

MultiLing Annual Report 2017

The Head of Department's Introduction

by Piotr Garbacz

Head of the Department of Linguistics and Scandinavian Studies (ILN)

Even before I became Head of Department in January 2017, I had clear ambitions for the Department's research and teaching. During my time here as a postdoc and later as an associate professor, I was very intrigued by the scope and quality of the work the Department carried out in these two domains. What MultiLing — Center for Multilingualism in Society across the Lifespan has been doing in research, teaching, and public outreach over the past four years has exceeded some of the goals I initially set for the development of ILN's work. Once I became Head of Department, I was immediately very impressed by what the Center had accomplished in a relatively short period of time, and this made me very confident that we would achieve building a greater and even more societally relevant department in the years to come.

The importance of the societal relevance and public dissemination of MultiLing's work seems to be a cornerstone of the Center's academic philosophy. Their plans for a new international master's program also reassures me of MultiLing's continued commitment to their interdisciplinary approach and research-based education, since it will combine social and cognitive approaches to multilingualism in society and the individual — one of our era's most challenging topics in education and immigration. Our students will also be able to make good use of the Center's brand new socio-cognitive laboratory, an important asset for producing new cutting-edge research. This proposed MA program will certainly make for an innovative proposal and a direct measure to address the University's *Strategy 2020* and the report *Evaluation of the Humanities in Norway*, and their emphasis on cross-institutional collaboration and advocacy of the humanities. After all, we must remember that society has grown very dependent on our department's expertise, and MultiLing's efforts are very much directed towards expanding this research-based knowledge and making it available to everyone.

The Department is lucky to have not only so many highly skilled and dedicated employees, but also a body of researchers, lecturers and administrative staff who are genuinely pleasant and interesting to work with. I do not think we have built institutions such as MultiLing on a passion for language alone, but also on our interest in people and collaborative work. I have had the pleasure to work closely with researchers and administrative staff from MultiLing on several occasions, and I think the Center constitutes a prime example of a tightly knit group of people who appreciate each other's company and work well together, despite the apparent disciplinary gaps between fields of research. I would yet again like to emphasize how much it means to the Department and me that we have such a vibrant research environment that invests heavily in its community of national and international employees and affiliates, at the same time that it is in the forefront of linguistic research on society and the individual.

Piotr Garbacz

Head of the Department of Linguistics and Scandinavian Studies

Center Director's Introduction

by Elizabeth Lanza

The year 2017 was a very busy year for MultiLing. The team expanded and was reinforced by the hiring of two new doctoral research fellows, six new postdoctoral fellows, and a new Research Professor. Moreover, two researchers in second language acquisition have joined MultiLing from the Department. Our international cooperation was further strengthened by several long-term guest researcher stays at MultiLing, and through several of our team members' research stays at collaborative institutions abroad. Five of our doctoral research fellows successfully defended their theses. An impressive number of events, both big and small, were held throughout the year, including a conference to launch forensic linguistics as a new area of research at MultiLing.

The MultiLing team

Professor Aneta Pavlenko (USA) joined MultiLing as a Research Professor in 2017, bringing to the Center international expertise in a broad range of topics in multilingualism. Doctoral and postdoctoral fellows were hired to work on MultiLing's World-leading status projects on multilingual aphasia, multilingualism and computer-mediated communication, and multilingualism and globalization. Five fellows completed their tenure at MultiLing and moved on to new career avenues.

Doctoral defenses

Five of our doctoral research fellows successfully defended their theses in 2017. Jakob Wiedner, Yeşim Sevinç, Kamilla Kraft, Maimu Berezkina, and Pernille Hansen can all now proudly call themselves doctors. Their dissertations are indeed a milestone for MultiLing, and their dissertation defenses mark the finale of MultiLing's first generation of doctoral fellows. Their innovative works contribute to the interdisciplinary scope of research conducted at MultiLing, and are strong contributions to the field of research on multilingualism. Well done!

Conferences and hallmark events

Throughout the year, the Center has had many events, with the autumn being particularly busy. A definite highlight for MultiLing this year was the University of Oslo's award of Honorary Doctorate to Professor Ellen Bialystok (York University, Canada), world-renowned authority on bilingualism across the lifespan. On September 1, Bialystok visited the University of Oslo, and gave an open lecture entitled *Lifelong Bilingualism: Reshaping Mind and Brain*. Our language exhibition *Oslo sier: Språk i byen* ('Oslo says: Language in the city') at the Oslo City Museum, a milestone for MultiLing's public outreach, was extended, staying on display all of 2017. Professor Ofelia Garcia (CUNY, USA) gave our annual Einar Haugen lecture on the topic of multilingualism and translanguaging in the school, and like previous years, the lecture was well attended. The year 2017 also included the launch of forensic linguistics as a new research topic at MultiLing, marked by an open conference at The House of Literature in downtown Oslo. Leading international researchers from both linguistic and legal backgrounds were invited as speakers, and the conference provided a very inspiring foundation for forensic linguistic research to be conducted at MultiLing, with Professor Aneta Pavlenko at the helm.

Annual meeting of the Scientific Advisory Board

We are indeed fortunate to have a very dedicated Scientific Advisory Board (SAB) with highly esteemed scholars. This year's annual meeting with the SAB was particularly fruitful, with the plan for the next five years at MultiLing as the main theme for the meeting. The SAB members also took

time to interact with doctoral and postdoctoral research fellows at MultiLing to share their expertise and experience with the next generation of scholars.

Looking back and looking forward

The first five years of MultiLing has been an amazing journey. We are currently in the midst of planning the road ahead for the next five years at the Center, and it is now time to look forward and take on new opportunities and challenges. Our socio-cognitive laboratory opens in March 2018, and will provide us with a wide range of new opportunities for accomplishing innovative research at MultiLing. The launching of forensic linguistics as a new research topic will be important for both MultiLing's goal of interdisciplinary research and the societal impact of our work. In taking stock of the successes of 2017 and looking forward to the opportunities and challenges of 2018, we have reason to expect an equally exciting journey ahead for MultiLing!

Elizabeth Lanza
Center Director

Highlights 2017

Major events

Through the special funding for MultiLing to become a world-leading research community:

The Socio-cognitive Laboratory under construction: Work on the MultiLing's new socio-cognitive lab started in June, and the lab is expected to open in March 2018.

Start of three research projects led by theme leaders and research professors (2016–17): *Studies of Multilingual Aphasia, Multilingualism and Mediated Communication, and Multilingualism and Globalization: Perspectives from Norway.*

Launch of forensic linguistics as a research topic at MultiLing through the conference *Multilingualism, forensic linguistics, and the law.*

Five doctoral defenses: Jakob Wiedner, Maimu Berezkina, Kamilla Kraft, Yeşim Sevinç, and Pernille Hansen.

Honorary Doctorate Lecture: Professor Ellen Bialystok from the Department of Psychology at York University, Canada, is one of UiO's new honorary doctors. Bialystok is a world-renowned authority on bilingualism across the lifespan. She gave the lecture *Lifelong Bilingualism: Reshaping Mind and Brain* to mark the occasion.

INTPART Summer School 2017: In early December, academic staff, PhD candidates, and postdoctoral fellows from MultiLing and our four South African partner institutions in the INTPART project came together in Johannesburg for a weeklong PhD summer school full of interesting talks, workshops, and exercises. The theme was "Multilingualism, multimodality and embodiment: Sociolinguistic and psycholinguistic perspectives".

MultiLing Milestones

MultiLing's Research Training Program: Three weeklong, intensive PhD courses were held at MultiLing in 2017.

Winter School January 30 – February 3: “Language, youth and identity – explored through ethnographic methodologies”. Organized by Bente Ailin Svendsen, Maria Obojska, Yeşim Sevinç, and Jakob Wiedner.

Spring School March 20–23: “From hypothesis to experiment”. Organized by Janne Bondi Johannessen.

Summer School August 28–31: “Interdisciplinary approaches to multilingualism: Socio-cognitive aspects”. Organized by Anne Golden and Hana Gustafsson.

The Einar Haugen Lecture: An annual event at MultiLing held on September 26, in honor of the Norwegian-American linguist Einar Haugen, and to mark the European Day of Languages. The 2017 lecture, entitled “Language in the School: Multilingualism and Translanguaging”, was given by Ofelia García, CUNY, USA.

The International Mother Language Day Lecture: An annual event at MultiLing, coinciding with UNESCO's International Mother Language Day on February 21, to celebrate and promote global linguistic and cultural diversity. The 2017 lecture, “Norsk tegnspråk som morsmål” [Norwegian Sign Language as a mother tongue], was given by Professor Arnfinn Muruvik Vonen of Oslo and Akershus University College.

The Language Exhibition: *Oslo sier. Språk i byen* [Oslo says. Language in the City] at Oslo City Museum on May 2016 – April 2018. The exhibition has been renewed three times due to popular demand.

Major publications

Here are some highlights. See the appendix for an exhaustive list of publications from 2017.

Books

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

Lane, Pia; Costa, James; **De Korne, Haley Jean** (eds.) (2017). Standardizing Minority Languages: Competing Ideologies of Authority and Authenticity in the Global Periphery. Routledge.

Special issues of journals

Doliwa, Urszula; **Purkharthofer, Judith** (eds.) (2017). Radio Journal: International Studies in Broadcast & Audio Media 15(2).

King, Kendall; **Lanza, Elizabeth** (eds.) (2017). Ideology, Agency, and Imagination in Multilingual Families, special issue of International Journal of Bilingualism.

Simonsen, Hanne Gram; Haman, Ewa (eds.) (2017). Testing Vocabulary in Bilingual Children across Languages, special issue of Clinical Linguistics and Phonetics.

Major conferences organized

Multilingualism, forensic linguistics, and the law. October 11, organized by Aneta Pavlenko, Elizabeth Lanza, and Anne Golden.

Standardising minority languages. Closing conference for the STANDARDS project). December 7–8, organized by Pia Lane and Haley De Korne.

Additions to the research team

- Core group member Pia Lane becomes permanent staff as Professor.
- 1 new Research Professor: Aneta Pavlenko.
- Associate Professor Toril Opsahl and Professor Ingebjørg Tonne joined the Core Group.
- 7 new junior research fellows: Kellie Gonçalves, Jessica Hansen, Leena Maria Heikkola, Haley De Korne, Ekaterina Kuzmina, Kristin Lexander, and Jorunn Thingnes.
- 2 new research assistants: Mina Finstad Berg and André Nilsson Dannevig.

Facts and figures

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Organization chart

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The Extended Leadership Team

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

Center Director Elizabeth Lanza

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

Deputy Director Unn Røyneland

Unn Røyneland is Professor of Scandinavian Linguistics. Her fields of expertise include dialectology, language policy and planning, language attitudes and ideologies and computer-mediated communication. Røyneland's most recent research focuses on online and offline propagation and contestation of multiethnolectal speech styles, language standardization and language attitudes.

Head of Administration Mari C. R. Otnes

Mari C. R. Otnes holds a Cand. Philol. Degree in Comparative Literature and has studied French, anthropology, and Scandinavian languages and literature. She has 14 years of experience as an administrator at the University of Oslo and worked as Research Coordinator at both the faculty and the department level before becoming the Head of Administration at MultiLing in 2013.

Theme 1 leader: Anne Golden

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

Theme 2 leader: Bente Ailin Svendsen

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

Theme 3 leader: Pia Lane

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

The Center Board

The Center Board is the Board of the Department of Linguistics and Scandinavian Studies. The Head of Department, Piotr Garbacz, is Chairman of the Board. There are five other members with deputies, as well as two student representatives and an external representative.

[Følgende liste kan kuttes ved plassmangel]

Permanent scientific staff:

- Unn Røyneland (1st Deputy: Liv Andlem Harnæs)
- Lasse Morten Johannesen (2nd Deputy: Ståle Dingstad)
- Jon Gunnar Jørgensen (3rd Deputy: Åshild Næss)

Temporary scientific staff:

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

Technical/administrative staff:

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

Student representatives:

- Joakim Tjøstheim (1st Deputy: Ida Keihl Olsen)
- Anne Helene Hauge (2nd Deputy: Sigurd Hanserud)

External representative:

- Guro Sibeko (Deputy: Arne Martinus Lindstad)

Scientific Advisory Board

International scholars who are specialists in multilingualism in childhood, adolescence, adulthood and aging constitute MultiLing's Scientific Advisory Board (SAB).

The 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, also geographically. The SAB serves an advisory function.

Members:

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 and Chair of Applied Linguistics at the University of Groningen, the Netherlands, and the University of Pannonia, Hungary.

Annick De Houwer is Professor of Language Acquisition and Multilingualism at the Linguistics Department of Erfurt University, Germany. She is the initiator and Director of the Harmonious Bilingualism Network HaBiNet.

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.

Rajend Mesthrie is Professor of Linguistics at the School of African and Gender Studies, Anthropology and Linguistics at the University of Cape Town, South Africa. He holds a Research Chair in Migration, Language and Social Change.

Loraine Obler is Distinguished Professor, Program in Speech-Language-Hearing Sciences and Linguistics, Neurolinguistics Laboratory, City University of New York Graduate Center, USA.

Ben Rampton is Professor of Applied Linguistics and Sociolinguistics and Director of the Centre for Language, Discourse and Communication at King's College London, United Kingdom. He is the Director of the King's ESRC Interdisciplinary Social Science Doctoral Training Centre.

Elana Shohamy is Professor of Language Education at the School of Education, Tel Aviv University, Israel.

Christopher Stroud is Senior Professor of Linguistics at the University of the Western Cape, South Africa, and Professor of Transnational Multilingualism at Stockholm University, Sweden. In South Africa, he is Director of the Centre for Multilingualism and Diversities Research.

Brendan Weekes is Chair Professor in Communication Science and Director of the Laboratory for Communication Science, Faculty of Education, University of Hong Kong.

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

MultiLing's organization in Themes and Colloquia

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

The main goal of MultiLing is to generate beyond state-of-the-art scientific knowledge on individual and societal multilingualism across the lifespan. Multilingualism and increased linguistic diversity is one of the major linguistic consequences of globalization. MultiLing addresses the challenges and potentials multilingualism poses for the individual in the family, school, workplace, health services, and society in general.

MultiLing is organized according to three overarching Themes:

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

As one of the main goals of MultiLing's organization is to work across these three themes, they are constructed to complement one another. The three themes are thus not research groups in the traditional sense known from the "hard sciences," but are structured more openly. Each Theme is led by a Theme Leader, but the other researchers and fellows contribute with their own related projects, rather than work on a project predefined by a PI.

In addition, aiming to ensure opportunities for collaboration and cross-fertilization across the thematic boundaries, activities at MultiLing are organized in three colloquia:

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

The *lifespan perspective* is crucial to MultiLing's research objectives. The projects address various phases of the lifespan, such as multilingual acquisition, multilingualism in the family, at school, among adolescents, at the workplace and among the elderly. Hence, MultiLing's total project portfolio covers the lifespan. Contributing to *bridging the gap between psycholinguistic and sociolinguistic approaches to multilingualism* is another substantial goal for MultiLing. This has been

of pivotal importance for the cross-thematic projects in particular, as elaborated after the report from the three Themes.

[Hvis det er litt ekstra plass her kan vi sette inn personlister for hvert forskningstema. Disse foreligger!]

Theme reports

Theme 1: Multilingual competence

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

In 2017, the researchers in Theme 1 continued to work on the characteristics of multilingual competence, development and use at different stages during the lifespan. Research on multilingual children in their **early years** focused on lexical competence with special attention paid to the relative ease with which words are acquired (Hansen 2017), as well as to developing new tools and methods for assessment (see “Methodology” below). School children’s writing and teachers’ responses to their texts are studied by Tonne (2017, see results below).

In the **adult** population, we investigated how Norwegian as a second (or additional) language is influenced by earlier acquired languages (Golden, Jarvis & Tenfjord 2017), and how different kinds of learner languages are assessed by experienced raters in official Norwegian language tests (Golden, Kulbrandstad & Tenfjord 2017, see results below). Other research topics include how high and low input instructional conditions favor the perceived naturalness of the learner language English (Gustafsson 2017) and the development of Turkish learned by Norwegian students (Türker-van der Heiden & Mercan, in press).

Multilingualism in **elderly speakers** has been studied in several projects. One focuses on attrition in healthy Norwegian-American speakers in the US (Johannessen et al.). Another project investigates the potential cognitive advantage associated with multilingualism (Fyndanis, see results below). In the cross-thematic project *Language and communication in multilingual speakers with dementia*, Fyndanis, Hansen, Knoph, Lind, Ribu, and Simonsen participate from Theme I. The project *Studies of Multilingual Aphasia* coordinated by Knoph and our new Research Professor, Mira Goral, and with the participation of Heikkola, Kuzmina, Lind, and Simonsen also focuses on elderly speakers. The project is funded through the University of Oslo’s “World-leading Scheme”, and will run for five years. The goal of this project is to understand patterns of language use and recovery in multilingual individuals with aphasia, to evaluate treatment methods and assessment tools across languages, and to assess the theoretical implications of findings.

Methodology

A central aim for Theme 1 researchers has been to develop new tools and methods for assessment of multilinguals. We have shown that a combination of different methods is necessary to get a comprehensive picture of linguistic performance in multilinguals. Furthermore, to obtain comparable assessment tools across different languages, underlying psycholinguistic properties must be taken into account.

For preschool children, different tools from the test battery LITMUS (*Language Impairment Testing in Multilingual Settings*) have been tested. The vocabulary assessment CLT (*Cross-Linguistic Lexical Tasks*) was tried out on monolingual children from 17 different languages (Haman, Łuniewska, Hansen, Simonsen et al. 2017) and on bilingual Polish-Norwegian and Polish-English children (Hansen et al. 2017). In the latter article, CLT was combined with another LITMUS tool, the parental report instrument PaBiQ (*Parents of Bilingual Children Questionnaire*). Results from the two tools correlated, but the parental report seemed to be more sensitive and able to detect earlier stages of attrition than the CLT.

Sevinç (2017) used a combination of physiological tests, video-retelling, interviews, and self-reports to examine language anxiety in Turkish immigrants to the Netherlands. The physiological measures confirmed the two types of language anxiety reported by the participants, in relation to the majority language and to the heritage language.

In a case study investigating word-finding problems in an English-Norwegian individual with Primary Progressive Aphasia, confrontation naming, semi-spontaneous picture description, and conversation analysis were used to explore skills and strategies in the two languages (Lind et al., 2017). The combination of methods demonstrated the crucial role of verbs in sentence construction and communication, and allowed for systematic explorations of the effects of factors like cognate status and frequency for language processing, and for studying the role of the interlocutor in managing the communication challenges in aphasia.

To meet the need for a comprehensive test for the assessment of aphasia across languages, useful for both research and clinical purposes, *The Comprehensive Aphasia Test* was adapted to a large set of different languages (Fyndanis et al., 2017). The adaptation demonstrates that a translation is not sufficient to make the test linguistically and culturally equivalent across languages. Underlying linguistic and psycholinguistic properties must be considered, and cultural differences must be considered when choosing test material.

Second language writers

Why are texts written by certain L1 groups rated lower than others on the same composition exam? This is the question Golden, Kulbrandstad, and Tenfjord (2017) asked when they examined 200 texts written by learners with Spanish and Vietnamese as their L1s at the intermediate-level test collected in the Norwegian learner corpus ASK. These groups were chosen because the texts written by Vietnamese-speaking learners were, overall, given lower ratings than those written by Spanish-speaking learners. The researchers compare the texts from the two groups in relation to a number of variables designed to capture both the accuracy and the complexity of the texts. They also examined other global variables (e.g. how the writers presented themselves) that might account for differences in the ratings. The results show that accuracy combined with text length account for the Common European Framework of Reference for Languages (CEFR) ratings of about 80% of the texts,

whereas the CEFR ratings of the remaining 20% of the essays require a more detailed, nuanced examination of their content and structure.

Results from a study on written, syntactically oriented feedback given to students with Norwegian as L1 and with Norwegian as L2 in primary school are presented and discussed in Tonne (2017). The research questions are related to the kind of feedback the teacher gives on the sentences the students write and whether the students understand what the teacher asks them to change to improve the sentences. The results are discussed in light of international research on written corrective feedback. In addition, relevant didactic examples are given to show the possibilities of how to increase the effect of written corrective feedback given by the teacher.

Healthy aging multilinguals

A crucial question in studies of aging and dementia is whether speaking more than one language gives a bilingual/multilingual advantage in cognitive and linguistic abilities. In his project *Language and cognitive abilities in bilingual and multilingual healthy older speakers: Evidence from Norway*, Valantis Fyndanis and colleagues investigate whether different degrees of bilingualism/multilingualism have a differential effect on the cognitive and language abilities of older individuals. The participants are healthy older speakers with Norwegian as their L1 who differ in degree of bilingualism/multilingualism. The data collection is still in progress. More than 80 participants have been tested thus far. A preliminary analysis of the data, based on the first 56 participants, shows that the more other languages than L1 are used, the better the participants' executive functions (in particular inhibition). This support strongly indicates a bilingual advantage.

Corpus development and use

Corpus methodology is central in many types of linguistic studies. Johannessen's project *Linguistic Capacity Building — Tools for the inclusive development of Ethiopia* this year has seen the birth of five speech corpora and four written language corpora for Ethiopian languages, the result of cooperation between The Text Laboratory at the University of Oslo, two Ethiopian universities (Addis Ababa University, Hawassa University) and Masaryk University in the Czech Republic. *The Corpus of American Norwegian Speech* has expanded into *Corpus of Nordic Speech* with the contribution of Swedish recordings and transcriptions (by affiliate Larsson). A corpus of *Norwegian academic language* was developed from the UiO knowledge archive and resulted in work on academic word lists (Hagen & Johannessen 2017). Annotation is a key factor for searchable language corpora and discussed in Johansson (2017). Work is also being done on a corpus of textbooks in natural sciences and social sciences connected to the studies of *Transition in Education* (Golden) and *Teachers at work* (Golden & Tonne). The Norwegian learner corpus ASK, comprising more than 1700 annotated texts written by learners with 10 different L1s at two different test levels, is used in the project *Texts in test* (Golden; Kulbrandstad & Tenfjord 2017).

Theme 2: Multilingual language practices

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

In 2017, the researchers in Theme 2 continued their work on multilingualism in the family (e.g. King and Lanza 2017; Purkarthofer 2017a; Purkarthofer and Bodal, in press), in the public sphere (e.g. Lanza and Woldemariam 2017), in education (Purkarthofer 2017b, in press), at the workplace and in mediated communication, as well as on methodology (see below). Theme 2 researchers have, moreover, contributed knowledge on multilingualism and dementia (e.g. Lind et al. 2017, see the main results from the cross-thematic projects). 2017 also saw the launch of two sub-projects within the flagship project funded by the “World-leading Scheme” *Multilingualism and Mediated Communication*, coordinated by Svennevig and our new Research Professor, Jannis Androutsopoulos. The researchers, Hansen and Lexander, started their fieldwork on video interpreting in hospitals (Hansen) and digital communication in Senegalese-Norwegian families (Lexander) and their projects will tie in with MultiLing research on healthcare and family communication, respectively.

This year, in Theme 2, we have chosen to highlight our research findings on multilingualism in healthcare communication and in mediated communication. Our highlighted research findings respond to the need for knowledge about new forms of mediated communication and the challenges to mutual understanding because of contemporary migration, differences in language competences and social and cultural changes.

Multilingualism in healthcare communication

Mutual understanding is a central concern for patients and healthcare personnel alike in ensuring correct diagnoses and appropriate treatment. However, understanding may be at risk in contexts in which the participants have asymmetrical linguistic resources and different cultural backgrounds. Several studies address this issue by analyzing video recordings of healthcare interactions of various sorts.

Svennevig, Gerwing, Jensen and Alison (2017) present a quantitative analysis of how first language speakers try to pre-empt comprehension problems in addressing second language speakers with moderate proficiency. The data are simulated emergency calls in which an L1 ‘operator’ instructed an L2 ‘caller’ how to put a ‘patient’ (a dummy figure) in the recovery position. The pre-emptive strategies identified in the conversations are reformulation, simplification, left-dislocation, and decomposition. The analysis yielded a positive relationship between average number of strategies used and successful understanding. In conclusion, it is demonstrated that L1 speakers orient to potential problems of understanding for L2 addressees by using recognizable pre-emptive strategies and that these strategies are effective in reducing the likelihood of comprehension problems occurring.

Landmark, Svennevig, Gerwing and Gulbrandsen (2017) conducted a case study of a consultation between a doctor and an L2-speaking patient and showed how potential problems of understanding may constitute a threat to shared decision-making (SDM). The researchers investigated what communicative strategies the physician used and the immediate, observable consequences for patient participation. The analysis shows why the strategies were insufficient in the context of a language barrier and possible disagreement, despite the fact that this encounter has one of the highest scores on SDM within the corpus. The practical implication of the study is that health communication training needs to address the question of how to handle signs of insufficient understanding and passive resistance.

Multilingualism and mediated communication

The myriad of new forms of mediated communication and the ways we use our multilingual resources in the digital sphere reflect and influence processes of identity constructions among youth (Cutler and Røyneland, in press; Røyneland, in press) and encourage the use of more and different languages in mediated literary practices.

Cutler and Røyneland (in press) in their edited volume *Multilingual Youth Practices in Computer-Mediated Communication* analyze online user-generated data to show how communication technologies and multilingual resources are deployed to project local and translocal orientations. With examples from a range of multilingual settings, they explore how young people exploit the creative and playful potential of their linguistic repertoires, from rudimentary attempts to engage with others in a second language to hybrid multilingual practices. Often, their linguistic choices challenge ideologies of linguistic purity and prescriptive correctness. In other cases, their utterances constitute language policing, linking “correctness” to translocal affiliation or national belonging. Røyneland (in press) discusses identity negotiation, metalinguistic commentary, and language policing online, looking at a rap video and YouTube commentary where language, place and belonging are thematized. The study shows that hybrid identities are particularly difficult to negotiate and are often rejected and policed along with the mixed linguistic practices with which they tend to be associated. Mixed language use gets policed, and language correctness is often used as a criterion for ascertaining who is and who is not considered to be Norwegian.

Lexander and Lopez (2017, in press) demonstrate that new media lead to an increased written use of African languages, such as Wolof, in SMS messages (Lexander, in press), and in online discussion forums (Lexander and Lopez, in press). Since French, the old colonial language that is an official language and the only language of instruction in formal schooling in Senegal, is by far the most used language in writing, this increased written use of Wolof has the potential to heighten its status in people’s attitudes. These multilingual practices open up new paths for written expressions of identities, especially for youth (Lexander, in press), and invite people who have been excluded from the written domain due to a lack of writing competence in French, to a particular type of writing that can be considered canonical text messages.

Obojska (2017) analyzes how stance-taking can serve as a vehicle for constructing language ideologies and identities in metalinguistic talk between a Polish teenager based in Norway and her followers on a social media platform. By combining observations of online activities, an analysis of screen data, as well as data obtained through direct online and offline discussions with the Polish teenager, Obojska shows how social media can serve as a rich research site where the members of diasporic communities and the members of the homeland societies come into contact and interact with each other, bringing in different languages, discourses and ideologies into the conversations.

Methodology

The ongoing epistemological debates on research in the humanities in a digital age are also relevant for research on multilingual practices. Androutsopoulos and Staehr (2017) discuss methods for digital language research in sociolinguistics. They discuss multi-sited and mobile research designs in which to investigate how digital communication is integrated into peoples’ everyday life with language; they outline research scenarios on digital media and transnational mobility, transmodal interaction and linguistic repertoires. Cutler and Røyneland (in press) feature a variety of qualitative

and quantitative methodologies and sociolinguistic theoretical frameworks. While some chapters blend online and offline data, others focus on digital data alone. The authors explore creative, heteroglossic exchanges using linguistic resources from a variety of languages, styles, registers and dialects.

To meet the needs of society and societal challenges of today, public engagement in research has recently gained impetus. Svendsen (in press) explores the dynamics of citizen science (CS) in sociolinguistics or Citizen Sociolinguistics, i.e. the engagement of non-professionals in doing sociolinguistic research. Based on a CS-study undertaken in Norway where researchers at MultiLing engaged young people as citizen scientists to explore linguistic diversity, Svendsen clarifies the definition of Citizen Sociolinguistics; extends the discussion of the advantages of CS and of how CS can contribute to sociolinguistics; addresses the opposite: how (socio)linguistics can contribute to the general field of citizen science; and discusses the challenges of a CS methodology for sociolinguistic research, epistemologically and ethically, as well as in terms of recruitment, quality control and possible types of sociolinguistic tasks and topics.

Theme 3: Management of multilingualism

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

Minority language standardization and revitalization

Studies on minority language standardization and revitalization have constituted a large part of Theme 3 during MultiLing's first five-year period. The project *Standardising Minority Language* marked the completion of the project by launching the edited volume *Standardizing Minority Languages: Competing Ideologies of Authority and Authenticity in the Global Periphery* (Lane, Costa and De Korne 2017). Through analyses of minority language standardization processes on three continents, the volume responds to the need for greater attention to social actors and a more nuanced approach to minority language standardization movements. In every context analyzed, the initiative to standardize a minority's language is neither straightforward nor universally embraced; while some social actors promote these processes, others inevitably criticize and resist them. None of the cases examined show universalization or what might be considered an optimal implementation of the standard. Rather than assume that all minority language standardization efforts are failures (as one might if taking national standard languages as a gauge), on-going contestation and diversity of practices are hallmarks of minority language standardization projects.

Costa's monograph *Revitalising Language in Provence: A Critical Approach* questions the concept of language revitalization and challenges the field's main tenets through a detailed analysis of Southern France's Provençal movement, one of Europe's longest standing language revitalization projects. In studies of language revitalization and standardization there has recently been a move towards including practitioners' and speakers' perspectives. The special issue on "Reclaiming Languages" of the journal *Language Documentation and Description* was co-edited by Wesley Leonard and Haley De Korne and brings together endangered language scholars and activists from different parts of the Americas who explore and analyze language revitalization and reclamation practices from both researcher and practitioner perspectives. The case studies in the volume identify how certain

concepts, research methods, and educational approaches that are prevalent in language revitalization efforts are shaped by coloniality, and present alternative, critical approaches to language reclamation.

Multilingualism in the workplace

Interest in multilingualism in the workplace has increased in recent years, and lately, more focus has been placed on blue-collar workers. To gain a more global perspective about how language as a resource changes and is used by often very powerful agents to manage individuals in their everyday lives and workplace setting, researchers from Theme 2 and 3 organized a workshop with Norwegian and international scholars. Kellie Gonçalves and Anne Schluter's article "Please do not leave any notes for the cleaning lady, as many do not speak English fluently": Policy, power and language brokering in a multilingual workplace (*Language Policy*) is the first study within sociolinguistics and applied linguistics that looks at language practices of domestic workers, their employer and clients and introduces the concept of "inter-employee brokering" to understand how communication is achieved among transnational female migrant adults within their workplace context. The article shows that a minority language may have value as the lingua franca in the workplace, in this case Portuguese rather than English, in a multilingual cleaning company in the USA.

Multilingualism and materiality

A common feature of several recent publications within Theme 3 is a focus on objects and materiality. This is addressed in the research on standardization where orthography and texts are seen as key outcomes of standardization processes, as well as in the article "Fish, phone cards and semiotic assemblages in two Bangladeshi shops in Sydney and Tokyo" by our new Research Professor Alastair Pennycook and Otsuji. They focus on assembling artifacts — objects that mediate across geographies, environments, culinary traditions and histories — in two Bangladeshi-run stores in Sydney and Tokyo, showing that such objects need to be taken very seriously as part of the action. Central to the study is the way objects come together as part of semiotic assemblages of material and semiotic resources as customers, goods and languages assemble and disassemble at particular moments. The authors argue that this has implications for how we understand the role of objects in social semiotics as part of a critical sociolinguistics of diversity: any critical sociolinguistics of diversity needs to encompass a diversity of assembled human and non-human artifacts. The material aspect of multilingualism is a key feature of Linguistic Landscape (LL) studies. In their article, Lanza and Hirut Woldemariam (2017) discuss how LL has functioned as a sociolinguistic lens for Ethiopia in explorations of complex issues concerning language policy, identity constructions, language contact, and the sociolinguistics of globalization, especially in light of the globalized economy in Ethiopia. While the scholarship in LL has taken a "qualitative turn", the authors point out the additional need to pursue quantitative approaches in highly multilingual regions such as Ethiopia, a country espousing a policy of ethnic federalism. In such contexts, the presence and absence of local languages has implications for language policy and need to be documented.

Mother tongue under critical examination

In his article, Albury (2017) discusses concepts such as mother tongue, drawing on local knowledge and local epistemologies held by language users themselves. Albury analyzes whether and how the epistemologies inherent to language, mother tongue, and languaging hold relevance in local metalinguistic talk in Malaysia. Focus group discussions with ethnic Malay, Chinese, and Indian youth reveal that languaging through Bahasa Rojak is firmly embedded in local epistemologies for

communicating across ethnolinguistic divides. An essentialized view of language, however, remains vital to any holistic sociolinguistic research in Malaysia in culturally specific ways that do not conflict with languaging. The article, therefore, supports arguments that we ought not disregard mother tongues in the interests of critical linguistics.

Methodology

Lane (2017) shows that a combination of participant observation, sociolinguistic interviews and an experiment-oriented approach (speakers were filmed when reading texts in the minority language) yield more nuanced results. Thus, more experimental methods may yield complementary results to sociolinguistic interviews. Grounded in the sociolinguistics of embodiment, Røyneland (2017) employs an innovative combination of research methods — experiments (visual-verbal guise), interviews and questionnaires — in the study of attitudes towards dialect acquisition and use by youth with an immigrant background. The study shows that young people across the country (N=605, at 11 different secondary schools in six different geographical locations) are very positive towards dialect use in general and deem immigrant youth to be significantly “more Norwegian” when they speak a dialect. These results may have an important impact on the teaching and learning of spoken Norwegian.

Two Ph.D. theses defended in 2017 made contributions to methodology. Research on Romani languages has focused on grammatical aspects, and Jakob Wiedner introduced sociolinguistic and discourse analysis perspectives to the field of Romani studies, based on demanding and sensitive fieldwork in Norway. Studies of webpages often have a chronological perspective, but Maimu Berezkina used the Wayback Machine for a diachronic study of state websites, and her study of the management of multilingualism on the state level led to a more refined understanding of language policy and power relations.

Cross-thematic collaboration

[Burde vi ha/har vi plass til en ingress her? Vi har en liggende fra I fjor]

Language and communication in multilingual speakers with dementia in Norway

The project *Language and communication in multilingual speakers with dementia* (MultiLing Dementia) combines psycholinguistic and sociolinguistic approaches to language and communication, and includes researchers from both Theme 1 and Theme 2. One of the goals is to investigate how language storage and processing are affected by age alone and by the combination of age and dementia in elderly monolingual and multilingual speakers (subproject 1). Another topic is what characterizes conversations with neurologically healthy elderly monolingual and multilingual participants compared to similar conversations involving speakers with dementia (subproject 2). Finally, the project analyzes how questions about aging, dementia and language are represented in various discourses, for instance in media and policy documents (subproject 3). The first two subprojects are in the process of collecting and analyzing data and have so far produced results from a pilot project that were presented in last year’s annual report (Svennevig & Lind 2016, Lind, Simonsen, Svennevig, Svendsen, Ribu and de Bot 2017).

Maarja Siiner (2017) presents results from subproject 3 in an article on how dementia is represented in newspaper articles. The title is “Let me grow old and senile in peace: Norwegian newspaper accounts of voice and agency in persons with dementia”. It analyzes the remaking of dementia as a social and cultural phenomenon in the public media discourse in the Norwegian welfare state. A content analysis was carried out on articles on dementia published in Norwegian paper media in the period 1995–2015. The study combined the tools from quantitative corpus analyzes and qualitative critical discourse analysis, making it possible to detect and interpret diachronic changes in the dementia discourse. Although the main focus in Norwegian dementia discourse has changed from the disease to the personhood, the agents defining what it means to live well with dementia continued to be predominantly institutional: NGOs, municipalities, health care institutions, and politicians. An analysis of the uses of the politically incorrect Norwegian term for dementia, ‘senility’, revealed that this term offered an alternative to the institutionalized dementia discourse and functioned as an unconventional and therapeutic free space where older people and persons with dementia could use humor to subvert these norms and power relations.

[Fact box:]

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

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

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

RCN project no.: 250093

Project period: 2016–2019

MultiFam: Family language policy in multilingual transcultural families

The MultiFam project brings together researchers from Themes 1, 2, and 3 in its goal to generate knowledge concerning the factors involved in multilingual transcultural family members' decision-making processes and practices concerning language use and literacy in the home. Research on multilingualism and families, and particularly family language policy, has essentially asked: What ideologies, practices, and conditions lead to what child language outcomes? MultiFam researchers have been presenting their findings at international conferences. Results from this research have revealed how family language policies, decision-making processes, and linguistic practices within multilingual families are affected by personal, cultural, social, and political factors outside the family, as well as by competing ideologies.

An important publication in 2017 is the special issue of the *International Journal of Bilingualism* entitled “Ideology, agency, and imagination in multilingual families” (2017) and edited by Kendall King and Elizabeth Lanza. The research in the issue documents how multilingual, transcultural families work to imagine themselves and collectively construct and negotiate daily linguistic practices. The studies examine ideology, identity, agency, and imagination among multilingual families as they enact myriad family language policies with varied interactional outcomes. In their

introduction to the special issue, King and Lanza give an overview of trends that have shaped family-based language learning and multilingualism, pointing out how researchers are increasingly interested in how families are constructed through multilingual language practices, and how language functions as a resource for this process of family-making and meaning-making in contexts of transmigration and social media. Judith Purkarthofer, in her article in the special issue, “Building expectations: Imagining family language policies and heteroglossic social spaces,” critically examines the language expectations of three multilingual couples, each of whom is expecting, or has just had, their first child. Drawing on innovative multimodal methods, including the use of LEGO blocks allowing the couples to build family spaces as they imagine their future family, Purkarthofer provides a window into the parents’ imagined language future of these children. Close analysis of three co-constructed narratives based on the expectations of the future parents shows the construction of the child as a multilingual self in her or his own right.

[FAKTABOKS]

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

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

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

RCN project no.: 240725/F10

Project period: 2015–2019

American Norwegian and Heritage Linguistics

Heritage linguistics, including studies on the Norwegian language in America, is a very interesting research topic for multilingualism, since it spans areas related to the individual, to the family, and to society. Norwegian has been spoken in America for 200 years by the descendants of the 800,000 Norwegians who mostly settled in rural areas close to one another. The Norwegian language has been kept alive for generations up to this day. The study of American Norwegian (AmNo) is fascinating from a number of perspectives, with research questions relating to language structure and the mind as well as to society and decision making.

Fieldwork in the USA led to several results in 2017: Ph.D. candidate Yvonne van Baal used a translation test to investigate the extent to which composite definiteness (CD) in noun phrases in AmNo is like European Norwegian (ENo). The results showed that CD differs from that of ENo, but not in the direction of English. The study tries to discover why, and concludes that transfer is not a reason, which is an important result that supports the general idea that syntax is a system and as such cannot be changed by importing structures directly from another language. Ph.D. candidate Alexander Lykke also used a translation test to investigate the possible connection between verb morphology and word order (proposed in the literature) in AmNo, but found none. Over the next year, both candidates will be looking for ways to explain the AmNo syntax that has been found. MA

candidate Linn Iren Sjønes Rødvang used a picture test during her fieldwork to investigate grammatical gender in the AmNo speakers. She found that the speakers must be divided into subgroups depending on their grammatical gender system. Ida Larsson prepared Swedish recordings and transcriptions, which were included in CANS (Corpus of American Nordic Speech). All results were presented at the WILA (*Workshop for immigrant languages in the Americas*) in Copenhagen and will appear in the proceedings.

Project leader Janne Bondi Johannessen and Signe Laake (*Journal of Language Contact* 10:2) asked whether there is such a thing as a coherent AmNo variety. Based on lexical facts from fieldwork and historical sources, they concluded that there is an AmNo dialect, or lexicolect, in the American Midwest. Johannessen and Arnstein Hjelde (*Norwegian-American Essays 2017*) investigated whether it would be possible to follow the expansion of particular vocabulary items to see the extent of contact between people. They used historical sources and the CANS corpus and concluded positively.

The MultiLing team: New members from 2016 and 2017

Core group: Pia Lane

Pia Lane has been a member of MultiLing's core group since the start of the center, and in January 2017, she was appointed to the post of Professor of Multilingualism. She has investigated multilingualism from a range of theoretical perspectives, primarily drawing on data from Kven-speaking communities in Northern Norway, but also among speakers of Finnish in Canada. She is the PI of the project *Standardising Minority Languages* (2012–2017), funded through the Research Council of Norway. The project investigates sociopolitical aspects of the standardization of minority languages, with a particular focus on the role of users in these processes and how users accept, resist, and reject aspects of standardization.

During the period of her doctoral studies, Lane spent one semester as a visiting scholar at Georgetown University, USA, where she was trained in linguistic anthropology, cultural theory, sociolinguistics, and nexus analysis, mainly by Ron Scollon. She has applied theories developed by Ron and Suzanne Wong Scollon on multilingual contexts, primarily focusing on language shift, identity construction, and minority language standardization. She is currently developing a project combining narrative analysis and nexus analysis in order to analyze the experiences of new speakers of indigenous minorities. This will allow for an investigation of how individuals experience the process of language reclamation and how they resolve the inherent tensions in such processes. Lane grew up in a Kven and Sámi family, and has both an academic and personal interest in experiences of language reclamation.

Pia Lane is one of MultiLing's three Theme Leaders, and she coordinates the project *Multilingualism and Globalization: Perspectives from Norway*. She has been an active member of several international research networks, including as a working group leader for the EU-financed network *New Speakers in a Multilingual Europe: Opportunities and Challenges* (COST Action IS1306), chaired by Bernadette O'Rourke.

Core group: Toril Opsahl

Toril Opsahl is Associate Professor in Norwegian as a Second Language at the Department of Linguistics and Scandinavian Studies (ILN), where she teaches and supervises students on topics such

as multilingualism, second language acquisition, and literacy. She joined MultiLing's core group in August 2017, eager to take direct part in a stimulating research environment after a two-year period devoted mostly to strategic work when serving as the Department's Head of Research. Opsahl's research interests are broad, including multilingual language practices, language attitudes, multilingualism, and education, as well as discourse markers and phenomena associated with the grammar-pragmatics interface. Hence, she will take part in several of the Center's thematic activities, but her main contributions are related to project development within *Theme 3: Management of Multilingualism* and to strengthening the Norwegian and educational components in the Center's portfolio.

Opsahl is currently involved in a project together with Unn Røyneland, seeking to further explore the role of language for social mobility. She defended her Ph.D. thesis on multiethnolectal speech styles in Oslo in early 2010. She was editor and researcher in *Norsk Ordbok (Norwegian Dictionary)* between 2009 and 2014; in addition, she has a background as a teacher in upper secondary school and adult education. Opsahl continues to have a keen interest in topics related to school and education, and more generally in dissemination of research to the public.

Core group: Ingebjørg Tonne

Ingebjørg Tonne became part of the MultiLing core group in August 2017. She is Professor of Norwegian as a Second Language at the Department of Linguistics and Scandinavian Studies (ILN). She brings with her an interest in language acquisition and how to enhance the multilingual students' literacy and linguistic development. Along with Anne Golden, she initiated the project *Way with Words*, in which they observe and analyze an Oslo School project (2017–2018). They study how an authority-initiated program for learning words and concepts is received and adopted by the school leaders, and how the work is perceived and adapted by the teachers. The focus is on the multilingual student. In her prior research, Tonne was engaged with new literacy studies, in particular how an extensive access to quality literature may enhance the reading and writing development of (minority) children. Tonne has a Ph.D. in linguistics (2001) with a dissertation on aspectual contrasts between Norwegian, Spanish, and English. She has published a wide range of articles and columns on language-related topics for a wider public in books and in the press.

Tonne teaches second language acquisition, such as students' text development, multilingual aspects of language development, and contrastive grammar. From 2002 to 2014, Tonne worked at the Faculty of Education and International Studies at Oslo University College (OUC, later known as HiOA, Oslo and Akershus University College of Applied Sciences), teaching pre-service teachers about various aspects of language. She also gave master classes at the Department of Multicultural and International Education, also at OUC. Until 2002, Tonne gave courses in linguistics at the University of Oslo and NTNU.

Core group: Jannis Androutsopoulos

Jannis Androutsopoulos joined MultiLing as Research Professor in September 2016. He received his academic training at the University of Athens and the University of Heidelberg where he completed a Dr.Phil. in German Linguistics and Translation Studies. He was a postdoctoral researcher at the University of Heidelberg and the Institut für Deutsche Sprache (IDS) in Mannheim, junior professor at the University of Hannover and reader at King's College London before moving to his current post as Professor in German and Media Linguistics at the University of Hamburg. Androutsopoulos'

research is broadly positioned as media sociolinguistics, and his current work is concerned with multilingual practices in digitally mediated communication, the relationship between interaction and technology, and the dynamics of sociolinguistic change in a mediatized age.

Androutsopoulos has edited a number of volumes and special issues, including *Digital language practices in superdiversity* (2014, *SI Discourse, Context & Media*), *Language and society in cinematic discourse* (2012, *SI Multilingua*), *Computer-mediated communication* (2006, *SI Journal of Sociolinguistics*), and *Mediatization and Sociolinguistic Change* (2014, de Gruyter). At MultiLing, together with Jan Svennevig, Jannis coordinates the flagship project *Multilingualism and Mediated Communication* currently with two sub-projects on medical video-interpreting and digital communication in multilingual families, respectively.

Core group: Mira Goral

Mira Goral, Ph.D., CCC-SLP, is Professor of Speech-Language-Hearing Sciences at Lehman College and the Graduate Center of The City University of New York, and Research Professor at MultiLing. She completed her B.A. in Linguistics at Tel Aviv University and her Ph.D. in Neurolinguistics at the Graduate Center, The City University of New York. She has published journal articles and book chapters in the areas of bilingualism, multilingualism, aphasia, language attrition, and language and cognition in aging, and has co-edited two books (*Aspects of multilingual aphasia*; *Bilingualism: A framework for understanding the mental lexicon*). She teaches and mentors undergraduate and graduate students.

Core group: Aneta Pavlenko

Aneta Pavlenko, Ph.D., is Research Professor at MultiLing. Her research focuses on the relationship between bilingualism, cognition and emotions. Her applied work examines the implications of these relationships for language policies, courtroom interaction, and forensic linguistics. She is the winner of the 2009 TESOL Award for Distinguished Research and 2006 BAAL Book of the Year award and author of numerous articles and ten books, including *The bilingual mind and what it tells us about language and thought* (Cambridge University Press, 2014), *Thinking and speaking in two languages* (Multilingual Matters, 2011), *The bilingual mental lexicon* (Multilingual Matters, 2009), *Bilingual minds: Emotional experience, expression, and representation* (Multilingual Matters, 2006), and *Emotions and multilingualism* (Cambridge University Press, 2005).

Core group: Alastair Pennycook

Alastair Pennycook is Distinguished Professor of Language, Society and Education at the University of Technology Sydney, Research Professor at MultiLing, and a member of the Australian Academy of the Humanities. He is the author of numerous award-winning books, including *Metrolingualism: Language in the city* (with Emi Otsuji), *Language and Mobility: Unexpected Places* (winner of the 2013 BAAL Book Award), *Language as a Local Practice, Global Englishes and Transcultural Flows* (winner of the 2008 BAAL Book Award), *Critical Applied Linguistics: A Critical Introduction*, and *The Cultural Politics of English as an International Language* (winner of the 1995 BAAL Book Award and now a Routledge Linguistics Classic). His most recent books are *Posthumanist Applied Linguistics and Popular Culture, Voice and Linguistic Diversity: Young Adults On- and Offline* (with Sender Dovchin and Shaila Sultana).

Postdoctoral research fellow: Haley De Korne

Haley De Korne joined MultiLing as a postdoctoral fellow in February 2017, after previously collaborating on the *STANDARDS* project. Her current research explores the intersection of multilingualism and social inequality in education policies and practices, with an emphasis on minority and endangered language education. Her doctoral dissertation (2016) examines the promotion of the Indigenous Isthmus Zapotec language in multilingual southern Mexico. Currently, she continues to use ethnographic and action research methods to collaborate with language educators and to analyze dynamics in and around minority language education in Mexico. As a member of the *Multilingualism and Globalization: Perspectives from Norway* project, she is exploring related issues of language education and social inequality in the north of Norway. She holds a Ph.D. in Educational Linguistics (University of Pennsylvania, USA), MA in Applied Linguistics (University of Victoria, Canada), and was a visiting researcher at the LACITO research unit, CNRS (French National Scientific Research Center) before joining MultiLing.

Postdoctoral research fellow: Kellie Gonçalves

Kellie Gonçalves came to MultiLing as a post-doctoral fellow in 2017 from the University of Bern, Switzerland. She is currently working on a project entitled *Managing people and managing language: Polylingual practices in 'blue-collar' workplaces*. The project centers on the latest conditions of national labor, language and immigration policies, their ensuing ideological underpinnings and emerging sociolinguistic practices by investigating how asymmetrical relations of power are maintained in and through discourse within 'blue-collar' workplace settings among migrant Brazilian employees and their Norwegian employers in Oslo, Norway. This project is situated within the larger *Multilingualism and Globalization: Perspectives from Norway* project that was recently made possible by the University of Oslo's funding for five world-leading research communities. Kellie's research interests are at the interdisciplinary interface between sociolinguistics, applied linguistics, human geography and mobility studies, specifically within the fields of discourse, globalization, migration, multilingualism, education and tourism studies.

In addition to her academic projects and research interests, Kellie is committed to fostering and disseminating knowledge about gender equality and real life practical issues within academia. She has been successful in receiving faculty and external funding for international projects such as "Women and Leadership" and "Untold stories: When the 'family dream' goes unrealized", the latter together with Professor Cristina Archetti Institute of Media and Communication (UiO).

Postdoctoral research fellow: Pernille Hansen

Pernille Hansen started as a postdoctoral fellow on MultiLing's flagship project *MultiLing Dementia* in April 2017. Her main research interest is the mental lexicon, and her current project asks how lexical access in multilinguals with dementia is affected by properties related to the words they try to access as well as the participants' use of, and proficiency in, each of their languages. She also investigates whether lexical access is similarly compromised across speech contexts, spanning from naming tasks to natural conversations.

Hansen has been a part of MultiLing since the beginning in 2013, and she defended her Ph.D. dissertation on monolingual and bilingual children's lexicons in 2017. Through her Ph.D. project, Hansen contributed to the development of two new language assessment tools for bilingual

preschoolers. Her dissertation confirmed the prominent roles of frequency and imageability in early lexical development. The same methods and factors are relevant to her ongoing postdoctoral project.

Postdoctoral research fellow: Leena Maria Heikkola

Leena Maria Heikkola joined MultiLing in March 2017. Her current research project *The Effects of SLT Targeting Sentence Production (and Comprehension) on Behavioral, Linguistic and Physiological Measures in Multilingual Aphasia* has three main goals: 1) to investigate how speech language therapy targeting sentence production affects the different languages of a multilingual speaker with aphasia; 2) to investigate the relationship between cognitive abilities and language abilities in multilingual speakers with aphasia; and 3) to investigate whether the effects of speech language therapy targeting sentence production results in normalization and reorganization of language processing in the brain measured by EEG/ERP.

Leena Maria Heikkola completed her doctoral training in 2017 in Turku, Finland. Her doctoral research focused on *Cognitive Fatigue and Language in Multiple Sclerosis*. The study was done in cooperation with Masku Neurological Rehabilitation Center. Currently, she is also doing research on how singing affects learning L2, in cooperation with colleagues from the Teacher Training Center at the University of Turku.

Postdoctoral research fellow: Ekaterina Kuzmina

Ekaterina Kuzmina did her Ph.D. at the University of Hong Kong on the role of cognitive deficits in aphasic language impairments as well as adaptation and validation of cognitive screening tools. In March 2017, she joined the project *Studies of Multilingual Aphasia*. Their main goal is to provide for a better understanding of the nature of language impairment and recovery in multilingual aphasia. To explain the variety of language impairment patterns, she is exploring whether and how age of language acquisition and linguistic distance between one's languages, along with language dominance, influence language impairment in multilingual aphasia. She also plans to investigate whether and how (1) aphasic deficits impact the ability to use verbs for anticipation of upcoming information in different languages, (2) severity of language impairments is related to one's predictive ability, and (3) different language systems in the bilingual brain interact in order to provide for better anticipation and, consequently, faster comprehension.

Postdoctoral research fellow: Anne Marie Landmark

Anne Marie Landmark joined MultiLing in August 2016 as one of two postdoctoral fellows in the *MultiLing Dementia* project. Her research focuses on how the combination of multilingualism and dementia play out in actual language use. She is particularly interested in what challenges multilingual speakers with dementia can face in their everyday conversations with health care providers, family members and friends, as well as what communicative strategies and resources speakers with dementia and their interlocutors use for overcoming these challenges. By focusing on speakers' capabilities and competencies despite cognitive/linguistic impairments, caregivers can make direct use of the findings. In the study, video recordings of naturally occurring interactions are analyzed using Conversation Analysis (CA).

Landmark received her Ph.D. degree in clinical communication in 2016 from the University of Oslo, Faculty of Medicine, with a study on doctor-patient interaction in hospital encounters, partly focusing on encounters involving multilingual doctors and patients.

Postdoctoral research fellow: Kristin Vold Lexander

Kristin Vold Lexander joined MultiLing in February 2017 with the project *Media and Linguistic Repertoires in Norwegian-Senegalese Families*, part of the World-leading Research Communities project *Multilingualism and Mediated Communication*. Lexander has been interested in language use in Senegal since 1998, and has studied French at the University of Oslo, Wolof at Institut des Langues et Civilisations Orientales, and Development Studies at Oslo University College. In 2004, she received an M.A. in African Studies at the University of Oslo with a qualitative study of Wolof literacy practices in rural Senegal. In her Ph.D. thesis (2011), Lexander analyzed multilingual SMS messages of young urban Senegalese, looking at how African languages usually reserved for speech enter the written domain through informal digital communication. In her postdoctoral project, she further develops methods used in her Ph.D. The focus is still on digital use of Senegalese languages, but this time in a transnational family context.

Doctoral research fellow: Jessica P. B. Hansen

Jessica P. B. Hansen started as a Ph.D. fellow at MultiLing in March 2017. Her Ph.D. project *Interpreting in the Virtual Meeting Room* belongs to MultiLing's Theme 2: *Multilingual Language Practices* and is a subproject of the World-leading Research Communities project *Multilingualism and Mediated Communication*. Her Ph.D. project explores multilingual interaction in Norwegian health care settings where interpreting is provided through video technology. The project combines conversation analysis and ethnographic methods.

Hansen holds a Master's Degree in Rhetoric, Language and Communication from the University of Oslo. Before she began working at MultiLing, Hansen worked as an advisor at Oslo University Hospital. Hansen's academic interests include multilingual language practices, multimodality, institutional interaction, mediated interaction, conversation analysis, and ethnography.

Doctoral research fellow: Rafael Lomeu

Rafael Lomeu joined MultiLing in December 2016 to contribute to the World-leading Research Communities project *Multilingualism and Globalization: Perspectives from Norway* as a doctoral research fellow. His research interests involve family language practices, discourse analysis, perspectives from the Global South, decoloniality, and ethnography. He holds a B.A. in Social Sciences (Pontifícia Universidade Católica de São Paulo, 2010) and an M.A. in Linguistics (Queen Mary, University of London, 2015), and he has worked with language education in Brazil for more than 10 years. His interdisciplinary background is reflected in his current research project where he investigates the ways in which situated language practices of Brazilian families in Norway intertwine with macro-level social, economic and political processes.

Doctoral research fellow: Jorunn Simonsen Thingnes

Jorunn Simonsen Thingnes joined MultiLing in April 2016 as a research assistant, and in January 2017, she became a Ph.D. research fellow. She is part of the *Multilingualism and Globalization* team. Her research project seeks to investigate language policy in higher education in Norway, and the study will focus on institutions that make non-majority language choices. Research methods utilized in the project include interviews, observation, and text analysis. Her main theoretical and methodical framework is language policy and planning, and nexus analysis.

Thingnes holds an M.A. in Nordic Languages from the University of Oslo. Before joining MultiLing, she wrote a report on Nynorsk as the language for research publishing at Samlaget, and worked as an advisor for the Language Council of Norway.

Her academic interests include language policy and planning, language rights, and language attitudes and ideologies.

Research assistant: Mina Finstad Berg

Mina Finstad Berg started working as a research assistant at MultiLing in January 2017. Her academic background is in French linguistics and Scandinavian studies, both at the University of Oslo. She completed her Master's degree in Scandinavian Studies in the autumn of 2016, and wrote her Master's thesis on unparliamentary language in the Norwegian parliament. At MultiLing, she is affiliated with the flagship project *MultiFam: Family Language Policy in Multilingual Transcultural Families*.

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

Research assistant: Malene Bøyum

Malene Bøyum joined MultiLing in August 2016 as a research assistant. Her background is in linguistics and English literature, and she completed her master's degree in linguistics at the University of Oslo in the spring of 2016. Her main research interest is in psycholinguistics, and she wrote her Master's thesis on word associations and what these can tell us about the mental lexicon and language and aging. At MultiLing, she is affiliated with projects in *Theme 1: Multilingual Competence*, and in particular with the flagship project *MultiLing Dementia*.

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

Research assistant: André Nilsson Dannevig

André Nilsson Dannevig joined MultiLing as a research assistant in January of 2017, and is now working for the Center full time. He is mainly associated with research projects in *Theme 2: Multilingual Language Practices*. Dannevig's background is in sociolinguistics, with a special interest in political economy. He handed in his Master's thesis in the spring of 2016 on the subject of high school students in Oslo investing in the unprestigious written standard Nynorsk rather than the more common and prestigious Bokmål variant of Norwegian. Dannevig has also lectured in courses on Norwegian as a Second Language at the Department of Linguistics and Scandinavian Studies.

At MultiLing, Dannevig is also involved in social media and all other web-related work, in addition to various event-related and organizational tasks.

Researcher: Kristin Myklestu

Kristin Myklestu started as a part-time research assistant at MultiLing in November 2014 and is now a full-time researcher with a Master's degree. Her background is in both education and linguistics. She holds a degree in education from the University College of Southeast Norway in 2008 and a degree in Scandinavian Studies from the University of Oslo in 2015. Before joining MultiLing, Myklestu worked as a teacher in junior high schools and high schools in and around the Oslo area. At MultiLing, Myklestu is affiliated with projects in *Theme 3: Management of Multilingualism*. Her main

academic interest is in sociolinguistics and in multilingualism and education. She wrote her Master's thesis on attitudes towards dialects and accented speech.

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

International Collaboration

International collaboration is at the core of all of MultiLing's research projects, publications, and activities, as can be seen in this annual report. Our international collaborators have been a vital force in the success of the Center so far, for which we are truly grateful. The members of our international Scientific Advisory Board have contributed immensely to MultiLing's success with their input and interest, and by facilitating access to their networks. While each and every MultiLing researcher has a network of international collaborators, here we highlight the activities in which MultiLing is involved in institutional collaboration.

INTPART – International Partnership for Excellent Education and Research (2016–2018)

MultiLing secured funding for a three-year research networking project in collaboration with four leading South African universities: University of the Western Cape, University of Cape Town, Stellenbosch University, and the University of the Witwatersrand (Wits). Multilingualism and diversity are fast becoming defining characteristics of societies across the globe, and MultiLing has wished to draw attention to Southern experiences of multilingualism, mobility, and diversity. The main goal of the partnership is for MultiLing to establish, further develop, and strengthen collaboration with scholars at the South African universities, whose work is highly relevant for MultiLing's research agenda.

In February of 2017, MultiLing instructors gave a research course at Stellenbosch University on experimental methods in the study of multilingual competence, practice and perception, with attendance from all four South African universities. In addition, a summer school entitled "Multilingualism, multimodality and embodiment: Sociolinguistic and psycholinguistic perspectives" was organized at Wits in December and gathered students and staff from Norway and South Africa. Furthermore, mobility grants have ensured research exchanges among staff and students across the two countries.

Collaboration with Australia and Singapore

In the spring of 2017, the MultiLing leadership traveled to Australia to meet and interact with scholars at the Australian Research Council funded Centre of Excellence Dynamics of Language (CoEDL). The meetings were in conjunction with a research seminar organized by MultiLing's MultiFam project and the Learning project of CoEDL of the University of Melbourne. Scholars from both Australia and New Zealand participated in the event along with MultiLing scholars, and meetings were held with the leadership groups of both MultiLing and CoEDL. We anticipate future collaboration with our colleagues in the Southern Hemisphere. A stopover in Singapore on the return journey to Norway allowed for a visit and seminar with our colleagues at Nanyang Technological University, with whom we have an institutional collaboration.

“Linguistic capacity building” –Tools for the inclusive development of Ethiopia (2014–2018)

The project’s aim is to increase the knowledge and capacity at Ethiopian universities to develop resources for disadvantaged spoken and signed languages and provide possibilities for children and adult speakers of these languages to use them in education and other democratic arenas important for the development of modern Ethiopia. The project has received funding from the Norwegian Agency for Development Cooperation through NORHED. Several researchers from MultiLing have been involved in the project and MultiLing sponsors the attendance of two doctoral students from Ethiopia to attend both the Winter and Summer Schools.

Copenhagen University

MultiLing researchers represented the University of Oslo’s Humanities Faculty as teachers at a Nordic summer school held at Copenhagen University in August 2017, entitled “Communities of language in a Nordic context”. The course is part of an ongoing collaboration among Humanities Faculties at universities across the Nordic countries. MultiLing facilitated the attendance of four young scholars from South Africa through the INTPART funding, contributing a southern perspective to the topic.

Researcher training

From the start, MultiLing has proved to be very successful in recruiting competent, motivated, and goal-oriented Ph.D. fellows and postdocs. Five Ph.D. fellows successfully defended their theses in 2017.

Doctoral defenses in 2017

Yeşim Sevinç: Language Anxiety in the Immigrant Context. An Interdisciplinary Perspective

Even though we often presume that the advantages of multilingualism counterbalance the disadvantages, multilingualism, in certain contexts, can create social and psychological challenges. In her highly innovative study, Yeşim Sevinç investigates how and why three generations of Turkish immigrants in the Netherlands experienced language anxiety, both in their heritage and majority language.

Supervisors: Anne Golden, Ad Backus (Tilburg University, the Netherlands) and Marianne Gullberg (Lund University, Sweden)

Jakob Wiedner: (De)mystifying Norwegian Romani: The Discursive Construction of a Minority Language

More than twenty years after Norwegian Romani was recognized as one of Norway’s official minority languages, activists in the Romani community are still discussing what Norwegian Romani is and what it should be. In his thesis, Jakob Wiedner studies how old, negative attitudes towards this minority have influenced how the language is perceived by the speakers themselves and by society.

Supervisors: Bente Ailin Svendsen, Rolf Theil (University of Oslo) and Yaron Matras (University of Manchester, United Kingdom)

Maimu Berezkina: Multilingual State Websites in Estonia and Norway: A Study of Language Policy in New Media

Maimu Berezkina did pioneering work in her investigation into how information on government websites in Norway and Estonia is presented in different languages, and how this relates to tensions between official language policies and the way languages are used to address particular groups in the population. Berezkina's study shows a growing tendency for minority languages to be less visible, compared to the situation during the 1990s.

Supervisors: Unn Røyneland, Aneta Pavlenko, and Helen-Kelly Holmes (University of Limerick, Ireland)

Kamilla Kraft: Constructing Migrant Workers: Multilingualism and Communication in the Transnational Construction Site

Kamilla Kraft broke new ground with her study of the management of multilingualism at Norwegian construction sites. In her thesis, she shows how language competence in Norwegian is highly valued at the construction site, as language-based misunderstandings are seen as a potential safety hazard.

Supervisors: Jan Svennevig and Alexandre Duchêne (University of Fribourg, Switzerland)

Pernille Hansen: Lexical Development in Monolingual and Multilingual Children

There is a need for tools that can separate multilingual migrant children with language impairments from their typically developing peers. Hansen investigated cross-linguistic differences in children's vocabulary composition, and co-developed the Cross-linguistic Lexical Tasks (CLT), a tool designed to take such differences into account. Her thesis established that the new tool yields comparable results across languages and can provide a full picture of multilingual migrant children's language competence.

Supervisors: Hanne Gram Simonsen and Nina Gram Garmann (Oslo and Akershus University College of Applied Sciences, Norway)

Doctoral training

MultiLing's Graduate School was launched in 2014, covering a wide range of approaches to multilingualism, both methodological and theoretical. The experts teaching the courses bring in their unique competence from different international institutions, as well as from MultiLing and other Faculties at the University of Oslo. In addition to MultiLing's regular Summer and Winter Schools, a Spring School was organized in by Janne Bondi Johannessen in March 2017.

MultiLing's INTPART collaboration with four universities in South Africa (2016–2018) has added three South African Summer Schools to the list, as well as up to four additional South African participants to each of the courses taking place in Oslo.

Winter School 2017: “Language, Youth and Identity – explored through ethnographic methodologies”

January 30–February 3

- Rickard Jonsson (University of Stockholm, Sweden)
- Unn Røyneland (MultiLing, University of Oslo)
- Bente Ailin Svendsen (MultiLing, University of Oslo)
- Elisabeth Staksrud (Department of Media and Communication, University of Oslo)
- Kristin Vold Lexander (MultiLing, University of Oslo)

Organizers: Bente Ailin Svendsen, Yeşim Sevinç, Maria A. Obojska and Jakob Wiedner

This year’s Winter School presented methods for collecting linguistic ethnographic data, with a specific focus on language, youth, and identities in culturally and linguistically heterogeneous urban spaces. Throughout the course, the Ph.D. students and lecturers engaged in the practical issues of conducting ethnographic fieldwork: of planning and collecting data, of doing digital ethnography, and of turning data into ethnographic text. Apart from the lectures, plenty of time was devoted to analyzing data from the participants’ own ongoing research projects and to relating these data to the presented theoretical perspectives.

Twenty doctoral students from twelve different countries attended this course, including six participants from our partner institutions in South Africa and Ethiopia — the INTPART and NORHED projects.

Spring School 2017: “From hypothesis to experiment”

March 20–23

- Maria Polinsky (University of Maryland, United States)
- Ronny Meyer (Addis Ababa University, Ethiopia)
- Bjørn Lundquist (UiT — The Arctic University of Norway)
- Janne Bondi Johannessen (MultiLing, University of Oslo)

Organizer: Janne Bondi Johannessen

A new addition to our researcher training was this year’s Spring School. The four-day Ph.D. course aimed to give the students a good understanding of how they can go from formulating questions and hypotheses to how they can hope to have their hypotheses tested. The lecturers used their versatile research backgrounds to present the trajectory from hypothesis to experiment within several areas of linguistic research. Among the topics of the course were how to use eye-tracking in experiments, how to do linguistic fieldwork on little-known languages and heritage languages, and the use of corpora in linguistic research.

Sixteen doctoral students from eight different countries attended the course, including two participants from our partner institutions in Ethiopia through our NORHED project.

Summer School 2017: “Interdisciplinary approaches to multilingualism — socio-cognitive aspects”

August 28–31

- Nick Ellis (University of Michigan, United States)
- Steve Thorne (Portland State University, United States)

Organizers: Anne Golden, Hana Gustafsson

Is it really possible to have a strict separation of the cognitive and social aspects of human activity? This year’s summer school examined interdisciplinary approaches to multilingualism with a focus on socio-cognitive aspects. Through its focus on the interplay between the social and the cognitive in linguistic research, the course placed itself right at the core of one of MultiLing’s main colloquia and research goals: to bridge the gap between sociolinguistics and psycholinguistics.

Sixteen doctoral students from eight different countries attended the course, including seven participants from our partner institutions in South Africa and Ethiopia — the INTPART and NORHED projects.

INTPART Summer School 2017: “Multilingualism, multimodality and embodiment: Sociolinguistic and psycholinguistic perspectives”

University of the Witwatersrand, Johannesburg, South Africa, 4-8 December 2017

- Carmen Rosa Caldas-Coulthard, Federal University of Santa Caterina, Brazil and University of Birmingham, United Kingdom
- Ramona Kunene Nicolas, University of the Witwatersrand, Johannesburg, South Africa
- Raj Mesthrie, University of Cape Town, South Africa
- Claire Penn, University of the Witwatersrand, Johannesburg, South Africa

Organizer: Tommaso Milani, University of the Witwatersrand, South Africa

The aim of the Summer School was to bring together a sociolinguistic/critical discourse analytical interest in visibility and the body, and a psycholinguistic attention to gesture and other embodied acts so as to create a productive cross-fertilization of approaches that seldom engage with each other in multilingualism research. More specifically, the summer school focused on methodological issues that included, but were not limited to, how one goes about and analyzes multimodal events and processes from sociolinguistic and psycholinguistic perspectives. For this purpose, lectures on specific concepts were followed by hands-on exercises on a variety of empirical data.

The course was attended by M.A. students, doctoral and postdoctoral scholars, as well as senior researchers from University of Cape Town, Stellenbosch University, University of the Western Cape, University of the Witwatersrand, and MultiLing.

Postdoctoral mentoring program

The postdoctoral fellows are a great asset to MultiLing not only through their competence and publications, but also through their energy, creativity, and openness to new approaches. They organize workshops, guest lectures and other research activities, and through their contractual 10% duty component, they teach M.A. courses, supervise students and contribute to doctoral training courses, thus building their CVs and competence.

In 2016, a mentoring program for postdocs was established at MultiLing. The postdocs are independent researchers and do not have a supervisor. While female postdocs at UiO have access to a gender equality mentoring program, at MultiLing a need for a mentoring program open to all of the postdocs at the Center was acknowledged. Such a program is important since contact with an international, experienced mentor in the postdoc's particular field of research can be crucial to the success of postdoctoral scholars as they develop original research ideas and move toward greater independence and maturity. Two postdocs at MultiLing enrolled in the program in 2017 and had international mentors.

MA scholarships

[ingress] MultiLing's Master's scholarships for 2017 were awarded to the initiators of three excellent projects that were carried out by Per Gunnar Paulsen, Cecilia Norevik Bratlie, and Maria Njølstad Vonen.

Per Gunnar Paulsen's thesis, entitled *Fra fjern og nær – førstespråksbakgrunn, identitet og makt i språkklasserommet* (*From Far and Near — First Language Background, Identity, and Power in the Language Classroom*), examines the possibilities for participation for Japanese students in a classroom where their fellow students have linguistic and cultural backgrounds similar to those of the Norwegians. Paulsen is an M.A. student in Norwegian as a Second Language at the Department of Linguistics and Scandinavian Studies, and has Marte Nordanger (Department of Linguistics and Scandinavian Studies, UiO) and Lars Anders Kulbrandstad (Inland Norway University of Applied Sciences/University of Oslo) as his supervisors. The thesis will be completed in the spring of 2018.

Cecilia Norevik Bratlie is writing a thesis in which she will examine the reading comprehension of mathematical texts used in higher education. The participants in the study are multilingual adults, the majority of whom have Norwegian as their second language. Bratlie is an M.A. student in Norwegian as a Second Language at the Department of Linguistics and Scandinavian Studies and has Toril Opsahl (MultiLing) as her supervisor. The thesis will be completed in the spring of 2018.

Maria Njølstad Vonen's thesis has the working title *Opprettholdelse av ansikt hos flerspråklige pasienter med demens* (*Maintaining Face in Multilingual Patients with Dementia*) and will be written in connection with MultiLing's flagship project MultiLing Dementia. The thesis will examine how multilingual patients with dementia and their conversation partners respond to losing face in situations where linguistic, cognitive, or communicative problems arise. Vonen is an M.A. student in Rhetoric, Language and Communication at the Department of Linguistics and Scandinavian Studies,

and has Anne Marie Landmark and Jan Svennevig (both at MultiLing) as her supervisors. The thesis will be completed in the spring of 2018.

[Side text: To recruit excellent students to the field of multilingualism, MultiLing awards three master's grants of NOK 15,000 each year.]

Public dissemination and communication

[ingress:] Dissemination and communication are central to MultiLing's goal and vision. Research results are regularly and frequently communicated back to relevant communities, presented to policymakers and stakeholders, to students, and to the general public through the press, social media, open lectures, and debates.

The goal of MultiLing's outreach activities is to raise awareness among the general public of the specific research carried out at the Center, as well as of research on individual and societal multilingualism carried out elsewhere, nationally and internationally. Moreover, MultiLing aims to address the implications of this research for citizens. MultiLing's outreach activities are framed within and driven by the Center's goal and vision, namely to provide research-based knowledge on multilingualism to central policymakers and stakeholders, and to enhance the capacity of society to address the challenges of multilingualism through increased knowledge, promoting agency, and a better quality of life, no matter the linguistic and social background.

In 2017, MultiLing researchers were very active disseminating their research not only in Norway but also abroad. Like previous years, the annual lecture celebrating the international Mother Language Day and the annual Einar Haugen lecture were important dissemination events. The language exhibition *Oslo sier. Språk i byen* (*Oslo Says. Language in the City*) had an exceptionally high number of visitors, and was prolonged until April 2018. In addition, our quarterly newsletter *MultiLing Voices* was introduced in May, and our new research topic of forensic linguistics was launched.

MultiLing dissemination abroad

MultiLing researchers have been very active disseminating their research not only in Norway, but also abroad. MultiLing research has been discussed in newspapers, in broadcast and social media, and also in talks and workshops directed at a broader audience in the US, France, The Netherlands, Germany, Ireland, the UK, Finland, Estonia, Sweden, Poland, Mexico, New Zealand, Australia, South Africa, and Ethiopia.

Just to mention a few, Janne Bondi Johannessen made several appearances in US newspapers on her *American Norwegian and Heritage Linguistics* project. In a few small local communities in the US, dialects of Norwegian have survived, more than a century after Norwegian immigrants settled here. Elina Kangas was part of a monthly language program on Swedish radio as a language expert answering questions about Meänkieli. Diana Camps had an hour live interview on Dutch radio about her work on the standardization of Limburgish, a minority language in the Netherlands. Aneta Pavlenko wrote a number of posts on the highly profiled blog *Life as a Bilingual*.

MultiLing dissemination in Norway

As in previous years, MultiLing researchers have been very active disseminating their research to the broader Norwegian public. In 2017, MultiLing had more than 75 appearances in traditional and web-based written media, as well as on Radio and TV. In addition, public lectures on multiple topics in multilingualism at an individual and societal level, such as bilingual first language acquisition, second language acquisition, linguistic diversity, and language planning, were held on several occasions for different audiences, in particular for educational personnel at all levels, governance agents of the education sector, students in secondary schools and in teacher training, health care and authority personnel, as well as parents.

Newsletter: MultiLing Voices

In May, MultiLing could proudly present the very first issue of its quarterly newsletter, *MultiLing Voices*. Here readers can find out more about our PhD defenses, recent publications, media appearances, and upcoming events. The newsletter also features new articles on the Center's researchers and what they do on a day-to-day basis, in addition to links that let the reader discover fun trivia and games related to language. When the third issue of MultiLing Voices came out, the newsletter had 412 subscribers.

MultiLing in social media

The Center endeavors to reach out to all who are interested in multilingualism through an active online presence. Through MultiLing's Facebook, Twitter, and Instagram accounts, we publish new and relevant research, event information, and even live streams from events and lectures, in addition to some contests. 2017's most popular contest was the annual Advent Calendar, in which people were invited to answer questions about language. On Facebook alone, MultiLing's page acquired more than 600 new followers in 2017.

The International Mother Language Day

This year, the topic for MultiLing's International Mother Language Day lecture was *Norwegian Sign Language as a Mother Tongue*. The lecture was held by Professor Arnfinn Muruvik Vonen, University College of Oslo and Akershus, who gave an inspiring lecture on what it means to use Norwegian Sign Language in families where the parents do not know it, or to be a signing parent with children who do not have hearing loss.

Language Exhibition

The language exhibition *Oslo sier. Språk i byen (Oslo Says. Language in the City)*, which was launched in May 2016 at Oslo City Museum, has been a great success and has had an exceptionally high number of visitors. In 2017 alone, had more than 60,000 visitors. The exhibition, which is a collaboration between MultiLing, Oslo City Museum and the Language Council of Norway, was extended for the third time since its launch, and will run until April 2018.

The annual Einar Haugen Lecture

Every year, MultiLing honors famous American-Norwegian linguist Einar Haugen with a lecture by an internationally prominent researcher. In 2017, the Einar Haugen Lecture was given by Professor Ofelia García from the Graduate Center of the City University of New York. Her lecture was entitled *Language in the School: Multilingualism and Translanguaging*, and sought to explain how we think

about language may have consequences for the education of all children and the marginalization of some.

Honorary doctorate lecture: Ellen Bialystok

The University of Oslo appoints new honorary doctors every third year, to especially distinguished scholars, and invite them to give a lecture on their research. One of these honorary doctors was Professor Ellen Bialystok from the Department of Psychology at York University, Canada, world-renowned authority on bilingualism across the lifespan. Her lecture *Lifelong Bilingualism: Reshaping Mind and Brain* shed light on the current and cutting-edge research on the cognitive effects of multilingualism on the brain.

Open conference

In October, the conference *Multilingualism, forensic linguistics, and the law* was held at the House of Literature in Oslo, bringing together people from higher education, various public institutions including the courts and the police, and the media. The conference marked the launch of Forensic Linguistics as a new research topic at MultiLing, with Aneta Pavlenko as the driving force.

Appendix: Publications 2017

Books

Costa, James (2016). *Revitalising Language in Provence: A Critical Approach*. Oxford: Blackwell & Philological Society.

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

Lane, Pia; **Costa, James**; **De Korne, Haley Jean** (2017). *Standardizing Minority Languages: Competing Ideologies of Authority and Authenticity in the Global Periphery*. Routledge.

Special issues and complete journal volumes

Doliwa, Urszula; **Purkarthofer, Judith** (eds.) (2017). *Radio Journal: International Studies in Broadcast & Audio Media* 15(2).

King, Kendall; **Lanza, Elizabeth** (eds.) (2017). *Ideology, Agency, and Imagination in Multilingual Families*, special issue of *International Journal of Bilingualism*.

Mendis, Binyam Sisay; **Johannessen, Janne Bondi** (eds.) (2016). Multilingual Ethiopia: Linguistic challenges and capacity building efforts. *Oslo Studies in Language (OSLa)* 8(1).

Simonsen, Hanne Gram; Haman, Ewa (eds.) (2017). *Testing Vocabulary in Bilingual Children across Languages*, special issue of *Clinical Linguistics and Phonetics*.

Leonard, Wesley Y.; **De Korne, Haley Jean** (eds.) (2017). *Language Documentation and Description* 14.

Scientific articles in international journals

Albury, Nathan John (2017). Mother tongues and languaging in Malaysia: Critical linguistics under critical examination. *Language in Society* 46(4): 1–23.

Albury, Nathan John; Carter, Lyn (2017). A typology of arguments for and against bilingual place-naming in Aotearoa New Zealand. *Journal of Multilingual and Multicultural Development* 38(9): 831–842.

Albury, Nathan John; Ooi, Li Hsien (2017). The widening gap between Malaysia's international tourism brand and domestic multicultural policy. *Journal of Policy Research in Tourism, Leisure and Events* 9(3): 318–330.

Alisaari, Jenni; **Heikkola, Leena Maria** (2017). Songs and poems in the language classroom: Teachers' beliefs and practices. *Teaching and Teacher Education* 63: 231–242.

Berezkina, Maimu (2017). Managing multilingualism on state websites: How institutional employees explain language choice. *Current Issues in Language Planning*.

Berezkina, Maimu (2017). (utgitt online i 2015) Russian in Estonia's public sector: 'playing on the borderline' between official policy and real-life needs. *International Journal of Bilingual Education and Bilingualism* 20(4): 417–427.

Costa, James (2017). Faut-il se débarrasser des "idéologies linguistiques" ? *Langage & société* 160–161(2): 111–127.

De Korne, Haley Jean (2017). The multilingual realities of language reclamation: Working with language contact, diversity, and change in endangered language education. *Language Documentation and Description* 14: 111–135.

De Korne, Haley Jean; Leonard, W.Y. (2017). Reclaiming languages: Contesting and decolonizing "language endangerment" from the ground up. *Language Documentation and Description* 14: 5–14.

Doliwa, Urszula; **Purkarthofer, Judith** (eds.) (2017). Special section on community radio – Editorial. *Radio Journal: International Studies in Broadcast & Audio Media* 15(2).

Eiesland, Eli Anne; **Lind, Marianne** (2017). Hva er en grevlingby? En undersøkelse av hvordan nylagde sammensetninger fortolkes av personer med og uten afasi. *Norsk tidsskrift for logopedi* 63(2): 6–14.

Fløgstad, Guro (2017). Revisiting Perfect/Preterit instability across Romance. On functional motivations for diverging paths. *Acta Linguistica Hafniensia. International Journal of Structural Linguistics* 49(2): 195–211.

Fyndanis, Valantis; Arfani, Dimitra; Varlokosta, Spyridoula; Burgio, Francesca; Maculan, Anna; Miceli, Gabriele; Arcara, Giorgio; Palla, Fabio; Cagnin, Annachiara; Papageorgiou, Sokratis; Semenza, Carlo (2017). Morphosyntactic production in Greek- and Italian-speaking individuals with probable Alzheimer's disease: Evidence from subject-verb agreement, tense/time reference, and mood. *Aphasiology*.

Fyndanis, Valantis; Lind, Marianne; Varlokosta, Spyridoula; Kambanaros, Maria; Soroli, Efstathia; Ceder, Klaudia; Grohmann, Kleanthes K.; Rofes, Adrià; **Simonsen, Hanne Gram;** Bjeki, Jovana; Gavarró, Anna; Kuva Kraljevi, Jelena; Martínez-Ferreiro, Silvia; Munarriz, Amaia; Pourquie, Marie; Vuksanovi, Jasmina; Zakariás, Lilla; Howard, David (2017). Cross-linguistic adaptations of The Comprehensive Aphasia Test: Challenges and solutions. *Clinical Linguistics & Phonetics* 31(7–9): 697–710.

Garmann, Nina Gram; Kristoffersen, Kristian Emil; **Simonsen, Hanne Gram** (2017). Phonological patterns (templates) in 5p deletion syndrome. *Clinical Linguistics & Phonetics* 32(2): 101–113.

Gonçalves, Kellie; Schluter, Anne (2017). "Please do not leave any notes for the cleaning lady, as many do not speak English fluently": Policy, power, and language brokering in a multilingual workplace. *Language Policy* 16: 241–265.

Haman, Ewa; Łuniewska, Magdalena; **Hansen, Pernille; Simonsen, Hanne Gram;** Chiat, Shula; Bjekic, Jovana; Blaziene, Agne; Chyl, Katarzyna; Dabaskinsiene, Ineta; Engel de Abreu, Pascale; Gagarina, Natalia; Gavarró, Anna; Håkansson, Gisela; Harel, Efrat; Holm, Elisabeth; Kapalková, Svetlana; Kunnari, Sari; Levorato, Chiara; Lindgren, Josefin; Mieszkowska, Karolina; Montes Salarich, Laia; Potgieter, Anneke; **Ribu, Ingeborg Sophie;** Ringblom, Natalia; Rinker, Tanja; Roch, Maja; Slanová, Daniela; Southwood, Frenette; Tedeschi, Roberta; Tuncer, Aylin Müge; Ünal-Logacev, Özlem; Vuksanovic, Jasmina; Armon-Lotem, Sharon (2017). Noun and verb knowledge in monolingual preschool children across 17 languages: Data from Cross-linguistic Lexical Tasks (LITMUS-CLT). *Clinical Linguistics & Phonetics* 31(11–12): 818–843.

Hansen, Pernille (2017). What makes a word easy to acquire? The effects of word class, frequency, imageability and phonological neighbourhood density on lexical development. *First Language* 37(2): 205–225.

Hansen, Pernille; Simonsen, Hanne Gram; Łuniewska, Magdalena; Haman, Ewa (2017). Validating the psycholinguistic aspects of LITMUS-CLT: Evidence from Polish and Norwegian. *Clinical Linguistics & Phonetics* 31(11–12): 910–930.

Hansen, Pernille; Łuniewska, Magdalena; **Simonsen, Hanne Gram;** Haman, Ewa; Mieszkowska, Karolina; Koak, Joanna; Wodniecka, Zofia (2017). Picture-based vocabulary assessment vs. parental questionnaires: A cross-linguistic study of bilingual assessment methods. *International Journal of Bilingualism*.

Heikkola, Leena Maria (2017). Kognitiivinen uupumus ja kieli MS-taudissa. Semispontaaniien narratiivien määrällinen ja laadullinen analyysi. *Lectio precursoriae. Virittäjä: Kotikielen Seuran aikakauslehti* 121(4).

Jensen, Bård Uri; Steien, Guri Bordal (2017). Intonasjonstrekk i flerspråklige taleres idiolekter i to post-S1-språk. *NOA. Norsk som andrespråk* 33(2): 5–29.

Johannessen, Janne Bondi (2017). Røddøyd og bøydd: Samdanning og perfektum partisipp har parallell semantikk. *Norsk lingvistisk tidsskrift* 35(1): 27–47.

Johannessen, Janne Bondi; Larsson, Ida (2017). Stability and change in grammatical gender: Pronouns in heritage Scandinavian. *Heritage Languages in North America: Formal Linguistic Approaches*, special issue of *Journal of Language Contact* 12(1).

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Appendix: The MultiLing team

Core group

- Elizabeth Lanza, Professor and Center Director
- Unn Røyneland, Professor and Deputy Director
- Anne Golden, Professor and Theme Leader
- Bente Ailin Svendsen, Professor and Theme Leader
- Pia Lane, Professor and Theme Leader
- Marianne Lind, Researcher
- Janne Bondi Johannessen, Professor
- Monica Knoph, Researcher
- Toril Opsahl, Associate Professor
- Else Ryen, Associate Professor Emerita
- Jan Svennevig, Professor
- Hanne Gram Simonsen, Professor
- Ingebjørg Tonne, Professor
- Emel Türker-van der Heiden, Researcher
- Jannis Androustopoulos, Research Professor
- Mira Goral, Research Professor
- Aneta Pavlenko, Research Professor
- Alastair Pennycook, Research Professor

Postdoctoral research fellows

- Haley De Korne
- Valantis Fyndanis
- Kellie Gonçalves
- Hana Gustafsson
- Pernille Hansen
- Leena Maria Heikkola
- Ekaterina Kuzmina
- Anne Marie Dalby Landmark
- Kristin Vold Lexander
- Judith Purkarthofer

Doctoral research fellows

- Nathan Albury
- Hanna Solberg Andresen
- Maimu Berezkina
- Diana Camps
- Rafael Lomeu Gomes
- Jessica P. Belisle Hansen
- Pernille Hansen
- Elina Kangas
- Kamilla Kraft
- Maria Obojska
- Verónica Pájaro
- Yeşim Sevinç
- Jorunn Simonsen Thingnes
- Jakob Wiedner

Affiliated doctoral research fellows

- Helene Killmer
- Alexander Lykke
- Ingeborg Sophie Bjønness Ribu
- Yvonne van Baal

Other scientific staff

- Mina Finstad Berg, Research Assistant
- Malene Bøyum, Research Assistant
- André Nilsson Dannevig, Research Assistant
- Bård Uri Jensen, Statistician/Researcher
- Kristin Myklestu, Researcher

Administrative Staff

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

Appendix: Institutional partners and collaborators

Institutional partners

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

Fafo Research Foundation, Norway

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

Lund University, Sweden

In addition to close research collaborators, the Lund University Humanities Lab, led by SAB member Marianne Gullberg, has been an invaluable advisor in the process of planning and building MultiLing's socio-cognitive laboratory (opening in 2018).

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

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

Språkrådet (Language Council of Norway), Norway

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

Statped (National service for special needs education), Norway

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

UiT The Arctic University of Norway, Norway

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

University of Copenhagen, Denmark

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

University of the Western Cape, South Africa

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

Collaborators

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

Niclas Abrahamsson and Emanuel Bylund, Centrum för tvåspråkighetsforskning, Stockholm University, Sweden

Jannis Androutsopoulos, Hamburg University, Germany

Tove Bull and Anna-Riitta Lindgren, UiT The Arctic University of Norway

Jakob Cromdal, Educational Practice, Department of Social and Welfare Studies, University of Linköping, Sweden

Xiao Lan Curdt-Christiansen, University of Bath, United Kingdom

Ana Deumert, School of African and Gender Studies, Anthropology and Linguistics, University of Cape Town, South Africa

Susan Gal, University of Chicago, USA

Ewa Haman, University of Warsaw, Poland

Monica Heller, University of Toronto, OISE, Ontario Institute for Studies in Education, Canada

Christine Hélot, University of Strasbourg, France

Rita Hvistendahl, Center of Excellence in Education, University of Oslo/UiT The Arctic University of Norway, Coordinator for Multilingualism, Norway

Scott Jarvis, Ohio University, USA

Jürgen Jaspers, University of Antwerp/The Free University of Brussels, Belgium

Gabriele Kasper, University of Hawaii at Manoa, USA

Tommaso Milani, Department of Swedish, University of Gothenburg, Sweden and Department of Linguistics, University of the Witwatersrand, South Africa

Lorenza Mondada, University of Basel, Switzerland

Kamil Øzerk, Department of Education Research, University of Oslo, Norway

Sari Pietikäinen, Jyväskylä University, Finland

Suzanne Quay, International Christian University, Tokyo, Japan

Pia Quist, Copenhagen University, Denmark

Monika Schmid, University of Groningen, the Netherlands, and University of Essex, United Kingdom

Seyhun Topbas, Anadolu University, Eskisehir, Turkey

Cecile Vigouroux, Simon Fraser University, Vancouver, Canada

Marit Westergaard, UiT The Arctic University of Norway

Hirut Woldemariam, Addis Ababa University, Ethiopia

