Center for Multilingualism in Society across the Lifespan

MultiLing

1. Introduction

We live in dynamic times. The world is connecting in many complex ways driven by the globally integrated nature of technological innovation and human mobility of all ages. Never before have so many different speakers and languages existed side by side in the OECD countries as today. This has placed multilingualism in the spotlight. As policymakers seek to navigate through these contemporary complexities, there is an urgent need to better understand multilingualism and how it can be considered a human capital that increases linguistic and cultural awareness, skills and know-how in a global market. The time is hence ripe to fully and holistically investigate the inherent characteristics of multilingualism in society across the lifespan.

The main goal of the Center is to generate state-of-the-art scientific knowledge on individual and societal multilingualism across the lifespan that will be at the international forefront of research and will address the challenges and potentials multilingualism[1] poses for the individual in the family, school, other institutions, and society in general. Moreover, the Center shall provide research-based knowledge on multilingualism to central policymakers and stakeholders. The **Center's vision** is to contribute to how society can deal with the challenges of multilingualism through increased knowledge, promoting agency for individuals in society, and a better quality of life, no matter what linguistic and social background.

2. Major research questions

To achieve a better understanding of **multilingualism**, and the individual and societal gains and challenges it poses, we will address the following major research questions:

1. What characterizes individual multilingual **competence**: how is it acquired, how does it change, and how is it impaired or potentially lost across the lifespan?
2. How do various multilingual **practices** emerge, how are they sustained, and how do they change across the lifespan through the social and cultural activities people engage in?
3. How is multilingualism in society managed across the lifespan at the group and societal level, and how do ideologies influence this **management**?

Addressing these questions requires combined efforts in bridging across research disciplines that have hitherto often been fragmented. Internationally, *psycholinguistic* (including second language acquisition studies and neurolinguistics) approaches to the study of multilingualism have focused on the individual and cognitive/mental processes while *sociolinguistic* approaches have focused on society, at both individual and group levels. More often than not scholars within the field of multilingualism either gravitate toward the one approach or the other, without true fruitful collaboration. As

[1] Multilingualism as used here is understood as the ability of societies, institutions, groups and individuals to engage on a regular basis, with more than one language in their day-to-day lives (cf. EC 2009: 3). The terms 'bilingualism' and 'multilingualism' ('plurilingualism') are often interchanged; there is a need to determine to what extent bilingualism and multilingualism may differ.

for the lifespan perspective, research has weighed more on the psycholinguistic end (e.g. Hyltenstam & Obler 1989, Bialystok, Martin & Viswanathan 2005).

There are many theoretical approaches to the study of multilingualism; however, a fundamental premise for research in the field is that a *multi*lingual is not the sum of many *mono*linguals in one and the same person. Hence the multilingual individual needs to be studied as a *multi*lingual, with researchers avoiding a so-called "monolingual bias" (cf. Grosjean 2008). Internationally, second language acquisition research has had a strong psycholinguistic anchoring often with an emphasis on "nativeness" in the second language. In reaction to this, Ortega (2010), among others, has emphasized the need to take the "bilingual turn" in second language acquisition research. This orientation involves an analytical focus on the bilingual's *total* linguistic repertoire in childhood, adolescence and adulthood, and in comparison with other bilinguals using the same languages, as opposed to the traditional approach of using monolingual norms for comparison. Sociolinguistic studies of language choice among multilinguals, on the other hand, often lack an anchoring onto how language choice and use is actually dependent upon the degree of multilingual competence a speaker has. Multilinguals draw on their linguistic resources in communication, using one or several languages in the same discourse, or even in the same utterance. A challenge we will meet head on in our work is to take into account how multilinguals actually acquire, process and use their languages, and hence we will avoid the "monolingual bias" in multilingualism research.

The lifespan perspective covers issues relevant for children, young people, adults and the elderly. While there is a general understanding of these milestones across the lifespan, the exact age spans for each group can vary according to cultural norms. We will take the lifespan perspective into our work through research covering various age groups, employing both cross-sectional as well as longitudinal studies. Although we will address contemporary multilingualism, we will also take an historical perspective in a focus on the lifespan of particular groups across time. As noted above, psycholinguistics has specifically addressed the lifespan perspective by studying language competence across various age groups, although a societal perspective is generally missing. Sociolinguistic approaches to multilingualism, on the other hand, have generally *not* dealt with linguistic practices across the lifespan. At the proposed Center of Excellence (CoE) *MultiLing,* we will bring the lifespan perspective into our psycholinguistic and sociolinguistic investigations of multilingual competence, multilingual practices and the management of multilingualism in society. Both psycholinguistics and sociolinguistics are interdisciplinary fields, and hence the scientists we invite will come from various research backgrounds and traditions, including among others, linguistics, sociology, psychology, education, anthropology, and brain research. We will aim at the interface between research in the field of natural science/technologies and the humanities/social sciences, for example, through the study of multilingual communication by the use of digital media, through the study of clinical aspects of multilingualism, and by the use of language technology.

3. Why a Center in Norway?

Norway is an excellent location for a Center of Multilingualism in Society across the Lifespan. The Council of Europe has highlighted Norway as a multilingual country and Norwegians as plurilingual (*Language Education Policy Profile* 2003-2004). The Council of Europe, moreover, points to the rich potential for multilingualism that lies in the heterogeneous language situation in Norway. This includes historical multilingualism with the Sami, Kven, Romanes and Romani, as well as Norwegian Sign Language; two written norms for Norwegian - Nynorsk, Bokmål; the immense dialect diversity; the comprehension of Danish and Swedish; fairly good command of English; and last but not at all least, many linguistic minorities, both old and new groups of people. As in the rest of Europe, these minorities have now been in Norway for so long that their members extend over the entire lifespan. Norway thus constitutes an outstanding "laboratory" for research on language, and social encounters and linguistic developments in contact zones (cf. Svendsen 2010). Furthermore, Norway is often described as a society 'liberal in its attitudes to languages' as communication among Norwegians is very often polylectal (Auer 2005:15; Røyneland 2009, 2010). Norway thus also provides an excellent case for scrutinizing ideological tensions among global and local concerns involving language and the potential consequences this may have on multilingual competence. The need for a research

center on multilingual acquisition and use is recognized and called for officially, most recently in the Norwegian Official Report (2010). Oslo is a suitable site for a CoE on multilingualism as about 1/4 of the inhabitants have a so-called immigrant background (SN, 2012). The point of departure for the research team at *MultiLing* will be Norway; however, the goal of the CoE is to serve as an international platform for attracting scholars who are interested in an interdisciplinary approach to the study of multilingualism in society across the entire lifespan, beyond Norway.

4. Research activities at *MultiLing*

The Center will be organized around three mutually dependent and interrelated **Themes** (4.1), which constitute the CoE's research activities, and address the major research questions in 2 above:

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

Furthermore, there will be three **Colloquia** (see 4.2) the function of which is to ensure a common perception of concepts and direction of research and to provide conceptual and methodological arenas across disciplines through which researchers can integrate and synthesize their work, as well as emphasize the social relevance of *MultiLing's* research.

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

The Colloquia consist of seminars, workshops, summer schools, and other scientific activities that gather the scientists across the three Themes in collaboration with international scholars.

4.1 The Themes

The research to be carried out in the Themes involves basic, yet still unresolved issues. The challenge for each Theme will be to develop new conceptual and analytic tools for addressing cross-disciplinary questions. The Themes are interrelated but each has a particular focus. Theme 1 focuses on the ***individual's knowledge of language*** through the investigation of linguistic forms and meanings that are acquired, represented, potentially impaired or lost across the lifespan. Theme 2 focuses on the ***individual in social interaction*** – on use-related aspects of multilingualism. Theme 3 focuses on ***society*** – on language policies, ideologies, and management at the societal level through various social institutions.

Theme 1: Multilingual competence across the lifespan

Theme leaders*:* Anne Golden and Kristian E. Kristoffersen
Research questions for Theme 1:

- What characterizes multilingual competence across the lifespan?
- How is multilingual competence acquired, and how does it change across the lifespan?
- How can we differentiate between typical processes of multilingual acquisition and processes associated with language impairment?
- How is multilingual competence affected by developmental and acquired language impairment?

A major premise in multilingual research is that multilingual competence is governed by the *complementarity principle* (Grosjean 2008). This implies that multilingual speakers are rarely fluent in all skills in all of their languages, as they acquire and use their languages for different purposes, in different domains of life, with different people. Multilingual competence differs in terms of onset of exposure to each language, and the sociolinguistic context within which the languages are used. Knowledge of *code-switching*, the use of two or more languages in the same discourse or within the same utterance, is a defining feature of multilingual competence. Hence multilingual competence encompasses not only knowledge of each of the languages in the speaker's repertoire, but also knowledge of how these languages come in contact in use. This view of multilingual competence empha-

sizes the critical interaction and reflexive relationship between linguistic knowledge and linguistic practice (cf. Theme 2).

The development and variation in early linguistic skills of typically developing monolingual children is generally well described for Norwegian and in crosslinguistic studies (e.g. Kristoffersen & Simonsen 2006, Yavas *et al.* 2008, Kristoffersen *et al.* 2012). However, there is a need for studies on early multilingual acquisition in the Norwegian context (cf. Norwegian Official Report 2010: 381). Internationally, the study of the development of formal aspects of linguistic competence in bilingual first language acquisition has greatly expanded the past decade, yet there is still a dire need for studies that critically examine the impact of language input on multilingual acquisition (Lanza 2004, De Houwer 2009). In many families and educational contexts, furthermore, the acquisition of three languages is the rule rather than the exception, especially with the onset of English in school. A better understanding of the acquisition and use of three or more languages across the lifespan is indeed needed (Quay 2011). In Theme 1 both cross-sectional and longitudinal studies will be carried out on bilingual and multilingual first language acquisition, as well as early and late second language acquisition, and involving different language combinations. These studies will also involve language development in school contexts (e.g. Turker 2009). As different school tests (cf. Theme 3), such as PISA and PIRLS, show gender differences in minority students' performance, gender will also be addressed in these studies.

In second language acquisition research, the acquisition of syntax and morphology, both internationally and in Norway, has traditionally dominated (Golden, Kulbrandstad & Tenfjord 2007). However, the importance of the lexicon in acquisition and in developing literacy skills has gained impetus (Golden 2010, in press). Moreover, the effect of crosslinguistic transfer has in recent years received increasingly more attention with a focus on *conceptual transfer* (cf. Pavlenko 2011). In Theme 1 we will address these issues; the outcome of lexical and transfer studies has not only theoretical interest but is of value to educators. We will undertake studies of lexical comprehension and use of various word categories by multilinguals at different ages, with respect to different modalities and genres. Moreover, with the current interest in the role of emotions in multilingual acquisition and competence over time, we will explore how emotions affect language processing and language use (Dewaele 2010).

A hitherto neglected field of inquiry in multilingualism concerns language and communication among the elderly (but see de Bot & Makoni 2005). Recent studies demonstrate that people may restructure their individual repertoires much more than was earlier believed, as also demonstrated in studies of first language attrition among migrants in a multilingual context (cf Schmid 2010). Nevertheless, there is a need to achieve a better understanding of how multilingual competence changes across the lifespan, and if there are differences between men and women.

Not all children develop language as expected. Studies of atypical language development, such as specific language impairment in bilinguals, are clearly needed, as acknowledged in the ongoing COST action biSLI. Diseases and accidents may cause language impairments in all age groups. With increased age there is an elevated risk of language disorders caused by focal damage to the language dominant hemisphere (aphasia) and Alzheimer's disease. There are many studies on monolingual individuals with acquired language disorders, including aphasia and Alzheimer's disease (e.g. Moen 2006; Lind, Moen & Simonsen 2007), but rather few studies include multilingual speakers with these language disorders (but see Lorenzen & Murray 2008). Further understanding of developmental or acquired language disorders may in fact contribute to our theoretical knowledge of the structure and functioning of language in the non-damaged brain in general. Research has shown that by investigating atypical behavior, we can learn more about typical behavior and thus advance theory. Such language disorders are enduring and costly for the individual (in the form of diminished quality of life), as well as for society.

Assessment tools as well as different diagnostic tests are used in various settings, and the results may have important consequences for the individual. With regards to multilinguals, the tests often have a monolingual bias and hence need to be critically reviewed (cf. Theme 3). Also speakers with developmental and acquired language disorders need to be tested by appropriate tools in order to benefit from speech and language therapy. It has been acknowledged that educators and health care

personnel neither have the knowledge nor the assessment tools to identify multilingual children with language disorders. Consequently, multilingual children, and especially second language learners in childhood, are at risk for both over- and under-identification with respect to language disorders and learning disabilities. For multilingual speakers with acquired language disorders, it is vitally important that both/all of the speaker's languages be assessed in a comparable manner, given that the language impairments are not necessarily similar in the various languages. All such tests need to be theoretically motivated. It is also essential that relevant norms based on non-language impaired multilingual speakers be established.

The outcomes of Theme 1 will be theoretically informed analyses (including theoretically informed assessment tools) of multilingual competence: multilingual speakers' knowledge of vocabulary (lexicon/ semantics), sound structure (phonology), word structure (morphology), phrase and sentence structure (syntax), and communicative ability, including analyses of how these linguistic characteristics evolve in acquisition and in language use, how they might vary according to social background variables, including gender, and how they are changed by acquired language disorders and/or normal aging.

Theme 2: Multilingual language choice and practices across the lifespan

Theme leaders: Bente Ailin Svendsen and Jan Svennevig

Research questions for Theme 2:

- How do various linguistic practices emerge, how are they sustained, and how do they change across the lifespan through the social and cultural activities people engage in?
- How are children, adolescents and adults socialized to learn and use two or more languages in various domains and stages of life?
- How are language choices and linguistic repertoires negotiated through social communication technologies across linguistic borders?
- What sorts of conversational strategies characterize successful communication in multilingual and intercultural workplaces, and health care and other public institutions?

The focus of Theme 2 is on how multilingualism unfolds in interaction across the lifespan, and how various linguistic practices emerge, are sustained and change across the lifespan, in various domains such as the family, friends, and at school, the workplace, and health care and other public institutions. The linguistic practices will be explored and compared from different perspectives, ranging from structural descriptions of linguistic resources reflecting multilingual competence (cf. Theme 1), through the way in which these resources are used and negotiated in face-to-face interaction and in digital communication, highlighting the relationship between language use, social background variables such as gender, class, and ethnicity, and the way we come to feel about, relate to, and conceive of these ways of talking (cf. Theme 3). Research in Theme 2 will focus on language choice in various domains and communities of practices and the alternate use of two or more languages in interaction, code-switching. Studies on language choice and code-switching have shown that mixed linguistic practices serve important pragmatic and social functions, including social positioning, negotiation of identity and language play. Moreover, there are studies demonstrating the significant role code-switching plays in early language socialization, in child-parent interaction (e.g. Lanza 2004). However, there is a need to achieve a better understanding of how language socialization is conducted in different home environments (De Houwer 2009; NOU 2010: 381; Quist & Svendsen 2010). Family language practices and policies (cf. Theme 3) are important as "they shape children's developmental trajectories, connect in significant ways with children's formal school success, and collectively determine the maintenance and future status of minority languages" (King, Fogle & Logan-Therry 2008: 907). Children are indeed socializing agents and can engage interactionally in talking language shift into being (Gafaranga 2010).

In Theme 2 we will, furthermore, focus on language *crossing* (Rampton (1995) that implies the acquisition and use of languages that are not generally thought to belong to a particular person or group. Rampton (1995, 2010) found that adolescents in ethnically mixed urban neighborhoods in England used Punjabi, Creole and stylized Indian English to align with shifting outgroups and

cultural forms, thus making 'new ethnicities' possible (cf. Svendsen & Røyneland 2008; Quist & Svendsen 2010; Nortier & Svendsen, forthcoming). An implicit fallacy, however, in the early studies on code-switching and crossing is that language or code was conceived of as distinct and as more or less 'fixed' entities. According to Blommaert (2010), it is necessary to conceive of a speaker's repertoires dynamically and no longer as complete but as "truncated". Parts of a multilingual repertoire will be fairly well developed, while others exist at a very basic level. In Theme 2 we will explore the "truncated" linguistic practices in various activities in which people engage across the lifespan, and in collaboration with Theme 1 explore the reflexive relationship between practice and competence across various age groups. Important issues to be investigated in this regard include identity, voice, agency and emotion (cf. Dyers, Williams & Barthus 2012).

Educational systems across the OECD area are by and large characterized by monolingual norms, a fact that is striking compared to its growing composition of multilingual pupils and the linguistic practices among the pupils themselves (cf. Blackledge & Creese 2010). In Theme 2 we will, in conjunction with Theme 3, explore the relation between code-switching practices and ideologies of multilingualism in the educational system. We will explore the link between ideologies and practices, and *creativity* and *criticality*, two important and closely related concepts that have hitherto been underexplored in multilingualism research, although there is considerable anecdotal evidence for arguing that the ability to use more than one language leads to creative and innovative outcomes for individuals and the societies in which they live (EC 2009, Li Wei 2011).

Multilingualism has also gained impetus through technological innovations. The Internet and the new social media (e.g. Facebook, Twitter) have increasingly brought individuals with different linguistic backgrounds into contact. Furthermore, such sites of interaction are arenas in which language mixing, switching and crossing are performed in new and creative ways, making them excellent sites for analyzing how people use and negotiate their linguistic repertoires and identities. More work is needed to explore more in depth the linguistic practices in such media (Androutsopoulos 2007; Lane, in press). The researchers in Theme 2 will focus on the relations between expressions of cultural identity and linguistic repertoire in web sites and social media texts produced for a linguistically diversified audience. With a lifespan perspective, it is especially relevant to analyze the competencies and practices of the first generation of "native" internet users and youth culture in general: how multilingual individuals in various age groups employ digital technologies, and whether and how digital access and use sustain or challenge social differences. Other forms of written language practices to be investigated include that of the linguistic landscape of a multilingual area (cf. Theme 3).

Multilingualism is becoming a steadily more characteristic feature of workplaces, as a result of both workforce migration and internationalization of companies and organizations. Over the past twenty years, the study of second language conversations in professional settings is gaining prominence (Svennevig 2004, 2012), but detailed analyses of bi-/multilingual interactional practices in naturally occurring workplace talk are still rather scarce. Research in Theme 2 will address the objective of describing empirically linguistic and interactional practices in various multilingual professional settings. Workplace meetings in international and multiethnic workplaces are one arena of special interest. Another is the health care sector, where both the professional staff and the patient population have become increasingly multilingual in recent years. In Norway a special challenge relates to the fact that the large group of immigrant workers who arrived in the 1970s are reaching the age of retirement, and this situation requires new competencies among personnel in geriatric care. The focus of this research will be on how linguistic and cultural differences are exploited as a resource or a challenge in attempting efficient communication and establishing positive social relations between individuals and groups.

The outcomes of Theme 2 will be theoretically founded analyses of language practices in formal and informal environments: 1) among multilingual families and friends; 2) among multilinguals at educational institutions, the workplace, and at health care and other public institutions; 3) in digital communication; and 4) in ethnically mixed urban neighborhoods shaped by immigration and class stratification (see Nortier & Svendsen, forthcoming).

Theme 3: Management of multilingualism across the lifespan: Language policy and ideologies

Theme leaders: Elizabeth Lanza and Unn Røyneland
Research questions for Theme 3:

- How do language ideologies and language policies affect social institutions that deal with multilinguals at various stages across the lifespan?
- What are overt and covert mechanisms social institutions use to produce language policy?
- To what extent does language use in the public sphere reflect or contest language policy?
- What is the impact of the global use of English on important societal domains at the expense of the use and development of the national language(s)?

The degree of multilingualism is highly subject to how language is managed in various social arenas that individuals engage in across the lifespan. And this management or language policy is greatly influenced by language ideology, the set of shared, yet at times contradictory, attitudes and beliefs about language. Language management today is affected by discourses on globalization. Heller (2010: 349) points to the emergence of a globalized new economy "which has, among its consequences, new conditions for the production of language practices and forms and new challenges to current ways of thinking about language". In Theme 3 (with Theme 2) we will in light of critical sociolinguistics (cf. Blommaert 2010, Pennycook 2010) examine how ideologies affect multilingualism at the group and societal levels, specifically through language management, in order to denaturalize hegemonic language ideologies (cf. Lane 2009). Language policy is in fact an intermediary between language ideology and practice. And it is "through a variety of overt and covert *mechanisms*, used mostly (but not exclusively) by those in authority, that languages are being manipulated and controlled so as to affect, create and perpetuate 'de facto' language policies, i.e., language practices" (Shohamy 2006:xv). In Theme 3 we will investigate the impact of language policy across various social institutions that "manage" multilingualism across the lifespan such as the family, school, workplace and various service institutions including those for the elderly, as well as national and supranational authorities. Theme 3 provides a larger social framework for understanding multilingual competence and practices investigated in Themes 1 and 2.

Within a European framework, policies have been enacted to protect and promote various languages that are threatened in one way or the other. These policies inevitably contribute to ideological stances at the national or supranational level towards the status of the languages. The goal of the *European Charter for Regional or Minority Languages* is to protect and promote regional and minority languages in Europe, with two levels of protection. Norway has signed and ratified the Charter in regards to historical minorities. Minority languages of new immigrants are not included, nor is Norwegian Sign Language, which is elevated in the Norwegian White Paper *Språkmeldinga: Mål og Meining*, an important document that outlines Norwegian language policy. In conjunction with this, the Norwegian language commission *Språkrådet* issues yearly reports on various language policy areas (cf. *Språkstatus*). At *MultiLing* we will investigate how particular policy documents promote and reinforce certain ideologies concerning multilingualism and how this may bear on various multilingual processes and practices (with Themes 1 and 2).

Family language policy is a newly emerging field, defined as "explicit and overt planning in relation to language use within the home among family members" (King, Fogle & Logan-Therry 2008); it provides an integrated approach to studying how languages are managed, learned, and negotiated within families. It addresses the role of language ideologies in shaping family language practices, and the connection between different family language policies, such as the one person–one language approach, and child language outcomes (cf. Lanza 2007, Lanza & Svendsen 2007). In this, the gender variable in language socialization into multilingualism is a neglected field of inquiry. We will address these issues in collaboration with researchers working on Themes 1 and 2.

Educational policy is outlined in official documents in which literacy practices are emphasized as basic skills in all subjects in the curriculum, and textbooks are developed accordingly. However, the extent to which linguistic and cultural information relevant for minority language students is taken into account can vary, as has been shown in research on the comprehension of metaphors in

textbooks among minority language students (Golden 2010). In Theme 3 we will investigate issues concerning school curricula, textbooks, and language instruction in relation to multilingualism and language policy. Along with researchers on Themes 1 and 2, we will investigate such school issues in relation to multilingual competence and practice. Furthermore, we will critically evaluate various language proficiency tests that provide the basis for language assessment, particularly of adults, in relation to various gate-keeping policies involving immigrants. These tests, even at the lower level, are increasingly used as official regulatory mechanisms, for example, in visa applications and applications for citizenship and there is a need to critically analyze their conceptualizations of language and multilingual competence (Shohamy 2011).

Language ideology can also be investigated in light of an area's linguistic landscape, the use of languages on signs in the public sphere, a new approach to the study of multilingualism. This is a growing field that investigates various semiotic dimensions of signs in multilingual areas (e.g. Lanza & Woldemariam 2008; Shohamy, Ben-Rafael & Barni 2010). In Theme 3 we will investigate the linguistic landscape of multilingual localities in light of language policy and language ideology in collaboration with Theme 2. In a globalized new economy, language has become a commodity, and multilingualism is also exploited in tourism through shop signs in many languages, particularly English. It is well established that certain areas of public life, such as tertiary education and business in Norway, are heavily influenced by English and hence national languages may face the loss of important domains. Critical theoretical approaches to discourses of endangerment provide the basis for investigating these various ideologies (Duchêne & Heller 2006).

The outcomes of Theme 3 will be theoretically founded analyses of 1) how language policies and ideologies affect language choice in families of various multilingual groups; 2) how educational materials and tests take into account the nature of multilingual competence; 3) how written language use in the public sphere reflects, contests or sustains language policy; and, 4) how various institutions accommodate to the socio-cultural and linguistic needs of multilinguals in current society, including the use of English. The multilingual challenge concerns all who do not possess the necessary multilingual skills necessary for both personal and professional opportunities in contemporary society (cf. SSH 2013). How these challenges are met and potentially resolved will be investigated across various institutions dealing with multilinguals from preschools to institutions for the elderly. The studies in Theme 3 will hence address the impact of language ideologies and policies on *becoming*, *acting* and *remaining* multilingual across the lifespan.

4.2 The Colloquia

Each colloquium will provide an arena and a particular focus for research collaboration across the Themes. Each will be set up over different stretches of time throughout the ten years of the Center's activities (see Table 3).

Colloquium 1: Bridging psycholinguistic and sociolinguistic approaches to multilingualism

The overall goal of this colloquium is to link various approaches to multilingualism. At the onset of the Center's first period, researchers across the Themes will meet to discuss different theoretical concepts involved in research on multilingualism. This colloquium will hence serve as a platform for assuring a baseline of common understanding of the work to be accomplished across the Themes. A discussion of the challenges of documenting and assessing multilingual competence will be on the agenda. This colloquium will also be a platform for discussing the integration of projects across the Themes – theoretically, methodologically and practically; for example, research on family language policy from Theme 3, involving the study of language ideologies in language socialization in multilingual families, and how this relates to language maintenance or shift will be a starting point for a research project in Theme 2, which will focus on language practices in a sample of families. The children in these families may be excellent candidates for a longitudinal study of bilingual or multilingual language acquisition, either as a first language or with one or more of the languages as a second language – a focus in Theme 1. Such collaborative projects will involve MA, doctoral and postdoctoral candidates and will be planned and initiated during Colloquium 1. Similar collaborative projects will be planned and initiated involving participants from other age groups, including various

social variables such as gender, class, and ethnicity. The focus in this Colloquium will be at the onset and also at the final period of the Center's activities (cf. Table 3), as a means of assessing our research at the end of the 10 years.

Colloquium 2: Maximizing the impact of quantitative and qualitative approaches to the study of multilingualism: Research tools for analysis

Colloquium 2 more specifically deals with research methods. The overall goal of this colloquium is to take full advantage of various methodological approaches to the study of multilingualism across the various age groups. Traditionally, sociolinguistic and psycholinguistic approaches to multilingualism have employed rather different methodological tools. This colloquium will be the forum for discussing, debating, and applying quantitative and qualitative methods in ways that include, reconcile and challenge traditional methodological approaches in order to integrate the two research disciplines.

A comprehensive investigation into the linguistic and communicative competence of multilingual individuals requires a variety of research methods. These may range from standardized language assessments via self- and other reports of language skills and psycholinguistic experiments to action research and analyses of more or less naturally occurring discourse data (e.g. elicited narratives, analysis of conversation), as well as ethnographies. For the recordings to be maximally useful they must be transcribed, tagged and put into a searchable corpus. There are excellent opportunities for establishing and using corpora at the Text Laboratory, UiO, with already existing corpora that may be used for our research at *MultiLing*.[2] In this colloquium, once the individual projects have started, scholars across the three Themes will meet to present and discuss the various methodological approaches they have begun using and/or envisage using in the respective projects. The second period will open with a continued focus on methods used in progress (cf. Table 3).

Colloquium 3: Addressing social relevance in the study of multilingualism across the lifespan

The overall goal of this colloquium is to work systematically with the social relevance and impact of the research at *MultiLing* within the lifespan perspective. Although dissemination will be on our agenda throughout the 10-year period (see 8), this colloquium timed at the end of each 5-year period will focus on concerted efforts to link research to the reality of the relevant stakeholders and user groups. Our research addresses issues at the forefront of the scientific field, and we will concurrently investigate how the work we undertake can have social relevance for various groups across the lifespan. We will integrate the research findings of the various projects from the three Themes across the lifespan in light of social reality. For example, one important focus in this Colloquium will be on evaluating the validity and reliability of various public assessment tools (cf. Theme 3) in light of our findings on the individual's multilingual competence (Theme 1) and in light of linguistic practices (Theme 2) and management (Theme 3). The research at *MultiLing* will develop in close contact and interaction with relevant user groups, such as personnel in preschools, educators, policymakers, work forces and management levels, and health care personnel. Hence the study of multilingualism will be truly anchored in society across the lifespan.

5. The Organization of *MultiLing*

The core CoE research team at the outstart (cf. Table 1) comprises scholars from the University of Oslo (UiO) – the Department of Linguistics and Scandinavian Studies (ILN), as well as two researchers from StatPed national competence centers with whom UiO has cooperation agreements (* in Table 1). The members of this team have carried out a considerable number of studies in bilingualism/multilingualism and linguistic diversity, from both a psycholinguistic and sociolinguistic perspective, and covering various age groups, or have competence in crosslinguistic clinical linguistics and language acquisition from psycholinguistic and neurolinguistic perspectives, covering the entire lifespan. Each researcher in the core team brings to the CoE a unique expertise. Both the Center leader Elizabeth Lanza and Researcher Emel Turker-van der Heiden have an immigrant background. Researcher Pia

[2] The Text Laboratory has recordings from the Norwegian language in the U.S., from the 1930s and up to 2012, which are an exceptional resource for the study of language attrition in light of migration (Theme 1). There are thus complementary recordings of Norwegian as a majority and minority language, an excellent point of departure for comparisons on many levels.

Lane has an historical minority background.

ILN provides an ideal setting for the proposed CoE. It has been the host institution for two relevant nationally funded research projects in which members of this CoE have participated. The Oslo part of the national UPUS project *(Developmental Processes in Urban Linguistic Environments)* focuses on spoken language among youth in multiethnic environments in Oslo (Røyneland, Svendsen). The interdisciplinary SKI project (*Språk, Kultur, Identitet*) focuses on language, culture and identity in migrant narratives (Golden; Lanza, project leader). The University of Oslo, moreover, with ILN as the host, was the venue of the world premier conference in multilingualism ISB8 - International Symposium on Bilingualism (June 2011). In 2010 ILN hosted ICPLA 13 (International Clinical Phonetics and Linguistics Association) in Oslo, including contributions on multilingualism.

Table 1. *The core research team members in Oslo and their distribution according to Themes (T) (cf. 4.1). L=leading role; x = membership.*

CoE Members *Center Leader*	**T 1**	**T2**	**T3**	**Expertise**
Elizabeth Lanza	x	x	L	Professor of Linguistics: bilingual first language acquisition, language socialization in the multilingual family, identity negotiation in migrant narratives, language ideology and language policy.
Core research team in Oslo				
Anne Golden	L	x	x	Professor of Norwegian as a L2: Vocabulary in a L2 – acquisition, comprehension and use; metaphor analysis, within a cognitive perspective; crosslinguistic influences in L2; multiliteracies.
Janne Bondi Johannessen	x			Professor of Linguistics: Director of the Text Laboratory, UiO; syntax, theoretical linguistics with recent work on language contact – the Norwegian language in the US.
Kristian E. Kristoffersen	L			Professor of Linguistics: Typical and atypical language development in children within a cognitive perspective.
Pia Lane		x	x	Researcher RCN: Multilingualism, code-switching, language standardization, minority language policies, language ideology, national minorities.
Marianne Lind, *Bredtvet**	x	x		Researcher: Neurolinguistics, clinical linguistics, interactional sociolinguistics: language impairment in aphasia
Inger Moen	x			Professor Emerita: Phonology/phonetics and neurolinguistics, clinical linguistics; she has published widely on theoretical and empirical consequences for language as a result of brain damage.
Else Ryen			x	Assoc. Professor of Norwegian as a Second Language: Specialist in educational policy in Norway.
Unn Røyneland		x	L	Assoc. Professor of Scandinavian Languages: Linguistic diversity, language and dialect contact, linguistic norms and ideology; linguistic practices among adolescents in multilingual environments.
Hanne Gram Simonsen	x			Professor of Linguistics: Crosslinguistic studies of child language acquisition; aphasia and Alzheimer's disease. Both Moen and Simonsen have developed assessment tests within the above-mentioned areas.
Bente Ailin Svendsen	x	L	x	Professor of Norwegian as a L2 and Scandinavian Linguistics: Multilingualism among migrant children and adults; language use and identity constructions among adolescents in multilingual urban contexts.
Jan Svennevig		L	x	Professor of Rhetoric and Communication: Understanding in interaction between social workers and minority background clients; lingua franca interaction in business meetings in international companies.
Emel Turker-van der Heiden, *Skådalen**	x	x	x	Researcher: Multilingual language acquisition especially involving a Turkish background, code-switching, language choice among migrant children and adults, and deaf children with a migrant background.

The **Center Leader** Elizabeth Lanza is a Professor of Linguistics. She has documented leadership experience and demonstrated commitment to research training of both MA and PhD candidates. She is a sociolinguist who has also applied psycholinguistic approaches to her work, particularly on

bilingual first language acquisition. The Center leader monitors the progress of the research and has the ultimate responsibility for research and budget, and reports to the board of the host institution, which will be ILN at UiO. As *MultiLing* is in essence a University of Oslo endeavor, there will not be a need for a board of directors to coordinate activities. *MultiLing's* **Head of Administration** will be in charge of all administrative affairs. The **Administrative Officer** (50% position) will have the responsibility for communications management (webpage, media, etc.).

The **Theme leaders** (cf. Table 1) will at the establishment of the Center form a **core group**. The core group will regularly discuss and decide on the progress of the research and future plans. Every year the core group prepares an implementation plan that will be discussed with the international Scientific Advisory Committee (see below) at their annual meeting.

International scholars who are specialists in multilingualism in childhood, adolescence, adulthood and aging will form the **Scientific Advisory Board (SAB)**. Each member of the SAB is an internationally acclaimed scholar in his/her respective field of research in multilingualism. The scholars are invited to work with particular Themes that encompass the focus of their individual expertise (see Table 2; the individual Letters of Intent provide further specification of the individual commitments), and they will also participate in the colloquia.

Table 2. *International Scientific Advisory Board: Contribution to particular Themes*

CoE International Scientific Advisory Board	T 1	T2	T3
Peter Auer		x	
Kees de Bot	x		
Annick De Houwer	x	x	x
Marianne Gullberg	x		
Rajend Mesthrie		x	x
Loraine Obler	x		
Aneta Pavlenko	x	x	x
Ben Rampton		x	x
Elana Shohamy	x	x	x
Christopher Stroud		x	x
Brendan Weekes	x		
Li Wei	x	x	x

While each scholar has a specialization in a field more closely related to either psycholinguistics or sociolinguistics, a range of backgrounds is represented. The core research team and the SAB contribute to a truly multi- and interdisciplinary Center. The SAB will have an advisory function. As the members will participate in the activities of the Center, they will gain an inside view of the ongoing activities – a vantage point for providing regular feedback and recommendations. The members of SAB will be invited to an annual meeting at which they will discuss the proposed implementation plans for each Theme. They will also read the annual reports written by the Center leader and provide feedback and commentary.

6. Internationalization and local networks: *MultiLing's* research partners

To robustly strengthen the multi- and interdisciplinary approach to the Center's work, we will collaborate in research activities and international mobility with researchers and research institutions that are part of our international network from Europe, North America, Africa and Asia (See the Letters of Intent, including overview of collaborators, their institutional affiliation and their participation in relevant Themes). As the work of the Center progresses, this network will surely expand. We have, moreover, strong national/Scandinavian/Nordic networks with researchers at various institutions of higher education. At UiO we have invited collaborators from the Faculty of Education, including relevant researchers at the newly established Center of Excellence in Education. We will also collaborate with multilingualism researchers from CASTL, an exiting CoE.

7. Research Training and Recruitment

Recruitment will have high priority at *MultiLing* so as to ensure a critical mass for the continuation of the Center's activities over time. *MultiLing* will provide intensive PhD training through a Graduate School in multilingualism, which we envisage establishing at the University of Oslo. We will be able to gain from CASTL's experience with such a program, as the multilingual group at CASTL is one of our institutional collaborators (cf. CASTL's letter of intent). *MultiLing* will offer a variety of relevant PhD seminars at which *MultiLing's* candidates, as well as the candidates of our collaborators, will be able to participate. Our collaborators will be able to offer relevant seminars that will be part of *MultiLing's* total course offerings. The graduate candidates at *MultiLing* will be encouraged to incorporate

research stays at our collaborators' institutions as part of their candidacy. We envisage, moreover, the co-supervision of doctoral candidates by our collaborators. In our budget we have 13 doctoral fellowships (8 financed by our own institution). Furthermore, we have in our budget funds for 5 postdoctoral grants. We also have current fellows working on relevant topics who will be attached to the Center. Moreover, we will continue to apply for external financing. We will aim for a gender balance. All three Themes are equally important in our research agenda and hence the fellowships/grants will be distributed accordingly.

In order to create a stimulating research environment for all researchers at *MultiLing*, working seminars will be organized. Our collaborators will be invited to give lectures, open to everyone, and also to function as commentators and resource persons at the seminars. As an important recruitment strategy for the Center over time, BA and MA courses will also be taught involving *MultiLing*'s researchers. We will actively contribute to the development and teaching of a joint Nordic MA program in sociolinguistics, including multilingualism, at our host institution in collaboration with Copenhagen University and Stockholm University (cf. *Strategy Plan ILN2020*). Another important aspect in this regard concerns encouraging the recruitment of potential students/scholars from among the minority linguistic groups that we study, and particularly women. *MultiLing* will, furthermore, encourage and facilitate international mobility for young scholars, particularly to the institutions of our collaborators.

8. Project timetable for the Center, including communication of results

A timetable of activities is provided in the application form with the timing of the grant and fellowship announcements also specified in the project budget. Table 3 provides an overview. The Center will officially open on June 1, 2013, the start of Year 1.

Table 3. *Timeline of MultiLing's activities. Shaded areas indicate time periods during which activities will take place (see above) while x's indicate a one day event.*

Themes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
T1: Multilingual competence across the lifespan										
T2: Language choice, practices, and change across the lifespan										
T3: Language management across the lifespan: Language policy and ideologies										
Colloquia										
C1: Bridging psycholinguistic and sociolinguistic approaches to multilingualism										
C2: Maximizing the impact of quantitative and qualitative approaches to the study of multilingualism										
C3: Addressing social relevance in the study of multilingualism across the lifespan										
Research training programs										
PhD/MA training program: Graduate school, summer schools, graduate courses										
Annual lectures										
Multilingualism and Linguistic Diversity Day lecture (21 February[1]) Open public lecture	X	X	X	X	X	X	X	X	X	X
Einar Haugen[2] *lecture – The European Day of Languages* (September 26)	X	X	X	X	X	X	X	X	X	X
Dissemination of results to public & stakeholders										
Media presentations, reports, interaction with user groups										
Language Exhibition at Capital Museum										

[3] The International Mother Language Day, February 21, proclaimed by the General Conference of UNESCO in November 1999, has been observed yearly since February 2000 to promote l*inguistic and cultural diversity and multilingualism.*

[4] Internationally acclaimed Norwegian-American Einar Haugen was a pioneer in the study of bilingualism and language policy.

A kick-off conference and a closing conference will be held. Seminars will be held each semester throughout the ten-year period. Each researcher will present his or her work at least at one international conference per year, and have publications in leading international journals. In order to stimulate research on multilingualism, the Center will aim at organizing summer schools, announced internationally, open to all doctoral and postdoctoral candidates in Norway for attendance, and possibly also to MA students: one to two-week intensive courses with lectures and seminars; these courses will be able to be included in the course offerings for the Graduate School candidates (see above). Invited collaborators, in addition to Center members and SAB members, will participate in the summer schools. Research-based teaching is an important instrument for building up competence in the field and providing insight into interdisciplinary approaches to the study of multilingualism. In our timeline there will also be bi-annual lectures with specially invited guests. A goal for *MultiLing,* and thus a concerted effort of the entire team, during the second 5-year period, will be to produce several volumes representing a synthesis of our teamwork.

For our research to be useful for the individual and for society, close contact and interaction with the relevant user groups are important goals. Many of the Center's researchers have a track record of media participation and practical engagement with user audiences. Dissemination to the public and to stakeholders will be in the form of media presentations and reports. Moreover, the results of our research will be communicated back to relevant communities through open lectures and meetings. ILN will launch a "Language Exhibition" in conjunction with *Hovedstadsmuseet* (Capital Museum) in 2014. The Center will aim to contribute to the multilingualism dimension of this exhibition. The Center's work will contribute to discerning fact from fiction in how multilingualism is perceived. As Sorace (2006: 193) notes, "Bilingualism is still surrounded by false beliefs and misunderstandings, even among the otherwise educated and scientifically-minded".

9. Added value

Although the core research team comprises already active and productive scholars, it is only through the establishment of a CoE and its activities that these researchers will have the opportunity to engage in the *long-term integrated collaboration* of the kind outlined for *MultiLing*, with other Norwegian, Nordic and international scholars as partners, as envisaged. Through our international partners we will have access to psycholinguistic/neurolinguistic laboratories and other research infrastructure. Our collaboration with the invited international partners, many of whom are leading scholars in their respective fields, will accentuate the visibility of the proposed Center and hence contribute to its value on the international scene. Such prestige will truly attract further interesting research collaborators. Moreover, on a more local scale, the proposed CoE will strengthen ties across faculties at the host UiO, as well as ensure and further consolidate collaboration at the Scandinavian and Nordic levels. The integrated approach that is advocated for *MultiLing* is an urgently needed one in the research field of multilingualism, and hence the establishment of the proposed CoE has great potential for making a substantial contribution to the field. Such an attractive research environment in multilingualism will, moreover, provide a much-needed platform for recruitment to this increasingly important field of inquiry. Our databases will be available for current and future research on these timely issues. Our vision for *MultiLing's* role in the national research system is embodied in our proposed Graduate School anchored at *MultiLing*. Our course offerings will not only add to the portfolio of possibilities for candidates in linguistics but also to other relevant disciplines that deal with migration and multiculturalism. This also includes courses at both the BA and MA levels that will be offered by *MultiLing's* core researchers.

10. Exit strategy

UiO has announced the possibilities of funding for CoEs as part of an "Exit Strategy". UiO aims to become a leading university and has high ambitions for the future. With its broad range of disciplines and various national responsibilities, UiO is aware that academic breadth nourishes excellence. Therefore UiO seeks to have a balance between high-performance academic units and the development of new academic units. In accordance with its strategic plan *Strategy2020*, UiO has established

mechanisms to preserve expertise and other outcomes from temporary initiatives such as CoEs. These mechanisms include an annual transfer of NOK 2 million to the host faculty or museum of a CoE. The means are to be spent strategically through both the center lifespan of 5+5 years and for the years after (cf. The University of Oslo's Board decision of June 22 2010, V-sak 5). As the core Norwegian researchers at *MultiLing* are located at the same department, we do not foresee any major reorganization problems. The residence of the proposed CoE will have enhanced the department to a significant institution for teaching and research in multilingualism from an interdisciplinary perspective. Indeed the added value of *MultiLing* will be the promotion of research recruitment, more national and international interdisciplinary cooperation and the potential to attract further financing for continued research on multilingualism, extending beyond the Center's years.

11. Environment, ethics and equal opportunity

Consideration of the environment is closely linked to research ethics. All research activity will take heed of ethical aspects in regards to data collection and analysis conforming to the requirements of the *Norwegian Data Inspectorate* and as administered through the *Norwegian Social Sciences Data Services* (NSD), its partner for implementation of the statutory data privacy requirements in the research community. Research in the social sciences is often about power relationships, and there are possibilities for developing a research agenda through which both the researcher and the researched can benefit: research *on, with* and *for* social subjects (cf. Lanza 2008) (cf. Colloquium 3). The ethical issues raised here will be an integral part of any aspect of the Center's work. Feedback to minority communities will be a priority for the Center (cf. Colloquium 3). Moreover, funds will be set up in the budget for assistance from the relevant minority groups for various steps in the research process. *MultiLing* addresses the issue of equal opportunity and the gender perspective. The leader of the Center is a woman; moreover, most of the scholars in the Center's starting research team are women with 66% female Theme leaders. We will aim to have a gender balance. *MultiLing* will, moreover, address equal opportunity in recruitment and promote academic advancement for minorities, especially women, at the Center. The gender perspective, furthermore, is to be addressed in the proposed research for the Center (cf. the Themes).

12. Budget

Of a total annual budget of approximately NOK 32M, half stems from our own funding and funded projects. We will receive NOK 14.5 annually from the Research Council, including NOK 4.2M in funds for research activities, some of which are appropriate to common activities for all 3 Themes, including the Colloquia, the Graduate School, seminars and meetings. The rest is evenly distributed across the 3 Themes and will be used for research activities, including costs for developing research infrastructure: data transcription and the building of databases for our research. The remaining amount of the annual funds will go to doctoral and postdoctoral fellowships, and infrastructure, including salaries (Director, Head of Administration, Administrative Officer) and overhead.

13. *MultiLing*'s identity as a CoE

There is no current CoE that addresses the issues in focus for *MultiLing* with a linguistic perspective. CASTL, whose focus has been on formal linguistics, will soon phase out as a CoE. Certain researchers at CASTL initiated work on multilingual language acquisition and we will collaborate with those researchers. The proposed *Multiling* Center holds a unique identity among other research centers in Norway, and indeed internationally it has the potential to attract many talented scholars due to its interdisciplinary approach. The Center's work will truly provide new knowledge that will, furthermore, be passed on to the new generation of scholars through the active recruitment policy that is planned. Without the funding and status as a Center of Excellence, this proposed integrated and ambitious research agenda will surely not be able to be accomplished.

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