertation *To choose or not to choose minoritised languages. Language policy and language choices in academia.*

The medal is awarded annually to an outstanding young researcher for a scientific work evaluated by the University of Oslo.



Internationalization:

Norway in the world and

the world in Norway



Magdalena Solarek-Gliniewicz

When I started my PhD position in Norway, I was probably not a typical international researcher here. I had lived in Norway before; I knew the Norwegian language and Norwegian reality quite well. I left my established life in Warsaw to join the exciting NorPol project, and because MultiLing is a very professional and interdisciplinarity-oriented research center.

I believe that my contribution to Norwegian society is important as I investigate how Polish physicians with Norwegian as their L2 interact with Norwegian-speaking patients. In my research I analyze interviews with 25 Polish physicians working in four regional health institutions in Norway to examine which language challenges they meet when they speak Norwegian at work and in their free time. I also focus on strategies that they use to overcome these challenges. In the second part of my project, I concentrate on investigating how the Polish physicians realize a patient-centered model of communication in Norway, and how they use body-oriented gestures when they speak Norwegian with their patients. In this part, I analyze 40 naturally occurring patient-doctor consultations recorded in six Norwegian hospitals, using multimodal interaction analysis. Although I am a researcher from Poland, I am writing my dissertation in Norwegian.

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I hope that my research can contribute to better communication between patients and other international healthcare workers in Norway as their numbers have significantly increased in recent times. In addition, I believe that the language challenges and strategies I will find can help other L2 learners of Norwegian, at different stages of their learning process.

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Doctoral training

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

In 2021, MultiLing organized a successful Summer School, as well as a one-week course on statistics and R. Both were of a hybrid format to accommodate travel restrictions and enable international participation. Nevertheless, participants and organizers were very pleased with the outcome. The INTPART Summer School, originally planned to take place at the University of the Witwatersrand, was made into a three-day digital course.



Summer School 2021

Open-science practices in experimental psycholinguistics

September 6–10 at the University of Oslo and online

EXTERNAL INVITED LECTURERS

- Nivedita Mani (Georg-August-Universität Göttingen, Germany)
- Luis Eduardo Munoz (Department of Psychology, University of Oslo)
- Timo Roettger (Department of Linguistics, University of Oslo)

ORGANIZERS

Natalia Kartushina, Franziska Köder and Minna Lehtonen

The 2021 Summer School was organized as a hybrid event, with eight on-site participants and seven international participants attending via Zoom. The topic was open-science practices in experimental psycholinguistics and language research.

Many of us have heard about a reproducibility or replicability crisis in science; however, the general awareness about what has caused the crisis and what can be done to improve research practices in academia is still very low in both students and esteemed academics. Open Science is the movement to make scientific research and data accessible to all. It is based on the principles of inclusion, fairness, rigor, reproducibility, equity, transparency and sharing in research, and ultimately seeks to change the way research is done. Open Science practices have been actively promoted across all research fields in the last years; yet,

students might lack concrete tools and knowledge on how they can apply Open Science principles to their research. This current workshop aimed to (1) help PhD students understand what Open Science is and (2) provide theoretical knowledge and practical tools on how they can make their own research more open, from the study design to data analysis, and how they can make their career progress through practicing Open Science. The course has received very positive evaluations; students were eager to learn more about Open Science and Reproducibility and were keen to apply their principles in their work.



INTPART Digital Summer School

Social justice with a focus on narratives

November 29-December 1 (digital)

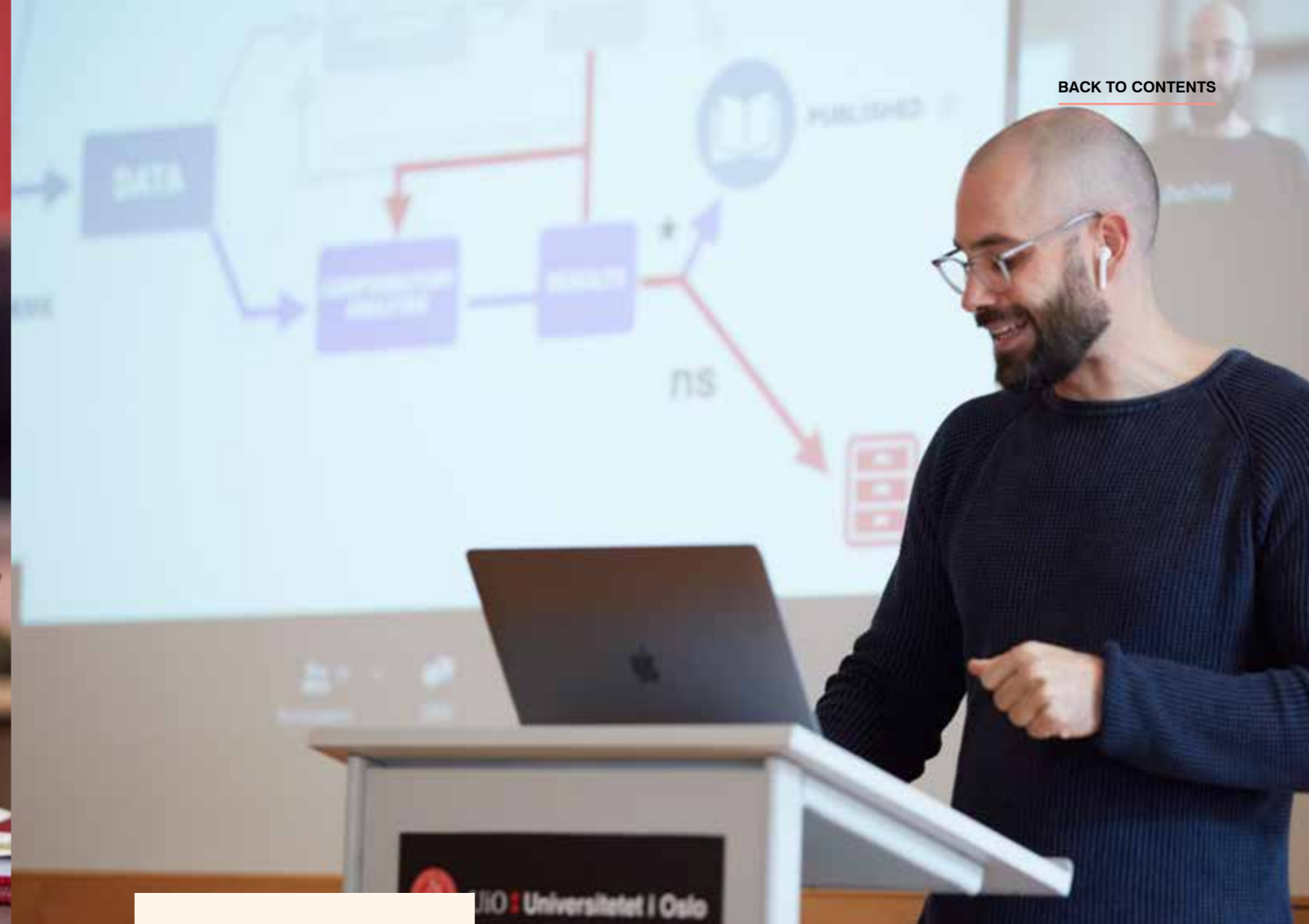
ORGANIZER

Gilles Baro (University of the Witwatersrand, South Africa)

Due to the pandemic, the 2021 INTPART Summer School was organized digitally in late November by the University of the Witwatersrand in Johannesburg, South Africa, whose staff successfully secured all of the logistics and ensured participation across three continents.

Thematically, narrative analysis was a running theme drawing together presentations that highlighted various aspects of multilingualism and social justice, dealing with issues ranging from language, race and identity to power and privilege. The program was expertly crafted, taking into account three global time zones so that all of our INTPART partners were able to participate: MultiLing at the University of Oslo (Norway), Georgetown University (USA), Stellenbosch University (South Africa), the University of the Western Cape (South Africa), the University of Cape Town (South Africa), and the University of the Witwatersrand (South

Africa). Across the three-day event, there were up to 40 attendees online with the majority among junior scholars. Presenters included both senior and junior scholars from across the partner institutions with MultiLing well represented: Nuran-India Endah Arum, Anne Golden, Gavin Lamb, Pia Lane, Elizabeth Lanza, and Unn Røynealand.



Linear models and their application in R

December 6–11, 2021 at the University of Oslo

EXTERNAL INVITED SPEAKER

Roger Mundry (Leibniz Science Campus, Germany)

ORGANIZER

Natalia Kartushina

FUNDING

MultiLing and the Department of Linguistics and Scandinavian Studies

Statistical analysis of empirical data is crucial for an accurate, objective and rigorous data interpretation. The ability of young researchers to perform statistical analyses of their empirical research can be seen among the fundamental skills ensuring their competitiveness on the job market.

Although planned as a fully in-person event, the statistical workshop had to run as a hybrid event. There were 22 participants in total, including PhD students, Postdocs and Professors from the UiO Faculty of Humanities, and two students from other Norwegian universities. Twelve of them attended the workshop on-site and ten via Zoom. The focus of the course was on linear models, as they represent a flexible framework allowing the analysis of the effects of one or several (quantitative or qualitative) predictors on a single response (which can be, e.g., continuous, a count, or binary), using a unified conceptual and statistical frame-

work. Throughout the course, the emphasis was put on the conceptual meaning and interpretation of the models to understand what such models reveal about 'life' (i.e., the process investigated), rather than on their 'mechanics' (i.e., the mathematical background). Some time was also devoted to learning how to formulate scientifically meaningful models. The workshop received very positive evaluations (despite the teaching via Zoom) and was recognized as being very useful for current and future research. All attendants expressed their wish to have more statistical courses and data processing workshops.

Postdoctoral training

The Postdoctoral fellows are a great asset to MultiLing, not only through their competence and publications, but also through their energy, creativity, and openness to new approaches.

Through their contractual 10% duty component, they organize workshops, guest lectures, and other research/academic activities. Furthermore, they may teach BA and MA courses, supervise students, and contribute to doctoral training courses, 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.

MultiLing provides access to training and financial resources to support its Postdoctoral fellows' professional devel-

opment. Postdoctoral fellows are independent researchers and do not have supervisors. While female postdoctoral fellows at the University of Oslo have access to a gender-equality mentoring program, MultiLing saw a need for a more broadly conceived mentoring program, open to all. Since 2016, MultiLing has had its own Postdoctoral Mentoring Program. Contact with international, experienced mentors in their particular fields of research can be crucial to the success of postdoctoral scholars as they develop original research ideas and move toward greater independence and academic maturity.

Postdoctors with international mentors in 2021



↑
RAFAEL LOMEU GOMES

Crispin Thurlow,
University of Bern,
Switzerland



↑
SAMANTHA GOODCHILD

Pia Quist, University of
Copenhagen, Denmark



↑
OLIWIA SZYMAŃSKA

Aneta Pavlenko,
University of Oslo,
Norway

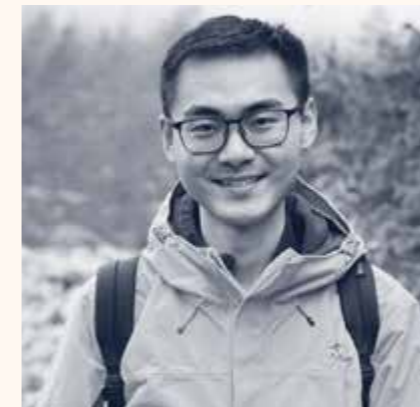


↑
YEŞİM SEVINÇ

Lourdes Ortega,
Georgetown University,
Washington DC,
United States

MA grants

Since 2014, MultiLing has annually awarded three grants to MA projects that align with MultiLing's vision and overall strategy. The application process is competitive, and the applications received have been of high research quality. A number of the grant recipients have gone on to pursue their PhD at MultiLing or become research assistants at the Center.



↑
XURUI ZHANG

Xurui's Master's thesis explores the transfer of information structure in Chinese learners of Norwegian. Chinese is a theme-prominent language. In Chinese sentences, the topic is always introduced first, followed by comments on the topic. Chinese sentences are thus based on a so-called theme-remata structure. In contrast, Norwegian and English are subject-prominent languages in which all sentences (except imperative sentences) must have a visible subject, but the theme is not obligatory. In Norwegian, for example, you can move a clause to the beginning of the sentence to emphasize it (thematization), but this is in many ways different from the theme in Chinese. In light of this, Xurui will investigate whether the transfer of the theme-remata structure occurs systematically and extensively among Chinese learners of Norwegian and whether this transfer can be overcome when learners achieve a higher level of proficiency. Xurui's supervisor is Guro Busterud. The project will be completed in the spring of 2022.



↑
BAHRA RASHIDI

The object of Rashidi's Master's dissertation is the multiethnic speaking style among youth in Fredrikstad. The aim is to describe syntactic, morphological, and lexical features of the spoken language of a selection of multilingual young people in multiethnic environments in Fredrikstad, as well as to investigate the functions of this speech style. This study is strongly inspired by the UPUS / Oslo project, a project that focused on the language spoken among young people in multiethnic environments in Oslo in 2006-2010. She plans on building on this project and expanding the research area outside of Oslo, namely in Fredrikstad. The methods used are recording friends' conversations (incl. participatory observation), questionnaires, and interviews. She will discuss the findings in the light of sociolinguistic theories about language and identity and the indexicality of language. Rashidi's supervisors are Toril Opsahl and Hans-Olav Enger. The project will be completed in the spring of 2022.



↑
KIRUSANTH RAMACHANDRAN

Kirusanth Ramachandran is working on a dissertation on multilingualism as a resource in argumentative writing in social studies. The study subjects are one teacher and some students with a short period of residence in Norway aged 17 to 24. In collaboration with the teacher, Ramachandran designed a teaching course where students can use various learning resources translated into their native or strongest language to work with an argumentative text in Norwegian about human rights. In his thesis, he examines how students made use of their multilingual resources, and how they experienced this practice. The dissertation is connected to the Mi Lenga project at the Faculty of Educational Sciences, University of Oslo. Ramachandran's supervisor is Joke Dewilde. The project will be completed in the spring of 2022.

Internationalization:

Norway in the world and

the world in Norway



Natalia Kartushina

Science is a product of a collaborative effort of researchers across countries, nationalities, languages and cultures. There are no borders for scientific progress, and access to scientific knowledge should be facilitated to all human beings. When I conduct research, I do not think about my nationality or the flag of the institution where I work, but rather how my research in the local context, and the peculiarities of its environment (be it dialects in Norway, bilingualism in the Basque Country or multilingualism in Switzerland), can inform people about language acquisition in general, what factors can facilitate it and which, on the contrary, can hinder learning. In MultiLing's Socio-Cognitive Laboratory, we ask how knowledge that we have gathered from Norwegian parents and Norwegian-learning children can be generalized, for instance, to German and Italian families? What is language-specific, what is culture-specific, and what is universal? In our lab, we try to apply methods and statistical approaches that allow for the generalization of our studies' results to diverse learning contexts and environments. At the same time, in our research, we use models, methods and paradigms that have been developed in other countries, and we test them, apply and adapt them to the local Norwegian context, contributing, therefore, to a critical mass of rigorous and comparable knowledge, across diverse contexts, that can benefit our society. We have seen, in the context of the current COVID-19 global pandemic, that united collaborative work across borders can have a colossal impact on the history of humanity and save lives.

**There are
no borders
for scientific
progress**

New externally funded projects

In 2021, we were happy to welcome the Research Council of Norway funded FINNUT project *Better attention, better communication? How ADHD and multilingualism influence children's pragmatic development* to MultiLing. And once again, MultiLing secured European funding through a Marie Skłodowska-Curie post-doctoral fellowship, this time on *Becoming Indigenous language speakers and writers in higher education*.



↑ **PRINCIPAL INVESTIGATOR:**
FRANZISKA KÖDER
(MultiLing, UiO)

COLLABORATORS

- Maria Garraffa / University of East Anglia/ University of Oslo
- Postdoctoral fellow Marianna Kyriakou / (from 2022)
- Merete Glenne Øie / University of Oslo
- Ingrid Lossius Falkum / University of Oslo
- Sebastian Watzl / University of Oslo
- Minna Lehtonen / University of Turku/ University of Oslo
- Jan de Jong / University of Bergen
- Herb Colston / University of Alberta
- Deirdre Wilson / University College London

DURATION: 2021–2025

AttCom

Better attention, better communication?

How ADHD and multilingualism influence children's pragmatic development



In the AttCom project, we explore the hypothesis that immature attention abilities are responsible for children's persistent pragmatic difficulties with, for instance, the understanding of irony. Initial evidence for a link between attention and pragmatic development comes from two different groups. Children with ADHD do not only have attention deficits but are also more likely to have language and communication disorders. Multilingual children, on the other hand, might have benefits in both attention and pragmatics (although this is highly contested).

Using a combination of eye-tracking experiments, cognitive and linguistic tests, natural observations, and questionnaire data, we will investigate how attentional abilities and multilingual language experience interact in development. We will test 6 to 12-year-old children from a wide spectrum of attention and language profiles, including children with attention deficits, neuro-typical children, multilingual and monolingual speakers.

The project also aims to have a significant societal impact, contributing to better diagnostic tools to detect attention and communication disorders in multilingual children.



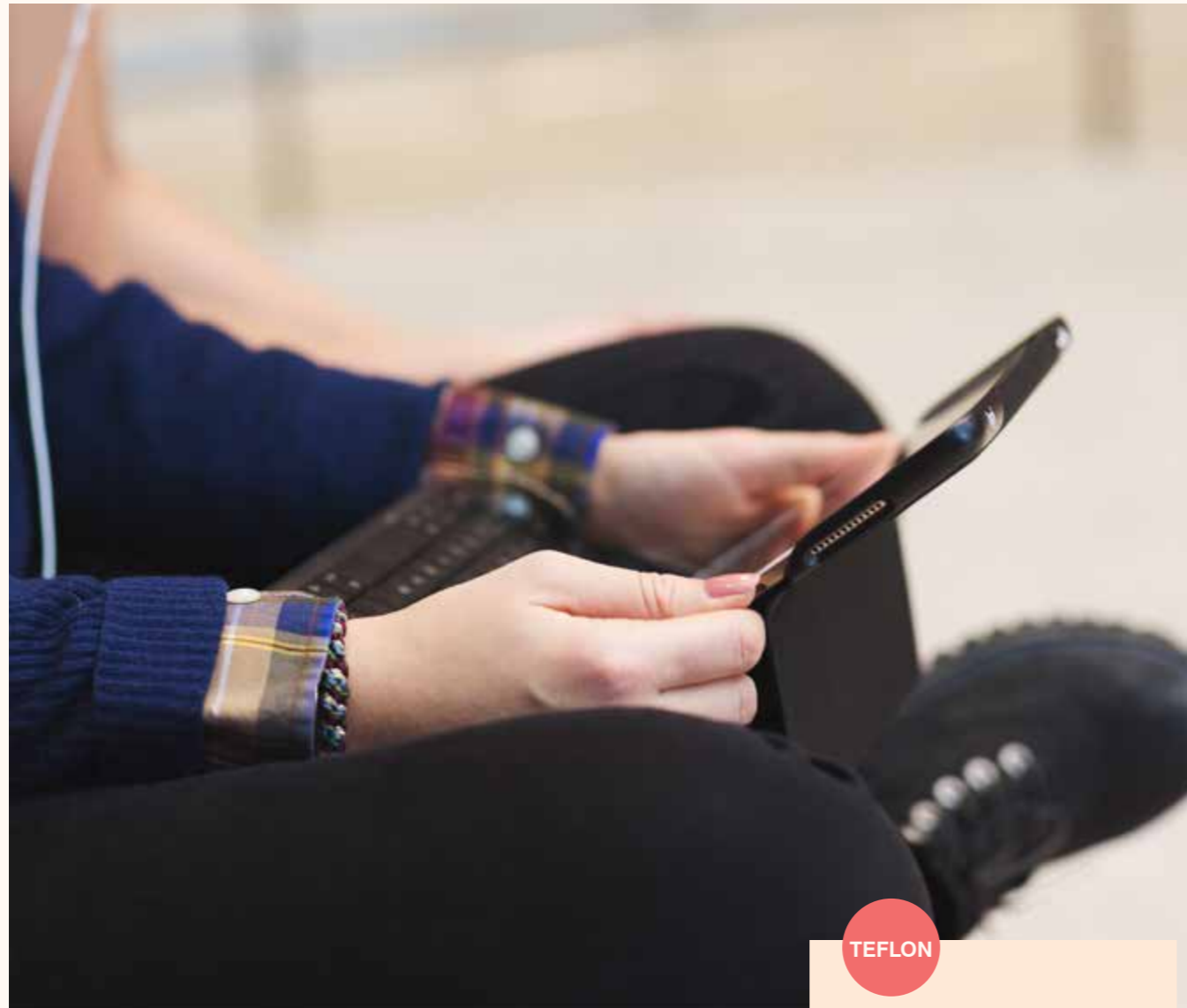
Participants

Children and adolescents with/without ADHD, multilingual or monolingual



8 million

Funding from the Research Council of Norway, FINNUT



Technology-enhanced foreign and second-language learning of Nordic languages

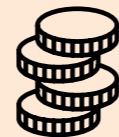
Because of immigration, the demand for learning Nordic languages as a second language is high, yet acquiring a new language is challenging for many learners. Since children often enjoy gaming, digital language-learning games may be particularly attractive for child learners. By combining expertise in engineering, psycholinguistics, and language education, the TEFLON project aims to build a digital language-learning game, based on automatic speech recognition technology, in Nordic languages. The speech

interface of the games is enabled by automatic speech recognition that is also used to assess children's utterances and to provide feedback to reinforce learning. The games encourage children to speak a foreign language, focusing especially on pronunciation and vocabulary learning. In the Oslo part of the project, we will study the effects of the Norwegian game on second language learning and literacy in immigrant children.

TEFLON

14 850 007
NOK

Funding from
NordForsk



DURATION

4/2021–3/2025

PARTNERS AND PIS

- Minna Lehtonen / *University of Oslo, Norway*
- Mikko Kurimo (project leader) / *Aalto University, Finland*
- Sari Ylinen / *Tampere University, Finland*
- Sofia Strömbergsson / *Karolinska Institutet, Sweden*
- Torbjørn Svendsen and Giampiero Salvi / *NTNU, Norway*

Becoming Indigenous language speakers and writers in higher education

Language reclamation experiences of Quechua and Aimara women

How do women experience becoming speakers and writers of their Indigenous languages in higher education? As an Marie Skłodowska-Curie Postdoctoral fellow, Frances Kvietok Dueñas will be exploring this question with Quechua and Aimara university students at an intercultural bilingual education teacher education program in Peru.

In recent decades, Indigenous peoples across the world have looked to revitalize or reclaim their languages and ways of knowing, often via the educational system. Hence, education on all levels has become important for reclamation. Teacher education programs are important sites where new Indigenous language speakers, writers and future language teachers are formed. These programs have a diverse student body,

including students who did not learn to speak or write their Indigenous language at home or as a first language.

Together with her co-researchers, Kvietok Dueñas is designing a qualitative participatory project, informed by Indigenous ways of knowing and being, to visibilize women's experiences and participation in processes of language reclamation.

MSCA

202 159
EUR

Funding from
Horizon Europe



Mentor: Pia Lane
Duration: 2021–2023

Conferences and Workshops

In spite of the pandemic restrictions, researchers at MultiLing were in 2021 still able to participate in and organize a number of exciting digital, hybrid and in-person events.

MultiLing in the World

MultiLing's research was once again disseminated at both national and international academic conferences. We were especially active with papers and panels at several major conferences held digitally: the AAAL (American Association of Applied Linguistics), organized by AAAL in the US, in March; the Sociolinguistics Symposium (SS23), organized by the University of Hong Kong, in June; the International Symposium on Bilingualism (ISB13), organized by the University of Warsaw, in July. MultiLing researchers also participated, either digitally or in person, in several thematic conferences held across the world throughout the year.

NorPol Project Kick-off: Identity, Language Learning, and the Multilingual Workplace

The NorPol project on second-language communication in workplace settings led by Core group member Toril Opsahl had its kick off during an on-line seminar on the 23rd of February 2021. The seminar's main address was *Identity, Language Learning, and the Multilingual Workplace* by the keynote speaker, Bonny Norton (University of British Columbia, Canada). Other talks dealt with language at construction sites in Norway and Sweden (Kahlin, Söderlundh, Weidner, Kraft), conversation in Norwegian L2 (Horbowicz), and narratives of Polish migrants in Norway (Obojska). Although the seminar was a digital event due to the pandemic, it attracted a broad audience from many institutions in and outside of Norway.



ORGANIZER

Toril Opsahl, Michela Iacorossi and the NorPol team

DATE

February 23, 2021 (digital event)

Multilingualism, literacy, and well-being

In this digital seminar, Professor Sari Pietikäinen (University of Jyväskylä), and Associate Professor Haley De Korne, Professor Pia Lane, and Doctoral Research Fellow Ingvild Badhwar Valen-Sendstad (MultiLing) drew on various theoretical and methodological perspectives to investigate literacy practices in different cultural, political, socioeconomic, and historical contexts, such as the co-construction of knowledge about ice hockey, writing practices and language reclamation, language standardization of a minoritized language, and a jobseek-

er's health literacy. This seminar offered insights into the intricate processes through which marginalized spaces are (re)produced, but also the novel and hopeful literacy practices that are performed in struggles for well-being and new knowledge.

ORGANIZER

Ingvild Badhwar Valen-Sendstad

DATE

September 23, 2021 (digital event)



Janne Bondi Johannessen in memoriam: Seminar and Memorial Lecture

In collaboration with the editors of the commemorative volume *Bauta*, MultiLing co-organized a two-day seminar October 11–12 to honor Janne's personal and professional influence. National and international colleagues shared their work, experience, and memories from years of collaboration with her. The seminar culminated with the Memorial Lecture by Professor Joe Salmons, University of Wisconsin—Madison, USA, Janne's long-time associate and friend. Together they established the Workshop on Immigrant Languages in the Americas (WILA) and published numerous works on heritage languages and bilingualism. In his lecture, Salmons discussed Janne's impact on the field, stressing how she facilitated collaborations and built a scholarly community.

ORGANIZERS

Kristin Hagen, Arnstein Hjelde, Karine Stjernholm, Øystein A. Vangsnes (editors of the commemorative volume) and David Natvig, Unn Røyneland (MultiLing).

DATE

October 11-12, 2021

LOCATIONS

Hotel Bristol and Domus Academica, Oslo (hybrid event)



Multilingual Children and their Imaginative Worlds



A two-day online symposium hosted by MultiLing was held on November 11–12 during which fourteen papers from different contexts were presented. To accommodate delegates in time zones across the world, the symposium began at 8:45 CET on the 11th and at 14:00 on the 12th. The symposium sought to shed light on how bi/multilingual children's imaginative worlds and their language use within them could methodologically and analytically help us understand their views on languages, multilingual-

ism, as well as the concomitant implications, outcomes and consequences for languages, communities and societies.

The symposium included three keynote addresses from Polly Bjork and Asta Cekaite (Linköping University, Sweden), Kay Tisdall (University of Edinburgh, UK), and Amy Kyratzis (University of California – Santa Barbara, USA).

ORGANIZERS

Seyed Hadi Mirvahedi and Cassandra Smith-Christmas (National University of Ireland, Galway)

DATE

November 11–12, 2021 (digital event)

[▶ Discover more online](#)

«What's in a name?» Labelling concepts and languages

This digital in-house workshop was part of MultiLing's colloquium *Scrutinizing critical concepts and theoretical approaches in studying multilingualism*. Terminology and labelling have been engaging scholars in heated debates within linguistics with the very concept of language coming under scrutiny. This workshop focused on the nature of language contact – codeswitching and translanguag-

ing. Scientific Board members Professors Peter Auer and Li Wei presented position papers and Postdoctoral fellows Samantha Goodchild, Seyed Hadi Mirvahedi, Aleksandra Ita Olszewska, and Gavin Lamb gave their take on the issues in light of their own research. The workshop concluded with an engaging discussion that will continue in 2022.

DATE

November 4, 2021 (digital event)

ORGANIZERS

Unn Røyneland and Elizabeth Lanza

Global Virtual Forum on Decoloniality and Southern Epistemologies

Throughout 2021, Postdoctoral fellow Rafael Lomeu Gomes has been a co-organizer of the Penn State Global Virtual Forum, a seminar series for the presentation and discussion of southern epistemologies and studies of decoloniality which has brought attention to scholarship and theory-building in the Global South.

[▶ Discover more online](#)

Wednesday seminars

The MultiLing Wednesday seminars constitute a dynamic space where invited speakers and members of MultiLing share cutting-edge research on diverse facets of multilingualism. In 2021, the seminar series continued online and in the autumn semester, we had a short happy period during which we were able to meet in person, in addition to retaining a hybrid option. There were 17 seminars and guest lectures in total with presentations from MultiLing Core group members, Postdoctoral and PhD fellows, SAB members, and international guests.

Organizers: Postdoctoral fellows David Natvig and Seyed Hadi Mirvahedi organized the seminars in the spring semester; Samantha Goodchild and Oliwia Szymańska were the organizers in the fall semester.

A woman with long dark hair and glasses is looking at a laptop screen. She is wearing a light-colored cardigan over a dark top. Her hands are near the laptop, suggesting she is working or presenting. The background is slightly blurred, showing other people in a meeting or office setting.

Internationalization:

Norway in the world and

the world in Norway

Michela Iacorossi

No (wo)man is an island, and no university is either. Having been born in 1990 in an EU country, I have always had the feeling of belonging to an international community based on cooperation, thanks to which I was able to live in three countries without even needing a passport. The same freedom of movement is essential for academia, and researchers' mobility is fundamental to ideas circulating freely. No university can exist on its own nor avoid relying on external resources: this is just a plain fact. The Open Science movement, largely supported here at MultiLing, is a perfect example of how sharing resources, methods and data freely across institutions is fundamental for the advancement of science. My experience at MultiLing so far fully fulfills my expectation of what a research Center of Excellence should be: a place where researchers from all over Norway, Scandinavia, and the world bring their unique academic and personal experiences and contribute to the study of multilingualism in Norway and to how it relates to multilingualism in other parts of the world.

**No (wo)man
is an island,
and no university
is either.**

As someone who moved to Oslo as a young adult and attended university first as a non-Norwegian speaker, then as a Norwegian speaker, and worked in Norwegian and international, male- and female-dominated industries, my perspective on the challenges of multilingualism in Norway is inevitably different from that of many of my colleagues. In my small way, as a research assistant and administrator, I try to give a voice to those challenges and problems I am able to recognize thanks to my own specific international experience — a voice that here, at MultiLing, is always heard.

Public dissemination and communication

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



The Einar Haugen Lecture

The annual Einar Haugen Lecture, traditionally coinciding with the European Day of Languages (September 26), was held this year on September 24 as an online event for the second year in a row. This year's lecture marks the ninth Einar Haugen Lecture and it was given by Aneta Pavlenko, Research Professor at MultiLing. Pavlenko's lecture "Does multilingualism need a history?" took us on a linguistic journey through time, from Ptolemaic Alexandria in 323 BC to the present day. In her abstract, she stated: "My hope is to surprise you, to entertain you, to celebrate linguistic diversity and to show that by neglecting history in the longue durée we get our own multilingualism wrong". In her lecture, Pavlenko

challenges four principles commonly used to justify the neglect of a historical perspective in the study of modern multilingualism, and to judge the validity of these tenets, she took us on a historic tour with stops including imperial Rome, Norman Palermo, medieval Toledo, imperial St Petersburg, colonial Philadelphia, and the capital of Habsburg Hungary Pressburg-Poszony. By examining various institutional domains in these locations, Pavlenko showcased the nature of the 'multilingual challenge' and state's responses to this. The Einar Haugen Lecture was enjoyed online by over 300 people from around the world and was followed by a fruitful discussion.

[▶ Discover more online](#)



Mother LanguageDay

To celebrate the annual UNESCO International Mother Language Day, MultiLing organized a Zoom Webinar open to the public. As the annual winter holidays in Norway overlapped with the official date of the International Mother Language Day (February 21st), MultiLing held the event in March, hoping to attract a larger audience. The focus of this year's event was multilingualism in a daily life context, family and healthcare. Four MultiLing researchers – Yeşim Sevinç, Oliwia Szymańska, Liqun Liu and Elisabet García González – held a panel

including a presentation followed by Q&A and discussions. Videos of the presentations can be viewed on the MultiLing website; by the end of 2021, the four presentations had been viewed a total of 458 times. In line with UNESCO's initiative, the event aimed to remind everyone that all people, and perhaps especially multilingual children of immigrant and/or Indigenous communities, have an international right to speak, grow up with, and be educated in their own mother language or languages, wherever they reside.

[▶ Discover more online](#)



Dissemination in Norway and beyond

As in previous years, the researchers at MultiLing were active in disseminating their work to a wider audience. This year we could find our researchers both online and offline in various news outlets, radio, podcasts and having talks and debates at multiple conferences, workshops and seminars.

One of our researchers, Jessica Pedersen Belisle Hansen, was prominent, making appearances in several newspaper articles communicating her PhD work about video-mediated conversations, which became highly relevant in the time of the pandemic. She also held numerous talks about the same topic at invited events organized by The Interpreters of the Union

of Professionals (Tolkene i Akademikerforbundet) and NAV (NAVs Tolketjeneste) among others.

Unn Røyneland was also highly visible throughout the year. She could be heard on a podcast by the Norwegian Broadcasting Company (NRK), giving a talk on the use of dialects in digital messages, and she appeared as an expert contestant in a dialect quiz organized by the National Library (Nasjonalbiblioteket). She also participated in several international public webinars and debates. Among them, she discussed the mutual intelligibility between closely related languages at several events, and together with Pia Lane, she participated in an on-



MultiLing researchers have disseminated their work to the global audience.

line webinar about the database *Linguistic Minorities in Europe Online* (LME). Additionally, Lane and Røyneland appeared in an online article at *Forskning.no*, commenting on the recognition of minoritized languages in Norway as individual languages. As in previous years, Bente Ailin Svendsen has been very active in disseminating her research in radio, print and social media, for instance by commenting on the lyrics in the Norwegian contribution to the Eurovision song Contest by the artist TIX. Furthermore, she took part in a wide reaching and high profile public debate regarding language norms and use in the national Norwegian Broadcasting Company (NRK).

Furthermore, MultiLing researchers have disseminated their work to the global audience. Notably, we can read about some of MultiLing's research on Elizabeth Lanza's blog hosted by *Psychology Today*. Lanza was also interviewed live about family language policies and practices on *Raising Multilinguals LIVE*, a popular online broadcast series and discussion forum on the topic of raising bilingual and multilingual children. Yesim Sevinç was also interviewed live in the same series on the topic of Heritage Language Anxiety.

Finally, Aneta Pavlenko was featured in an installment of the podcast *Chats in Linguistic Diversity*, entitled "Can we ever unthink linguistic nationalism?", where she discussed the topic of multilingualism and nationalism and whether the modern world today is more multilingual than ever before. This installment of the podcast accompanied the topic of Aneta Pavlenko's 2021 Einar Haugen Lecture.

MultiLing Voices and Facebook



In 2021, we published one edition of our newsletter *MultiLing Voices*, summarizing the prominent events of the year. Among the many stories, the newsletter highlighted Janne Bondi Johannessen's memorial lecture and seminar, Jessica Pedersen Belisle

Hansen's doctoral defense and the celebration of our Center Director Elizabeth Lanza's 70th birthday. In addition to the newsletter, we published one special edition about this year's Einar Haugen Lecture given by Aneta Pavlenko. By the end of 2021, the newsletter had 730 subscribers.



72 000
views with high peaks
in September

An analysis of our Facebook activity shows a sizeable increase in both followers and visibility from the previous year. With a total follower count of over 3 400, we saw an increase by over 400 followers in 2021. Additionally, despite the low page visits in the first part of the year, the Facebook page had a

reach of 72 000 views with high peaks in September. Among our top performing posts are Jorunn Simonsen Thingnes receiving His Majesty the King's Gold Medal for her PhD work, the surprise celebration of our Center Director Elizabeth Lanza's 70th birthday, and finally the publication of our new international MA program in Multilingualism. As with last year, most of our followers and engagers are women, at 75.8%.

The aim was to communicate our research to relevant stakeholders as well as to listen to their experience and needs for research, and to ensure the usefulness of our research.



Språk gjennom livet – relaunch of the website (previously Språkvansker)

▶ Discover more online

Språk gjennom livet [Language across the lifespan] is a webpage (in Norwegian) presenting our research on language acquisition, multilingualism across the lifespan, as well as language disorders in children and adults, demonstrating the relevance of linguistic research, aimed at the general public as well as speech and language therapists and persons with language disorders and their relatives. This webpage was established in 2011 under the name *Språkvansker* as a collaboration between the Research Group in Clinical Linguistics and Language Acquisition and different organizations related to language disorders. The aim was to communicate our research to relevant

stakeholders as well as to listen to their experience and needs for research, and to ensure the usefulness of our research. Earlier, the focus was more on language disorders – now our aim is just as much to communicate our research on multilingualism to add to the knowledge base and counter the myths related to multilingualism and multilinguals.

This new version of the webpage is updated mainly with reference to multilingualism and related to our research across the lifespan. There are still possibilities to expand the texts and add to presenting aspects of our research to the public.

Afasi og språk – relaunch of an online resource

▶ Discover more online

Afasi og språk [Aphasia and language] was originally produced in 2001 as a CD-ROM, a collaboration among the Department of Linguistics (now the Department of Linguistics and Scandinavian Studies), the Department of Special Needs Education, InterMedia (all at the University of Oslo), Bredtvet Resource Center (now Statped, department of language disorders) and Sunnaas Hospital.

The aim of the online resource is to provide insight into various linguistic manifestations of aphasia and practice in analyzing aspects of the language of people with aphasia. The online resource is built around video recordings of ten persons

with aphasia, with different types and severities. The videos are described and analyzed in linguistic terms. Different speech and language impairments are explained and discussed. The topics and tasks on the website are structured around four language levels: sound, words, utterances, and discourse.

The content has been transferred to the website Canvas and *Språk gjennom livet*, and in this connection, the texts were revised, and information and videos on multilingual aphasia were included. Those responsible for the update are Marianne Lind, Monica I. Norvik and Hanne Gram Simonsen.

Internationalization:

Norway in the world and

the world in Norway



Elizabeth Lanza

My life as an international researcher in Norway began before internationalization became a mantra in higher education. I arrived in 1983 after three years of intensive doctoral training at Georgetown University in Washington DC, an institution with a strong profile in applied and socio-linguistics. My goal was to write my doctoral dissertation on early childhood bilingualism in Norwegian-American families. As I was then already established as a “lifer” in Norway for personal reasons, I was fortunate to land a three-year fellowship from the Research Council of Norway. This enabled me to reach my goals for my Georgetown degree and paved the way for my future career at the University of Oslo. These past decades I have experienced the ever-increasing multilingualism that contemporary globalization has brought to Norway, with both opportunities and challenges. With this backdrop, my international doctoral training, and my own migration trajectory and language learning experiences have provided me with sharpened lenses to study and understand Norway from an international comparative perspective. After a focus on bilingual children’s language development and socialization, I have engaged in several collaborative projects involving multilingualism: language choice, social networks and language maintenance among Filipinos in Oslo, a diaspora group I met through my church; language policy and linguistic landscapes in Ethiopia, where English plays a rising role in education like in Norway; and narratives of language, culture and identity among migrants to Norway, especially highly trained women from Africa. Finally, I have returned to transnational families to investigate how societal ideologies impact language policies and practices in the family. In all of my work, I believe my transnational experience brought new perspectives to understanding Norway in the world and the world in Norway. And while internationalization brings new perspectives to current research, future networking can be added value: my alma mater Georgetown University is a partner in MultiLing’s INTPART 2.0 project!

My life in Norway as an international researcher

Appendices

In the appendices section, you will find a complete list of all of MultiLing's prestigious publications from last year, a map of everyone who worked at the Center in 2021, and an overview of the ten distinguished institutions with which MultiLing has formal collaboration agreements, as well as the nature of the collaboration.

Appendix 1

Publications 2021

BOOKS

Ado, D., Gelagay, A.W., & **Johannessen, J.B.** (Eds.). (2021). *Grammatical and Sociolinguistic Aspects of Ethiopian Languages*. John Benjamins.

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Appendix 2 The MultiLing team

CORE GROUP



Elizabeth Lanza
*Professor and
Center Director*



Unn Royneland
*Professor and
Deputy Director*



Haley De Korne
*Associate Professor
and Theme Leader*



Ingebjørg Tonne
*Professor and
Theme Leader*



Valantis Fyndanis
Researcher



Anne Golden
Professor Emeritus



Natalia Kartushina
Associate Professor



Franziska Köder
Researcher



Pia Lane
Professor



Monica I. Norvik
Researcher



Toril Opsahl
Associate Professor



Ingeborg Ribu
Researcher



Hanne Gram Simonsen
Professor Emeritus



Bente Ailin Svendsen
Professor



Jannis Androutsopoulos
Research Professor



Mira Goral
Research Professor



Minna Lehtonen
Research Professor



Aneta Pavlenko
Research Professor



Alastair Pennycook
Research Professor



Jan Svennevig
Research Professor

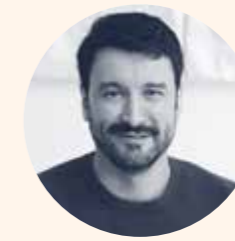
POSTDOCTORAL RESEARCH FELLOWS



**Frances Kvietok
Dueñas**



Qingyuan Gardner



Rafael Lomeu Gomes



**Samantha
Goodchild**



Gavin Lamb



**Anne Marie
Landmark**



Liqun Liu



Seyed Hadi Mirvahedi



David Natvig



**Aleksandra
Olszewska**



Yeşim Sevinç



Oliwia Szymańska



Pawel Urbanik



Michelle White

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Hanna Solberg Andresen



Nuranindia Endah Arum



Elisabet García González



Jenny Gudmundsen



Jessica P. Belisle Hansen



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Research Assistant



Camilla Cho
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Ingrid Lossius Falkum
Affiliated Researcher



Maria Garraffa
Research Professor



Anne Marte Haug Olstad
Researcher



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Mari Camilla Risdal Otnes
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Elisabeth Maria Neuhaus
Senior Executive Officer



Michela Iacorossi
Higher Executive Officer

TECHNICAL STAFF



Christian-Magnus Mohn
Head Engineer



Klaus Wik
Head Engineer

Appendix 3

Institutional partners

MultiLing has formal collaboration agreements with ten institutional partners, each of which has contributed to the Center's success in its own way.

HINN — INLAND NORWAY UNIVERSITY OF APPLIED SCIENCES, NORWAY

The collaboration with INN University is mainly related to education research, such as teacher education and second language acquisition in classrooms.

JÖNKÖPING UNIVERSITY, SWEDEN

The collaboration is with Francis Hult and the multidisciplinary research group Communication, Culture and Diversity, which focuses on issues of learning and communication inside and outside of workplaces and institutional educational settings.

LUND UNIVERSITY, SWEDEN

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

NANYANG TECHNOLOGICAL UNIVERSITY, DIVISION OF LINGUISTICS AND MULTILINGUAL STUDIES, SINGAPORE

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

NTNU — THE NORWEGIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY, NORWAY

The partnership with the Norwegian University of Science and Technology strengthens national collaboration in research areas such as linguistic diversity in Norway and language practices in digital media.

SPRÅKRÅDET (LANGUAGE COUNCIL OF NORWAY), NORWAY

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

STATPED (NATIONAL SERVICE FOR SPECIAL NEEDS EDUCATION), NORWAY

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

UIT THE ARCTIC UNIVERSITY OF NORWAY, NORWAY

As the host of Norway's first Center of Excellence in linguistics, CASTL, UiT The Arctic University of Norway has provided MultiLing with inspiration and experience, as well as research collaboration on a number of projects.

UNIVERSITY OF COPENHAGEN, DENMARK

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

UNIVERSITY OF THE WESTERN CAPE, SOUTH AFRICA

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



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