

MultiLing Annual Report 2020

[The Dean's Introduction](#) (to come)

[The Head of Department's Introduction](#) (to come)

[The Director's Introduction](#) (draft)

Like the rest of the world, MultiLing has been impacted by Covid-19. As a result of the pandemic, research projects have had to be altered or postponed, conferences and workshops have been cancelled or become virtual events, and our international staff have not been able to go home to visit family and friends because of demanding travel restrictions. In spite of all this, our researchers and administrative staff have demonstrated exemplary resilience, creativity and empathy in this annus horribilis 2020. As Center Director, I am beyond impressed by this and especially proud to lead such an excellent team. From Zoom morning coffee meetings and digital Friday happy hours, to just checking in on each other virtually, we have managed to keep in touch and feel a sense of community despite being homebound. In this eighth annual report, our focus is in fact on how Covid-19 has affected the research conducted at MultiLing, and the challenges, but also in some instances the opportunities, we have all faced (and gained!) this past year.

[Janne Bondi Johannessen](#)

To begin with, our most devastating loss in 2020 was that of our dear friend and longtime colleague, Core Group member Janne Bondi Johannessen, Professor of Linguistics. In June, we received the very sad news that she had passed away. To honor Janne and all of the amazing research she had conducted, her colleagues at MultiLing are organizing a lecture in her memory scheduled for the fall of 2021. In this lecture, we will celebrate Janne and her outstanding work. We also dedicated one of MultiLing's 2020 digital newsletters to Janne. She is sorely missed, but definitely not forgotten by her many friends and colleagues at MultiLing and beyond.

[GURT 2020 Virtual](#)

We were all really looking forward to travelling to Washington D.C. in March in order to participate in the prestigious Georgetown University Round Table on Languages and Linguistics (GURT). That event, an international conference entitled *Multilingualism: Global South and Global North Perspectives*, was to be an important milestone for MultiLing's INTPART network project with colleagues at Georgetown and partner universities in South Africa. It was then the pandemic hit, Norway went into lockdown, and both U.S. and Norwegian borders were shut down. However, the two wonderful organizers, Professors Anna De Fina and Lourdes Ortega, did a tour de force in a short amount of time and converted the conference into a digital rebirth of GURT 2020! It focused on the relation between multilingual learning and multilingual practices, globalization, and social

justice, with two goals: (a) to bring together research on multilingualism spanning the full spectrum of psycholinguistic-cognitive and sociolinguistic-critical approaches and (b) to facilitate dialogue about multilingualism as it is lived and investigated across diverse contexts in the Global North and the Global South.

The Einar Haugen lecture

This year's annual Einar Haugen lecture had the appropriate title "Language Learning in a Post-COVID World". Distinguished researcher Lourdes Ortega held the lecture virtually, in which she critically examined how COVID-19 is affecting second language acquisition across three single domains: technology, health, and race. The lecture was very well received, drawing an audience from all corners of the globe, with more than 500 participants via Zoom.

Externally funded projects

We congratulate Associate Professor Toril Opsahl and the rest of the team whose project *NorPol Second-language communication in workplace settings — the case of Polish migrants in Norway* was awarded prestigious FRIPRO funding by the Research Council of Norway. We also congratulate one of our most recent members of MultiLing, Associate Professor Natalia Kartushina on her Young Research Talents FRIPRO grant from the Research Council of Norway for her project *Role of parental speech in early language development*.

The MultiLing team

In 2020, we were pleased to welcome 15 new members to MultiLing (a few were not actually new, but rather switched roles). These included five doctoral research fellows, three postdoctoral fellows, three researchers, a lab manager and four research assistants.

Doctoral defenses

Several of MultiLing's doctoral research fellows and some affiliated doctoral research fellows successfully defended their thesis in 2020. Rafael Lomeu's dissertation *Family multilingualism: Language practices and ideologies of Brazilian-Norwegian families in Norway* looks at families in Norway consisting of couples in transnational marriages who raise their children multilingually. It explores the connections between multilingual practices in the home and the broader social, cultural, socio-economic and political processes through a combination of interview analysis, participant observation, and audio recordings of interactions. Jorunn S. Thingnes' dissertation, *Å velje minoriserte språk. Språkpolitikk og språkval i akademien* ('To choose or not to choose minoritised languages. Language policy and language choices in academia') draws attention to minoritised languages in Norwegian academia, more specifically Nynorsk and Northern Sámi. The thesis deepens our knowledge about language policy as process, the relationship between agency and structure, and the role of legitimacy in language policy. Three MultiLing affiliates also defended their thesis:

Ingeborg Ribu: *Språk og kognisjon ved aldring og demens* ('Language and cognition in aging and dementia')

Alexander K. Lykke: *Variation and Change in the Tense Morphology of Heritage Norwegian in North America*

Yvonne van Baal: *Compositional Definiteness in American Heritage Norwegian*

Master's program in Multilingualism

We are pleased to announce that the Department of Linguistics and Scandinavian Studies' Board has approved MultiLing's Master's program in Multilingualism. The next step is to work with the Faculty study administration to develop the program further, with the next milestone being to get the program approved at the faculty and university levels. We are very hopeful that in August 2022 we will be able to welcome the first cohort of MA students in multilingualism to our campus!

[Signature]

Elizabeth Lanza
Center Director

In memoriam: Janne Bondi Johannessen (1960–2020)

Janne Bondi Johannessen, Professor of Linguistics at the University of Oslo, passed away on June 15, 2020, at the age of 59.

When we received the news that Janne had passed away on June 15, only 59 years old, it came as a shock. Many knew that Janne had been seriously ill for a few years, but this was not something that she would focus on herself. On the contrary, as usual, she put all of her energy into publications and research funding applications, and it was almost impossible to imagine that she, who was so full of life, could be terminally ill. It is still hard to understand that we will never again hear her hearty laughter in the hallways of the Henrik Wergeland Building.

Janne Bondi Johannessen was Professor of Linguistics and Language Technology at the Department of Linguistics and Scandinavian Studies, University of Oslo, for a number of years. As Head of the Text Laboratory for almost 30 years, she was in fact an institution.

Academically, Janne's main interest was in morphology, syntax, and research methodology, especially in the development of written and oral corpora. Within these areas, she was a widely recognized international name and a pioneer in the field. At the beginning of the 2000s, her research interest turned to North Germanic dialects, and, in the past decade, to Heritage Norwegian in North America. With this focus, Janne made great strides in collecting and preserving indispensable spoken language data for posterity, and in introducing young research talents to the field.

From 2013, Janne was a key member of the core group at the then newly established Center of Excellence, the Center for Multilingualism in Society Across the Lifespan (MultiLing), where she was the Center's most important capacity in the field of Heritage Languages, and especially Heritage Norwegian in America. In 2019, she was elected a member of the Norwegian Academy of Science

and Letters, and in 2019 - 2020 she was also a participant in the prestigious project *MultiGender: A Multilingual Approach to Grammatical Gender* at the Center for Advanced Studies (CAS) in Oslo.

As a researcher, Janne was extremely productive, full of resolution and had an amazing ability to start up and run fruitful collaborations and research projects, in both basic research and infrastructure. She led several large Norwegian and Scandinavian dialect projects funded by the Research Council of Norway, in addition to the large, National Infrastructure project *Language Infrastructure made Accessible (LIA)*.

Janne had a strong commitment to both people and research, and in the NORAD-funded development project *Linguistic Capacity Building — Tools for the Inclusive Development of Ethiopia*, this commitment really came into its own right. From an academic point of view, the project was a great success, but also at a more interpersonal level, Janne gave everything. When a large group of younger Ethiopian researchers were on one of several research stays in Norway, she not only ensured the academic program, but also made sure that everyone could borrow warm clothes and winter shoes.

At MultiLing, Janne was highly appreciated for her unusual warmth and for her boldness. She could be ruthlessly honest, but she was also genuinely interested in people. She cared and took on an almost maternal responsibility for the younger researchers, and felt a special responsibility for young female doctoral fellows. Everyone was safe under Janne's protection! At the same time, she was never afraid of a good discussion. She was very straightforward, and even her professional opponents had great respect for her, even though they could strongly disagree.

Janne was dearly loved, she will be sorely missed – but her voice lives on in her work, and through the people with whom she collaborated.

Highlights 2020

[To come]

Facts and Figures

[Separate document]

Organizational structure of MultiLing

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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 policies and practices, language socialization, identity in migrant narratives, as well as linguistic landscapes.

Deputy Director Unn Røynealand

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

Head of Administration Mari C. R. Otnes

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

Theme 1 leader: Minna Lehtonen (spring)

Minna Lehtonen was promoted to professor of multilingualism in June 2020. Her research focuses on psycholinguistic aspects of multilingualism and utilizes both neurocognitive techniques and behavioural methods. Recent research interests include the putative advantages and disadvantages of bilingualism, cognitive control in language processing, and the language-cognition interface more generally. She started as a professor at the department of Psychology and Speech-Language Pathology at University of Turku, Finland, in August 2020.

Theme 1 leader: Anne Golden (fall)

Anne Golden is Professor of Norwegian as a Second Language. Her main field of research is second language literacy, 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. Most recently, she has been involved in focus groups interviews with Polish speakers representing various professions to explore the role of attitudes and negotiation of identity in situated interaction and to find out what stereotypes exist in these encounters.

Theme 2 leader: Jan Svennevig

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

Theme 3 leader: Toril Opsahl

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

The Center Board

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

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

Representatives for permanent scientific staff:

- Unn Røyneland (1st Deputy: Åshild Næss)
- Ståle Dingstad
- Jon Gunnar Jørgensen

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

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

Student representatives: Henrik Torgersen and Marit Bjørndal

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

Scientific Advisory Board

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

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

Members

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

Kees de Bot is Professor of Applied Linguistics at the University of Pannonia, Hungary, and an External Research Fellow at the University of Leiden, the Netherlands.

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

Lynn Mario T. Menezes de Souza is Professor of English at the Modern Languages Department of the University of São Paulo.

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

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

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

Lorenza Mondada is Professor of Linguistics at the Department of French and General Linguistics at the University of Basel.

Sari Pietikäinen is Professor of Discourse Studies at the Department of Language and Communication Studies at the University of Jyväskylä.

Pia Quist is Associate Professor at the Department of Nordic Studies and Linguistics of the University of Copenhagen.

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

Christopher Stroud is Senior Professor of Linguistics at the University of the Western Cape, South Africa, and Professor of Transnational Multilingualism at Stockholm University, Sweden. At the

University of the Western Cape, he is Director of the Centre for Multilingualism and Diversities Research (CMDR).

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

MultiLing's organization in Themes and Colloquia

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

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

MultiLing's three overarching Themes:

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

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

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

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

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

[Figure illustrating Themes and Colloquia]

Theme 1: Multilingual competence

Theme leaders: Minna Lehtonen / Anne Golden

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.

Multilingual acquisition and learning

Multilingual acquisition and learning has been studied in different age groups, from infants to adults among the MultiLing researchers. In the course of his Marie Skłodowska-Curie postdoctoral project, *Language-affect interface in parent-infant communication*, Liquan Liu investigates how cumulative learning from the ambient environment changes our perception across domains of language, music, cognition and social emotion. Liu, Chen, & Kager (2020) found that multilingual speakers (N=24) outperformed their monolingual peers (N=24) in (non-native) linguistic and musical pitch perception tasks but not in executive function tasks. Findings suggest that the observed “multilingual advantage” may stem from experience-related perceptual rather than cognitive factors. Fikkert, Liu, & Ota (2020) conducted a comprehensive review of infants’ acquisition of three main components of word prosody: stress, pitch accent to tone. Liu discussed the effects of multilingualism on infants’ tone perception and learning in the chapter. Liu and colleagues (2020) compared lab-matched samples of 333 bilingual and 385 monolingual infants’ preference for North-American English infant-directed speech over adult-directed speech. Whilst infants across language backgrounds preferred the former, amongst bilingual infants who were acquiring North-American English as a native language, greater exposure was associated with a stronger preference. This suggests that infants are exquisitely sensitive to the nature and frequency of different types of language input in their early environments.

Children’s consonant cluster simplification strategies in Norwegian and English were studied in Garmann, Simonsen, Hansen, Holm, Post, & Payne (2020) and compared with adults’ cluster production in the two languages. In particular, the authors focused on children’s use of vocalic insertion to see to what extent this strategy depended on the ambient language. They analyzed word initial cluster production in 9 Norwegian-speaking and 9 English-speaking children, aged 2;6–6 years and 8 adults, 4 from each language, and found that Norwegian-speaking children use this strategy significantly more often than English-speaking children. The same pattern was found in Norwegian-speaking versus English-speaking adults. The authors conclude that the phonetic difference between English and Norwegian (open transition between consonants in Norwegian vs close transition in English, sometimes resulting in the intrusion of a short vowel between the consonants in a cluster in Norwegian) is perceived by the Norwegian children. This language-specific tendency is strengthened through the child-specific tendency of slower articulation and difficulties with gestural timing.

Ingebjørg Tonne has investigated the use of pseudo-coordination (“sitte og skrive”, ‘sit and write’) by adult learners (age 19-56) of Norwegian (Tonne, 2020). The data source is the learner corpus, ASK (of approx. 750 000 words), with texts assessed to be from a low-medium to a high level. Tonne finds that the distribution of the pseudo-coordination used by the second language writers is relatively similar to the first language distribution of this construction (Faarlund et al., 1997; Tonne, 2001). That is, the construction mainly combines with atelic sentences, i.e., with no expressed endpoint. An additional finding is that the construction is overwhelmingly well-formed, contrasting with several non-grammatical forms found in other parts of the sentence. The findings represent a step towards investigating what type of constructions or forms are easier to acquire in a second language, and what characterizes the “easier” constructions, whether the important underlying features are formal, semantic or pragmatic – or a combination.

Education-related studies: teachers’ beliefs

In follow-up research of their 2019 study in which Golden and Kulbrandstad studied teachers’ views concerning the influential *Common European Framework of Reference for Languages* (CEFR), through a survey on Facebook, their 2020 article analyzes the additional comments provided by eleven teachers who used the opportunity of commenting most often. The questions selected in this analysis were a) how the teachers perceived what purposes the CEFR is suitable for; and, b) how the teachers assumed how a second language is learned. The starting point for the study theoretical developments in studies of teacher beliefs, profession theories, with key concepts from Basil Bernstein’s (2000) sociology of knowledge. The findings show that teachers use the comments to clarify, nuance, and elaborate on their chosen alternatives, hence indicating that there are no easy answers. The teachers most often expand on experiences in practice and less often on relevant theories. At the same time, teachers make significant use of professional language. The academic terms and concepts used by the teachers are from the fields of linguistics, second language theory and didactics, and general pedagogy and didactics.

Heritage languages

Heritage languages were studied in 2020 in different environments and with different topics. As a part of David Natvig’s Marie Skłodowska-Curie postdoctoral project related to the American Norwegian Sound Systems and Language Contact, Natvig examines the phonetics and phonology of /r/ sounds. In a study “Rhotic underspecification: Deriving variability and arbitrariness through phonological representations” he integrates these types of patterns in a framework that models cross-linguistic variability within a cohesive representational category. This article will form the theoretical foundation for a new analysis of variation and change in American Norwegian *r* sounds over time, currently under review.

In her recent publications, postdoctoral researcher Yeşim Sevinç addresses socio-psychological and pedagogical aspects of multilingualism in different social contexts. In a handbook chapter on the family context, Sevinç (2020a) outlines emotional issues and psychological dimensions of heritage language maintenance and calls for the attention of family language policy (FLP) research to the crucial role that negative and positive emotions play in heritage language development and FLP. In an interdisciplinary article, Sevinç (2020b) examines heritage language anxiety (HLA) experienced by three generations of the Turkish immigrant community in the Netherlands in diverse social settings.

Findings demonstrate the complex interplay of immigrants' HLA, their daily sociolinguistic and socio-emotional challenges and physiological responses. In the school context, Sevinç, Krulatz and Christison (2020) develop a multidimensional model for education in multilingual settings: "the Multilingual Approach to Diversity in Education (MADE)" – a tool for multilingual classroom observation and teacher professional learning. Drawing on observation data from classrooms for newly-arrived multilingual students in Grades 4 to 7 in Norway, they illustrate the model and conclude with an array of strategies for working with linguistically and culturally diverse learners.

Clinical linguistics

While cognitive changes in aging and neurodegenerative disease have been widely studied, language changes in these populations are less well understood. Data from monolingual speakers can in future studies help to inform data from multilingual participants. Nikolaev, Higby, Hyun, Lehtonen, Ashaie, Hallikainen, Hänninen, & Soininen (2020) studied the production of novel inflectional forms in healthy older adults, persons with mild cognitive impairment, and persons with Alzheimer's disease (AD). Inflectional choices in both the AD and healthy group were governed by, for example, phonological resemblance to regularly and irregularly inflected real words, supporting theories of inflection by phonological analogy (single-route models), as opposed to theories advocating for formal symbolic rules (dual-route models). Fyndanis, Messinis, Nasios, Dardiotis, Martzoukou, Pitopoulou, Ntoskou, & Malefaki, (2020) investigated the ability of Greek-speaking persons with Multiple Sclerosis (MS) to produce verb inflection (mostly "endings") that expresses tense, subject-verb agreement, and grammatical aspect. There were four groups: a group of 25 individuals with relapsing-remitting MS, a group of 14 individuals with secondary progressive MS, and two groups of healthy participants, matched by age, education and sex.. There was no difference between the two MS groups. Participants with MS were found to be impaired in the production of verb inflection. However, their pattern of performance (i.e., Aspect more impaired than Tense/Agreement) was identical to that exhibited by the groups of healthy participants. It appears, thus, that the performance of individuals with MS on tasks tapping into the production of verb inflection differs from that of healthy controls quantitatively but not qualitatively.

In three articles, Mira Goral and colleagues continued to explore aspects of aphasia in multilinguals. Lerman, Goral, Edmonds, and Obler (2020) demonstrated that treating verb production in a sentence context had beneficial outcome for a trilingual person with severe aphasia, as measured by elicited connected language tasks. Lerman, Goral, and Obler (2020) and Goral and Lerman (2020) examine the variables and mechanisms that account for the patterns of results observed for multilinguals with aphasia. Specifically, Lerman, Goral, and Obler (2020) focused on the complex relations among critical variables and their measurements (e.g., presumed pre-onset proficiency; observed post-stroke abilities), and Goral and Lerman (2020) focused on such variables and their contribution to language intervention outcomes.

The Research Council of Norway funded project *Language and communication in multilingual speakers with dementia* was completed in 2020. One of the landmark publications from the project is the book *Multilingualism and Ageing: An Overview*, published in the series *Brill Research Perspectives in Multilingualism and Second Language Acquisition*. The publication is a joint, cross-disciplinary venture of MultiLing researchers and associates: de Bot, Plejert, Simonsen, Fyndanis,

Hansen, Norvik, Svendsen & Svennevig. It provides an overview of research on a large range of topics relating to language processing and language use from a lifespan perspective. It is unique in covering and combining psycholinguistic and sociolinguistic approaches, discussing questions such as: Is it beneficial to speak more than one language when growing old? How are languages processed in multilinguals, and how does this change over time? What happens to language and communication in multilingual aphasia or dementia? How is multilingual ageing portrayed in the media? Furthermore, instead of looking at ageing mainly as decline, the basic perspective in the book is a "non-deficit view", seeing ageing as change and as an accumulation of experiences. Also in a clinical setting, this is important: through focusing on what is there, instead of focusing on what possibly is lost, the full repertoire of a multilingual person can be activated and encouraged.

Theme 2: Multilingual practices

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

A major focus of interest in Theme 2 this year has been video-mediated communication, a topic that is highly pertinent in the year of Covid-19 and fits well with the special topic of this year's annual report. In addition, several studies have appeared on multilingualism in legal and educational contexts.

Mediated communication

MultiLing's flagship project *Multilingualism in mediated communication* had a very fruitful year. Kristin Vold Lexander rounded up her postdoctoral project with a series of publications. Lexander (2020a) studies translanguaging and orthographic repertoires in digital communication by investigating the resources three young women activate when they spell Wolof, a West African language they usually use more in spoken than in written communication. Three contexts of use are studied: (1) texting by Senegalese university students; (2) discussion forum posts; and (3) transnational digital family interaction. The spelling practices are examined with reference to the colonial history of spelling in Senegal, other contemporary informal literacies in West Africa, and the sociolinguistic context of the writers. In another article, Lexander (2020b) studies Norwegian as a second language through an analysis of its role in digital interaction in the migrant family context. Based on interview data, interactional and observational data collected with four Senegalese-background families, the article discusses how digital communication is used to develop Norwegian language competence in the family as well as the relations between the family members' perspectives on identity and their use of Norwegian. Finally, in a handbook chapter, Lexander (2020c) discusses two types of initiatives to enhance the use of African languages in ICT: technology and internet content development projects based on standard language, and linguistically diverse grassroots literacy practices that stem from users' communication needs and motivations, like interpersonal texting or social media interaction. She shows that both dimensions may have important consequences for the African languages' roles and values as written languages.

Based on a workshop on multilingual writing in October 2018, Kristin Lexander, Kellie Goncalves and Haley De Korne co-edited a special issue of *International Journal of Multilingualism*. In their introduction to the issue, they discuss the history of multilingual writing research and examine the research presented in the issue in light of three cross-cutting themes – visibility, materiality, and creativity – to contribute to our understanding of shifting multilingual literacy practices in the twenty-first century. One of the articles in the special issue, Androutsopoulos (2020), introduces the term ‘trans-scripting’ to examine fleeting practices of writing a language in a non-canonical script. The example studied is English written in the Greek script (Hellenized English), as occurring in social media data of various kinds. The article draws on translanguaging theory to work out the creative and performative dimension of script choice as part of multilingual practices in digital communication.

Using the mediagram methodology developed in the MultiLing flagship project, Artamonova and Androutsopoulos (2020) study smartphone-based language practices among refugees in Hamburg. The article presents a comparison of the mediational repertoires of two families and shows generational differences, and a qualitative examination of social media sources for informal language learning.

Also within the flagship project, Jessica Hansen published the first article in her PhD project on video-mediated interpreting (Hansen 2020). In the context of hospital encounters, she studies how onsite participants and online interpreters organize visual space and use it as a resource for video-mediated interpreting. The article explores how the participants orient to the technology and the materiality of the setting in order to achieve mutual visibility and audibility in the service of facilitating interpreting.

Other MultiLing researchers have also contributed to the field of mediated communication. Unn Røynealand and Øystein A. Vangsnes (UiT The Arctic University of Norway) have received funding from the Research Council of Norway for a new project called *Multilectal Literacy in Education* (MultiLit). Røynealand will lead the work package on the development of norms for dialectal writing among multilectal and monolectal youth. The goal is to chart the patterns of dialectal writing in different parts of the country, and to investigate how and why youth write in dialect on the various social media platforms, and how norms of dialect writing are negotiated. Røynealand and Vangsnes (2020) have published an article on the topic based on questionnaires and text samples produced by adolescents (n=126) from the four main dialect areas of Norway. The data are drawn from a larger study where a total of 1532 students from 42 different upper secondary schools in all regions of Norway have taken part. The authors find that private messages contain a high degree of local or regional dialect features, as well as other deviations from standard orthography, whereas the formal messages are mostly written in one of the Norwegian written standards (Bokmål or Nynorsk). Choice of SoMe platform also seems to influence the choice of features, as messages to the teacher by SMS or Snapchat typically contain more dialect features than messages sent via email. Importantly, their study shows that the adolescents are typically creative, flexible and adaptive in their choice of features and codes in different situations and for different purposes, and that they exploit the symbolic potential of different features while creating new potential meanings.

In another study of social media, Lanza (2020) presents theoretical background and methodological issues in studying the multilingual family online as a (public) space, examining how these families have figured in mediatised discourses as well as in blogging and vlogging. She focuses on multilingual parents' blogs and vlogs as narratives of family language policy and argues for the importance of addressing these new digital arenas of discourse and points to directions this line of inquiry could take in further research.

Police interviews

In an article on teaching legal rights to ESL students, Pavlenko, Hepford, Tavella, and Michalovic (2020) outline a research-based approach to the integration of Miranda rights and other legal topics in ESL curricula. Drawing on their collective experience of research, teaching and public advocacy, the authors discuss activities that provide students with knowledge about their legal rights and help them develop the linguistic means and procedural knowledge necessary to exercise their rights. The article also identifies a plethora of resources teachers can use to engage students in critical reflection on power inequalities in the criminal justice system. Pavlenko has also contributed a chapter (Eades & Pavlenko 2020) to an Open Access book in Portuguese introducing the "Guidelines for Communicating rights to non-native speakers of English" and explaining their applications beyond the English-speaking world.

Multilingualism in educational settings

As part of the Bloomsbury Education and Childhood Studies initiative, which provides systematic and comprehensive coverage of education and childhood studies around the world, Ryen and Svendsen (2020) review the status of multilingualism in primary education in Norway, in research and in the curriculum. They emphasise the need for qualified bilingual teachers and further research on bilingual subject training, as well as a strengthened focus on the pupils' linguistic, social and cultural background such as how the pupils experience and navigate in a school where Norwegian is the dominant and often the only language of instruction. In another article, Svendsen, Ryen and Ims (2020) review the research on multilingualism in education in Norway, and present data from the first two national studies on multilingualism in the Norwegian school, including approximately 10 000 pupils and 450 teachers, viz. "Ta tempen på språket" (*Take the temperature of language!*, 2014) and "Rom for språk?" (*Room for Languages?*, 2015). The authors find that most of the participating pupils report on a multilingual home and everyday life, and that the pupils are eager to learn more languages. However, the research review as well as the data from the two studies show that the rather limited bilingual instruction is randomly organized and that there exists vast opportunities for esteeming and applying the pupils' multilingual resources and repertoires for teaching and learning purposes.

In the context of so-called 'language cafés', informal arenas where migrants may practice their Norwegian skills, Gudmundsen and Svennevig (2020) investigate multimodal displays of understanding in vocabulary-oriented sequences, where the participants deal with a problem of comprehension or perception of a lexical item. The analysis shows that understanding is displayed not just by verbal tokens (such as 'oh'), but typically by a more encompassing multimodal gestalt involving upwards torso and head movements, raised eyebrows and widened eyes, and gestures

demonstrating the concept involved. Multimodal means are thus crucial to establishing the success of vocabulary-oriented sequences and returning to the main business of the talk.

Theme 3: Multilingualism, ideologies and language policies

Theme leader: Toril Opsahl

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

Crossroads

2020 witnessed two Theme 3 members defending their thesis, as two new PhD candidates embarked on projects that in different ways examine multilingual practices and ideologies in Norwegian professional settings (see p. xx). Further exploration of cross-thematic research possibilities has taken place, as in the *NorPol* project (p. xx) and the *MultiLit* project (p. xx). In addition, Pia Lane has just started a ten-year project in close collaboration with Kven and Sámi language centers, which aims to investigate personal and emotional consequences for individuals reclaiming a language, and how they attempt to solve inherent tensions in such a process.

Family language practices and policies

The project *Family language policy in multilingual transcultural families* (MultiFam) formally ended in 2019, but also in 2020, our rich tradition for research on FLP is promoted through several publications and activities. Rafael Lomeu Gomes' PhD dissertation (see p. xx) concerns language ideologies and practices of Brazilian parents in Norway. In one article (Lomeu Gomes 2020a), he analyses naturally occurring interactional data in a household comprising a Brazilian mother, a Norwegian father, and their 3-year-old Norwegian-born daughter. He argues that parental discourse strategies (PDSs) that make explicit references to named languages or interlocutors do not necessarily lead to more use of Portuguese, as intended by the mother. In turn, PDSs that can be interpreted as implicit requests to use Portuguese allow the daughter to draw more freely on her multilingual linguistic repertoire. Analysing parent-child interactions from a 'translingual lens' challenges a traditional understanding of *one-parent-one-language* (OPOL) as a strategy to raise children bilingually. Instead, he proposes that *one-parent-one-language-one-nation* (OPOLON) can be better understood as an ideology that informs language negotiation in the home. In another article (Lomeu Gomes 2020b), he draws on semi-structured interview data and participant observations to better understand how Brazilian parents make sense of their transnational, multilingual experiences in Norway, and what discourses inform parental language practices in the home as they raise their children multilingually. He suggests that analysing the ways parents position themselves and are positioned in intercultural encounters in Norway can be better understood from a southern perspective. Novel theoretical and methodological explorations are also characteristic of the contribution by Seyed Hadi Mirvahedi (Mirvahedi 2020). Through examining the linguistic

ideologies and practices of thirteen mothers of young children in Tabriz, Iran, he illustrates how family language policy emerges in interaction with, and response to, structural powers. He argues that realist social theory can help us better understand the interaction between social structure and human agency in the context of FLP. Realist social theory advocates the analytical separation of structure and agency, and attributes causal powers to both social structures and individual agency. This conceptualization of structure and agency prevents us from falling into structural determinism or individual voluntarism, according to Mirvahedi. Finally, Lanza and Lomeu Gomes (2020) present an overview of the roots of the study of family language policy and document the growth of the field from 2008 to the present, indicating the diversity of populations and languages studied. They argue for relevant theoretical perspectives and critical approaches to the field as it has developed thus far, aiming to pave the path for future innovative and socially grounded approaches to the study of multilingual transnational families.

Globalization, Minoritised languages and language policy processes

Minoritised languages in Norwegian academia was a topic highlighted in Jorunn Simonsen Thingnes' PhD defense (see p. xx). In her latest article (Thingnes 2020b), she explores the tension between ideal and reality in policy negotiation. The article contributes to the discussion of language status and national language policy by showing that the lesser used variety of Norwegian, Nynorsk, is part of a minority language discourse in which language choices must be constantly explained and defended. The article provides a unique window into language policies in the making and strengthens our understanding of the theoretical concept *minoritised* languages. Yet another contribution related to language policies' relation to language varieties and ideologies is an article by Golden, Opsahl & Tonne (2020). They analyze the use of the term *morsmål* ('mother tongue') in official Norwegian documents and in media texts to identify if and how its conceptualization has changed in the era of increasing globalization. Building on critical discourse analysis and conceptual metaphor theory, they explore how the conceptualizations reveal certain aspects of ideologies, and may have consequences for the management of multilingualism in society. Indigenous language reclamation is central in Haley De Korne's commentary article (De Korne 2020a) and an empirical article (De Korne 2020b) in which she draws on her long-term ethnographic research into communication practices in the multilingual Isthmus of Tehuantepec, Mexico. With a focus on the Isthmus Zapotec language, she examines what members of the Isthmus Zapotec speech community view as 'good' or 'bad' speech. She argues that understanding the ideologies about speech within the community is important in both education and research initiatives.

Globalization and (social) mobility

Kellie Gonçalves edited a special issue of *Language Policy*: the first special issue to investigate formal and informal language policies within blue-collar workplaces from both employers' and employees' perspectives on a global scale. Her own contribution in this issue (Gonçalves 2020e) investigates both multilingual and multimodal practices of a hotel kitchen crew from an ethnographic perspective and calls for scholars in the field to expand their epistemological knowledge about how language is conceived arguing that positivist modernist sociolinguistic conceptions are outdated. Gonçalves & Schluter (2020d) is a special issue of *International Journal of the Sociology of Language*; the first special issue dedicated to language and global domestic workers. This area of sociolinguistic research is still in its infancy given the methodological difficulties with gaining access to

transnational domestic workers, many of whom are undocumented and working in private and thus 'hidden' contexts outside the purview of nation-state regulation. Last, but not least Gonçalves (2020a), *Labour Policies, Language Use and the 'New' Economy – The Case of Adventure Tourism* is the first book within the field of sociolinguistics and discourse studies that investigates adventure tourism from a comparative perspective. Based on 10 years of ethnographic work, this book analyzes precarious labor, hypermobility and multimodality within the adventure tourism meccas of both Queenstown, New Zealand, and Interlaken, Switzerland, and investigates what she calls a 'post-precarious' workforce. A 'how to guide' chapter is included in this book aimed at younger scholars wanting to carry out their own global ethnographies. As such, the study makes both theoretical and methodological contributions to the fields of sociolinguistics, tourism studies, and mobility studies.

Linguistic landscapes in public places

2020 was the final year of Olga Solovova's Marie Skłodowska-Curie (MSCA) postdoctoral project *NEW_WAY: New speakers and use of Russian in Northern Norway*. Her time was devoted to processing, analysing and disseminating preliminary findings of her research on the use of the Russian language in Kirkenes at the Norwegian-Russian border. One of the main findings so far from her data collection in the borderland area is an awareness of the need to incorporate materiality as a dimension in the analytical framework in linguistics. A first take on materiality has resulted in an interdisciplinary publication (Amelung, Gianolla, Solovova, and Sousa Ribeiro 2020) in which a notion of material citizenship politics is introduced. The authors examine how technologies and infrastructures shape the ability to acts of citizenship. By introducing the notion of material citizenship politics, the article outlines a way to differentiate three different constitutive forms between technologies, infrastructures and citizenship in migration and border regimes. New approaches to materiality are also characteristic of one of the several 2020 publications from our Research Professor Alastair Pennycook. In an article on the translingual entanglements of English (Pennycook 2020), he argues that new approaches to materiality and the interconnectedness of things can take us forward in a search for alternative ways of thinking about the distribution of unequal linguistic resources. A translingual perspective is also highlighted by Pennycook and Otsuji (2020) in their chapter about the mundanity of metrolingual practices. Gonçalves (2020f) draws on mobility studies, human geography, and global ethnography in the investigation of place-making practices in Queenstown, New Zealand, considered to be the adventure capital of the world. It critically studies individuals' discourses about how place is socially constructed while also analyzing guidebook texts as master narratives.

The Socio-Cognitive Laboratory

Developments in the lab

2020 saw a rise in the number of researchers and projects attached to the Socio-Cognitive Laboratory, and the lab has become a vibrant hub for research in sociolinguistics and psycholinguistics. Despite the lockdown in the spring, the lab was used more actively in 2020 than in previous years.

A number of different methodologies are employed in the lab, from language assessments, (group) interviews and eye tracking and ERP/EEG studies. The lab welcomes participants from all walks of life – the youngest participant in 2020 was not older than 4 months.

In January and February, the lab also doubled as a treatment lab for participants in the MultiLing Aphasia study, who received part of their aphasia treatment with a speech-language therapist in the lab.

Later in the year, we received our new eye tracking system, an Eye Link 1000+ from SR research. Special times call for special measures, and our lab team was assisted by the technicians at SR research, who provided online assistance with the installation of the system and the training. In August we hosted a very successful online introduction to the experimental software that is attached to the eye tracker system for both students and researchers.

Throughout the year, the lab team has tried to make lab work run smoothly for all researchers; therefore, we have developed new handbooks for the audio-visual system, a participant pool and an experiment bank, so experiments can be reused in several projects. The team members are also working on a data management plan and a guideline for running online studies, to make all aspects of lab use easier for all researchers.

The lab team

During the year, we saw a few changes in the lab team. Most notably, we were sorry to see Minna Lehtonen leave the MultiLing family in the summer, and take up a position at the University of Turku (Finland). Luckily, we could welcome a new Assistant Professor in psycholinguistics, Natalia Kartushina, in December. Kartushina will take over Lehtonen's responsibilities as lab leader in 2021. In July, lab manager Franziska Köder went on maternity leave and was substituted by Ingeborg Ribu. Lastly, the lab team also said good-bye to Christian-Magnus Mohn, who worked on tech support for the lab since its opening.

The lab and the virus

Due to the ongoing pandemic, the lab was forced to close down from March 12th. Lab leader Minna Lehtonen and lab manager Franziska Köder were quick to establish guidelines for working in the lab under strict infection prevention routines. The Socio-Cognitive Lab was one of the first research labs that was allowed to re-open at the University of Oslo, and the Covid-19 protocol developed by Lehtonen and Köder received praise from the department and the faculty for being thorough and concise.

These guidelines include rules for booking and cleaning the lab space, a reduction in the number of participants that can be in the different lab rooms at the same time, and the use of personal protective equipment for both researchers and participants. Furthermore, researchers and visitors to the lab need to fill out a pre-visit screening survey.

Throughout the whole year, volunteer participants were willing to participate in all the interesting projects in the lab. Even when local and national authorities recommended to keep social interaction

to a minimum, participants have still prioritized their lab visits. As a result, 2020 was the busiest year in the lab thus far.

Hybrid and online events

To accommodate infection prevention measures in and out of the lab, many events that would have previously been held on-site have now been offered in a hybrid or fully online format. For instance, since group visits to the lab are not possible under the current Covid-19 protocol, lab manager Ingeborg Ribu has put together a lab presentation that can be given to larger groups online (i.e., students).

Several of our lab researchers have also participated in fully online or hybrid events to disseminate research from our lab. One such event was the *Forskningsdagene* ('Research Days'), organized by the Research Council of Norway where Liquan Liu, Elisabet Garcia Gonzalez and Yesim Sevinc talked about the multilingual mind in childhood and adolescence, and Hanne Gram Simonsen, Monica Norvik and Ingeborg Ribu presented on multilingualism in aging, aphasia and dementia.

Facts and numbers

Hours spent in the lab in 2020: 480.5

Working days in lockdown: 59

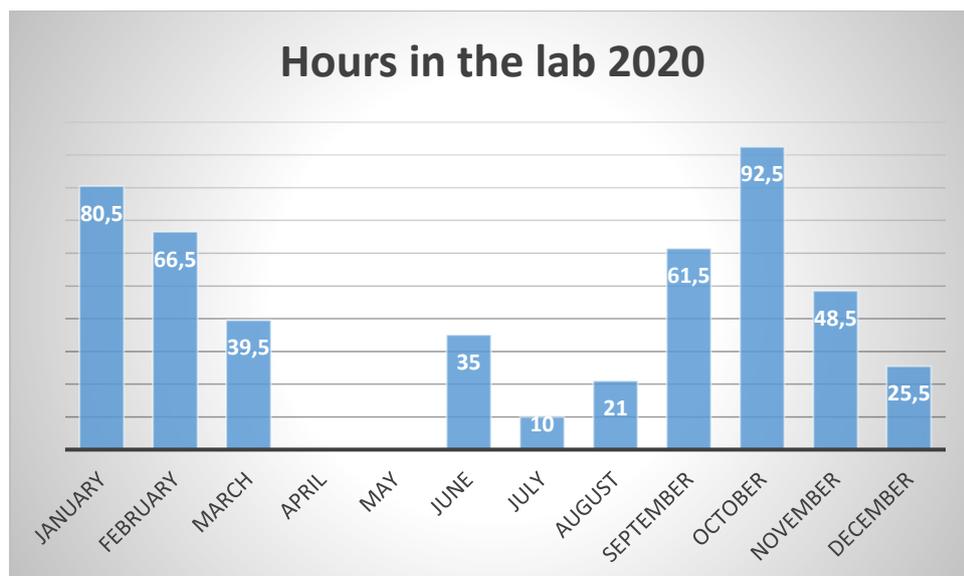
Active lab projects: 7

Youngest participant: 4 months

Oldest participant: 74 years

Number of participants in 2020: 102

Number of languages spoken in the lab: 33



Covid and me

[These short texts are to be dispersed throughout the report, not printed as a separate section]

Elisabet García González

Some people say that life is what happens to you while you are busy making other plans. Well, this year I learned that a global pandemic is what happens while you are busy planning a PhD. I moved to Oslo in August 2019 to start my PhD at MultiLing. I was excited to move to a new city and do all things PhD related: the traveling, the conferences, the talks, the networking and the working side by side with knowledgeable colleagues. Little did I know what was ahead of me. For most of 2020, I felt like I had been robbed of the biggest learning experience of my life.

Yet again, most of what you do not plan for in your life is what eventually shapes you the most. Last year was not the learning experience I had planned for, but it certainly became the biggest learning experience of my life. I have learned to be as resourceful as one can be. From the very onset of the pandemic, I took the initiative to carry out a study on how lockdown measures had affected multilingual families, which culminated in international recognition and being featured in *The New York Times*. So while I did not do what I had planned for, what life had planned for me exceeded my expectations in many ways.

Jenny Gudmundsen: Zooming in on new technology

Starting my PhD on March 30, I quickly discovered I needed to collect data digitally. The language café where I was planning to record videos of second language interactions had moved to Zoom.

This turned out to be an excellent opportunity to obtain a unique set of data. However, recording in breakout rooms posed wholly new data security challenges. Moreover, the timeline was tight: I needed to start recording before the language café closed for summer holidays. If Covid would allow for the participants to meet physically again, I might miss my chance to collect Zoom data!

On May 14, I received the go-ahead for documenting the beginning of what by now has become the new normal of social interaction. That same day, I recorded the first Zoom conversation, from my living room. Was it going to work? Meeting dismissed, converting file. 99... 100%: Time to watch the result! In a new video-mediated space, the participants used their phones and the chat when they had trouble understanding each other – how fascinating! In this way, the pandemic gave birth to new and interesting phenomena. This fits well with my existing research interest in interaction and technology. Silver lining: thanks, Covid!

[Ingvild Badhwar Valen-Sendstad: Being health literate in a pandemic](#)

When an unknown virus throws us into a global pandemic, how do we modify our everyday lives to the best of our (very limited) knowledge? I was in the middle of fieldwork. All my appointments were cancelled, of course, and like most people, I needed to reassess my plans. People struggled to practice good health literacy: for months, we sifted through overwhelming amounts of information on various public-sector websites and news channels. Symptoms? Facemasks – good or bad? How did the virus spread? Quarantine or isolation? National or local guidelines? Expected duration of the pandemic? What had previously been considered “good practice”, even norm, was no longer advised, certainly not “good”, and often not allowed. We needed to revise our health literacy practices. Eventually, I resumed fieldwork by launching video interviews. But more fundamentally, the pandemic primed me to rethink the social phenomena I study, namely: how do women with migrant backgrounds practice health literacy to maneuver Norwegian institutional systems, roles, and languages? How do they find and comprehend information? The Covid-19 pandemic elucidates just how complex and contextual health literacy practices really are: the challenges that arise when everything – languages, information and jargon, systems and rules – is new and unknown.

[Liquan Liu](#)

I work with babies, exploring their language and cognitive development through lab-based experiments. When Covid came, my research halted: no incoming baby means no data, and work has become difficult. I was also concerned that Covid would affect the quantity and quality of information babies receive from the ambient environment.

The MultiLingers fought back and worked all together to reduce the Covid impact. Our Socio-Cognitive Lab designed a new protocol, creating a safer environment for visitors and us. Besides, I have received substantial support from MultiLing, from research assistance to project extension. My projects are now recovering, slowly but firmly, many thanks to my colleagues and all the visiting families contributing to science.

Covid also pushes scientists to rethink and reevaluate research. I am working with Prof. Elizabeth Lanza and PhD candidate Elisabet Garcia Gonzalez on how language use in multilingual families changes during the pandemic. In my upcoming grant proposals, babies' linguistic experience will be measured regardless of their language backgrounds. I am also exploring new learning environments (e.g., extended reality) for our young learners.

There is still a long way to go, but the future is bright. Together we will overcome research difficulties just like we will overcome Covid.

Olga Solovova

Last year was like no other. All previous plans had to be readjusted: research visits and conference participation had to be cancelled or postponed. Focus groups, especially of the biographical format, were difficult to organise in the virtual form, since biographical workshops usually take place over the course of several sessions (to build mutual trust and respect among the participants). Participants should be able to observe and react to each other's life stories. The phenomenological aspect, that is, body among other bodies is methodologically and epistemologically important here. The atmosphere of sharing and caring is usually achieved through a round "table of voices", which is practically impossible to organise in a virtual format since the participants will not inhabit the same physical space. Organising biographical group interviews in a virtual format needed developing a new methodological protocol and establishing a different social contract with the research participants. Both take time.

However, thanks to the project extension sponsored by MultiLing, I was able to return to the fieldwork site on the Norwegian-Russian border (Kirkenes, Norway) for a wrapping up stage of fieldwork. This stage included a public talk co-presented with Professor Pia Lane and the extension of research contacts within the theme of multilingual identity in the Norwegian borderland to Barents Institute (University of Tromsø). Joint events will be organised together with this institution in 2021.

Jannis Androutsopoulos (Hamburg / Oslo): Snapping Corona signs for teaching and research

The Covid outbreak found me preparing two spring-term courses on linguistic landscape: a teacher-training seminar on 'Schoolscapes', and a lecture on 'Language in public space'. These are part of my linguistic landscape research, supported by '[LinguaSnappHamburg](#)', a digital tool for photographing, annotating and geo-charting signs. As teaching moved online, I used this tool to foster student engagement with Covid-related signs, eventually creating a collaborative resource for research, teaching, and transfer. Students eagerly grasped this opportunity to reflect on how the pandemic transforms public space. Thanks to their enthusiasm, around 700 fully-annotated photos of Covid signs are now publicly available on the [LinguaSnappHamburg online map](#). I used this database in my spring-term teaching to illustrate basics of linguistic landscape analysis, such as composition, materiality and spatial placement of signs, and to show how signage practices during the pandemic both comply with and challenge established research classifications. Then came transfer, with media interviews and participation in knowledge-transfer events, where I discuss [how citizens use public space](#) to [communicate during the lockdown](#). Research-wise, I've examined this corpus to [identify](#)

[functions of signs in the pandemic dispositive](#), and am currently working through a subset of signs, that is, requests to wear a mask, to find out how this request is performed semiotically, and whether language-image relationships have shifted between the first and second wave of the pandemic.

Toril Opsahl: Getting a project started during a global pandemic

The research project *Second-language communication in workplace settings — the case of Polish migrants in Norway (NorPol)* started this fall. Getting a project started during a global pandemic involved some challenges, but also rich learning opportunities. For starts, data collection was delayed. It is hard to access workplaces in the first place, but even harder when we are all regulated by strict and necessary infection control measures. We were able to conduct a series of exciting group interviews in our lab, now adjusted to a digital format that is feasible, but we long for the chance to meet people face to face again. On the bright side, the digital arenas have provided room for meetings involving the whole research group, and for planning future online activities with broad participation. A downside to recruitment was that promising candidates were hesitant towards the idea of moving. The necessity of having to deal with lockdowns and quarantines is one thing, but the pandemic went tandem with a long-running strike among security guards, affecting public services necessary for establishing in a new country. However, all went well; PhD student Magdalena is here, and rumors tell that a second postdoctoral candidate is on her way!

Jan Svennevig

Last year was the final year of the research project *Language and communication in multilingual speakers with dementia*. The pandemic turned out to involve both challenges and opportunities in this respect. On the bright side, the closing down of academic activities at the University gave room for longer periods of concentrated writing, which was much needed for us in the research team to finalize articles from the project. We discovered that meeting on zoom and writing together in the same document turned out to be an effective way of co-authoring. Second, our project closing consisted in two seminars, a full-day academic conference with presentation of our results and contributions by our collaboration partners, and an evening event for health personnel and the general public. Having these seminars as digital events turned out to give room for participation by a range of academics and practitioners from outside Oslo who would not otherwise have had the opportunity to participate. So our project actually profited from some of the effects of the pandemic. The downside was that we had to cancel several research stays that were planned with our international collaboration partners, so we were restricted in our opportunities to meet in real life and develop ideas and analyses together over time. So we sure long for meeting our colleagues again face-to-face when the world returns to normal!

Anne Golden

The challenges and opportunities of the pandemic are connected to the conference RaAM that MultiLing co-hosted with Inland Norway University of Applied Sciences, scheduled for the end of June 2020. Our big questions were “Should we postpone?”, “Should we cancel?”. The decision to go online was bravely suggested by our Chair Professor Susan Nacey, and once this was agreed upon, an amazing energy was created. All co-workers, all members of all kinds of committees as well as the international research community were willing to give it a go and pressed their creativity button. As our chair expressed in her evaluation: The most important was to keep your sense of humor.

There were many benefits: lower cost and accessibility are the obvious ones. People with all kinds of commitments and restrictions – family and work commitment, health and geographical considerations, geopolitical and bureaucratic barriers (like getting a visa) – could attend. We ended up with 300 people at *RaAM2020Virtual*. Of the 12 previous RaAM conferences, this conference had by far the greatest number of delegates.

My conclusions in retrospect is that while I really missed the physical get-togethers with all the metaphor enthusiasts and experts, there were benefits. As expressed by some of the delegates: “To those with limited budgets, the conference allows us to stay plugged into the field without breaking the bank!” and “It is democratic: everyone is in the same size little box on the screen.”

Of course it was lots of planning, and the locals at Hamar did the lion’s share of the job, both before and during the conference. I was most of the time – as many of the delegates – able to relax in my armchair and enjoy metaphors and chat! And dream about real life conferences!

The MultiLing team: New members

Core group: Haley De Korne

Haley De Korne joined the core group in January 2020, taking up a post as Associate Professor of Multilingualism at the Department of Linguistics and Scandinavian Studies (ILN). She is also affiliated with the areas of Linguistics and Norwegian as a Second Language, where she teaches topics in additional language learning/ second language acquisition, sociolinguistics, and qualitative research methods. De Korne conducts research and advocacy at the intersection of Linguistics, Education, and Anthropology to examine and contribute to language learning, literacy practices, language politics and social justice in multilingual education contexts. She has conducted primarily ethnographic and action research, with a focus on Indigenous and minoritized language education. Her forthcoming book, *Language Activism: Imaginaries and strategies of minority language equality* (to appear in 2021), examines Indigenous language education and activism in southern Mexico. Her ongoing research looks at teachers' critical language awareness and imaginaries of social change in multilingual regions.

De Korne first joined MultiLing in 2016, working as a researcher and then postdoctoral fellow with the *Multilingualism and Globalisation* project (2016-2019). Prior to finding her niche in Oslo, she completed a doctorate in Educational Linguistics (University of Pennsylvania, 2016), a Master’s in

Applied Linguistics (University of Victoria, Canada, 2009), and a Bachelor's in Anthropology, Linguistics, and Human Geography (Durham University, UK, 2005). Along the way, De Korne has held positions as Fulbright research fellow at the University of Luxembourg; research fellow with Save the Children; pre-doctoral fellow with the Smithsonian Institute Department of Anthropology; and adjunct lecturer at the Autonomous Benito Juárez University of Oaxaca, Mexico, among others.

Core group: Natalia Kartushina

Natalia Kartushina joined Multiling's core group in December 2020, when she was appointed to the post of Associate Professor of Psycholinguistics. She has a background in speech therapy, cognitive psychology and psycholinguistics. She did her PhD at the Experimental Psycholinguistics Lab at the University of Geneva, Switzerland, where she examined phonological acquisition in second-language learners and interactions between native and non-native languages. Then, at the Basque Center on Cognition, Brain and Language (Spain), she held a research fellowship, funded by the Swiss National Foundation, that focused on behavioural and neural plasticity resulting from articulatory-feedback training to produce non-native speech sounds, in addition to examining factors affecting non-native language learning (e.g., native category preciseness and variability in speech input). Later, at the BabyLing Lab (University of Oslo, Norway), her work focused on factors influencing language acquisition in infants and toddlers and, in particular, on the role of input (dialect) variability on early language development. Today, her research interests cover first and second-language phonological/lexical acquisition and the role of environment in shaping language learning. She has attracted considerable external funding. Currently, Kartushina is principle investigator on a FRIPRO grant (Role of parental speech in early language development) awarded by the Research Council of Norway and a Research grant (Relationship between language development and emotion understanding) awarded by the Russian Science Foundation.

Core group: Ingeborg Sophie Ribu

Ingeborg Ribu defended her PhD in May 2020, and stepped right into the role of interim lab manager from July to December. In her role as lab manager, Ribu is responsible for the daily running of the lab, supporting researchers in their lab projects, and facilitating (digital) lab tours and trainings. She has been involved in the set-up of the new Eye Link 1000+ eye tracking system, which arrived before the summer. In the fall, she provided training for new and old researchers in the use of eye-tracking and EEG.

Ribu's main research interests are psycholinguistics, experimental linguistics and clinical linguistics. Her PhD dissertation topic was on language and cognition in healthy aging and dementia, where she investigated language impairments in two types of dementia: Alzheimer's disease and Primary progressive aphasia. The findings from her dissertation show that there are subtle changes in language use and behavior between neurologically healthy persons and persons with dementia, which cannot be captured in the traditional tools used during dementia screening in Norway.

At MultiLing she has been involved in the *MultiLing Dementia* and the *MultiLing Aphasia* projects. In addition to doing research on healthy aging and dementia and aphasia, Ribu has also worked on child language acquisition, and her research thus spans the whole lifespan.

Postdoctoral research fellow: Seyed Hadi Mirvahedi

Seyed Hadi Mirvahedi joined MultiLing in August 2020 as a postdoctoral research fellow. His project, *Family Language Policy in Afghan and Iranian Migrants in Norway*, seeks to understand migrant families' lived experiences with a focus on their linguistic ideologies, proficiency and practices, which are considered to be a key element in children's academic success and families' integration processes in the new host country.

Seyed Hadi Mirvahedi received his PhD in Applied Linguistics from Victoria University of Wellington, New Zealand, in 2014, and he was a postdoctoral fellow at Nanyang Technological University in Singapore from 2017 to 2019. His recent publications entitled "Examining family language policy through realist social theory" in *Language in Society* (2020), and "Siblings' play and language shift to English in a Malay-English bilingual family in Singapore" in *World Englishes* (2019) reflect some of his research interests, including language policy, language ideologies, and language practices in multilingual contexts with a focus on agency and social justice.

Postdoctoral research fellow: Samantha Goodchild

Samantha Goodchild joined MultiLing in August 2020 as a postdoctoral research fellow. Her project, *Urban multilingual spaces: Oslo in the 2020s*, is designed as a collaborative intergenerational sociolinguistics project to investigate the contemporary use of Norwegian-based urban speech in Oslo and surrounding areas. The project is inspired by citizen science initiatives, meaning that participants will actively take part in the research at all stages to document and analyse their linguistic practices and how they perceive language is related to space and the city.

Goodchild holds a PhD in Linguistics (2019) from SOAS, University of London, UK, during which she researched the practices and perceptions of multilingualism in a village in Senegal, West Africa. She earned an MA in Language Documentation and Description (2012) from SOAS, University of London, UK, and a BA (Hons) in Modern Language Studies (2007) from the University of Nottingham, UK. She is co-director of Language Landscape, a UK-based not-for-profit organisation, which aims to document and raise awareness of language diversity through an online platform, outreach events, and educational programmes.

Postdoctoral research fellow: Rafael Lomeu Gomes

Rafael Lomeu Gomes is a postdoctoral research fellow at MultiLing. He holds a PhD in sociolinguistics (University of Oslo), MA in linguistics (Queen Mary, University of London), and BA in social sciences

(Pontífica Universidade Católica de São Paulo). His current research interests include multilingualism, digitally-mediated communication, and media discourse. In his latest research project, Rafael investigated the language practices and ideologies of Brazilian-Norwegian families raising their children multilingually in Norway. His research has been published in international, peer-reviewed journals such as *Multilingual Margins*, *Multilingua*, and *Journal of Multilingual and Multicultural Development*. Rafael has taught language-related courses (e.g. 'Language Acquisition', 'Language Policy', and 'Multilingualism') at Bachelor's and Master's levels.

Doctoral research fellow: Mari J. W. Andersen

Mari J. Wikhaug Andersen first joined MultiLing in May 2019 as a full-time research assistant, and then as a Doctoral Fellow in May 2020. Her academic background is in linguistics and education at the University of Oslo, and she has teaching experience from Norwegian upper secondary school. She completed her Master's degree in Scandinavian Studies in the spring of 2014, and wrote her Master's thesis on attitudes to, and comprehension of, Norwegian dialects among young Swedes residing in Oslo.

Her doctoral research focuses on multilingualism in mainstream vocational classrooms, investigating practices, beliefs and linguistic citizenship. Using a linguistic ethnographic approach, she explores the perspectives of both vocational program subject teachers and their newly arrived multilingual students. At MultiLing, she is affiliated with Theme 3: Multilingualism, ideologies and language policies.

Doctoral research fellow: Nuranindia Endah Arum

Nuranindia Endah Arum joined MultiLing as a PhD research fellow in August 2020. Her current research project seeks to investigate the multilingual practices and Norwegian language learning experience of Indonesians in Norwegian professional settings using a linguistic ethnographic approach. She earned her BA degree in French Studies from the University of Indonesia (2014) and an MA in Italian Studies and Linguistics from the University of Bologna, Italy (2019), with a thesis on Italian language teaching in Indonesia, the first study on the topic. She has several years of Italian, French, and Indonesian language teaching experience. Her research interests include language teaching, second language acquisition, issues related to language and migration, and language on social media.

Doctoral research fellow: Jenny Gudmundsen

Jenny Gudmundsen joined MultiLing in March 2020. Her PhD project focuses on informal language learning. Using the methodology of multimodal Conversation Analysis (CA), she studies video recordings of naturally occurring interactions at digital and physical language cafés in Oslo.

Gudmundsen earned an MA degree in Rhetorics and Communications (2019) at the University of Oslo with an exchange at the University of Copenhagen. She holds a BA degree in Media Science (2014) from University of Oslo including an exchange at the American University in Washington, D.C. Her work experience has been mostly in internal and external communications, PR and journalism.

Before Gudmundsen joined MultiLing, she worked as a communications consultant at Gambit Hill+Knowlton Strategies. Previously, she was a part of the Public Affairs division of the Royal Norwegian Air Force staff. During her BA studies, she worked as a journalist in the student newspaper *Universitas*.

Doctoral research fellow: Magdalena Solarek-Gliniewicz

Magdalena Solarek-Gliniewicz joined MultiLing in November 2020 and works on the *NorPol* project. The subject of her PhD dissertation is communication between Polish doctors and Norwegian-speaking patients. Magdalena's dissertation will focus on language barriers that Polish doctors encounter during their consultations. Her ambition is to define strategies and patterns used by Polish doctors in various hospitals in different parts of Norway. In her research, she will apply Conversation Analysis and qualitative interviews.

Magdalena has been awarded a Master's degree in Norwegian Language Studies by the University of Adam Mickiewicz in Poznan, Poland, and has completed post-graduate studies in Polish-Norwegian Interpretations in Public Sector at OsloMet. After her studies, she worked as a Norwegian teacher conducting intensive language courses for health personnel and as a lecturer at the University of Social Sciences and Humanities in Warsaw. Simultaneously, she worked as a Polish-Norwegian interpreter at Oslo University Hospital.

Affiliated doctoral research fellow: Ane Ylje Opedal Theimann

Ane Theimann has been a PhD research fellow since September 2020 at the Department of Linguistics and Scandinavian Studies. Also since September 2020, she has been an affiliated doctoral fellow at MultiLing. Her main research interests are language processing, language prediction, and language acquisition in both monolingual and multilingual children. Before starting her PhD, she worked as a research assistant, mainly collecting data on projects about language acquisition in babies, pragmatic development in childhood, and prediction during language comprehension in adults and patients with aphasia. In her PhD project, she investigates semantic and grammatical prediction during language comprehension in children and adults.

Affiliated researcher: Ingrid Lossius Falkum

Ingrid Lossius Falkum is Associate Professor of Linguistics and Philosophy of Communication at the University of Oslo. Her position is shared between ILN (linguistics) and IFIKK (philosophy), and she is

affiliated with MultiLing and the Centre for Philosophy and the Sciences (CPS). She is currently PI on the ERC StG project *DEVCOM* (2020-2025) and the Research Council of Norway FINNUT project *Creativity and Convention in Pragmatic Development* (2020-2024). Her research interests lie in the semantics and pragmatics of verbal communication, specifically how children acquire their pragmatic abilities, enabling them to use language as a means to express their own intentions and make inferences about the intentions of others. She is also interested in lexical semantics and pragmatics, focusing on how word meanings are modulated in context. She has a PhD in Linguistics from University College London and was a visiting scholar at Stanford Linguistics during her postdoc.

Research assistant: Zahir Athari

Zahir Athari joined MultiLing as a research assistant in August 2019. He holds a Master's degree in media studies from the University of Oslo, and a Bachelor's degree in journalism from HiOA (now OsloMet). At MultiLing, Athari is affiliated with Theme 3: Multilingualism, ideologies and language policies, and Theme 2: Multilingual practices. As part of MultiLing's team of research assistants, Athari organizes events and courses at the Center, for example, the Summer Schools. He is also part of the team that runs the Center's social media accounts.

Research assistant: Michela Iacorossi

Michela Iacorossi joined MultiLing in August 2020 as a full-time research assistant. She holds a Master's degree in Linguistics and its Applications for a Multilingual Society from the University of Oslo and the University of Louvain-la-Neuve, and a Bachelor's degree in Linguistic and Cultural Mediation from the University of Rome. Her main academic interests are corpus linguistics, translation, and second language acquisition.

Before joining MultiLing, she worked as a freelance translator for a Norwegian startup company and as a language teacher in a primary school for bilingual children in Oslo.

At MultiLing, she is affiliated with Theme 1: Multilingual Competence, and with the Socio-Cognitive Laboratory, where she gathers data for the *MultiLing Aphasia* project. She is also part of the research group in Clinical Linguistics and Language Acquisition. When needed, she also assists with the other themes, helps to organize events, and creates content for the Center's social media accounts.

Research assistant: Simen G. Aamodt

Simen Aamodt has specialized in political science with a Bachelor's Degree in European Languages (Russian). He has experience working in foreign and security policy with an emphasis on Eurasia. Studies from the U.S., South Korea and Russia have given him a strong interest in cultural diversity, languages and geopolitics. Travelling across the world, observing and interacting with locals

increased his awareness of the importance of both multiculturalism and multilingualism. With his background, he may incorporate various disciplines in his approach to multilingualism. Linguistically, he is particularly interested in translation, syntax and language learning methods. At MultiLing, he assists researchers on both qualitative and quantitative tasks, mainly within Themes 2 and 3.

Researcher training

In 2020, PhD fellows Rafael Lomeu Gomes and Jorunn Simonsen Thingnes successfully defended their PhD theses, as did affiliated PhD fellows Ingeborg Sophie Ribu, Yvonne Van Baal and Alexander Lykke. MultiLing organized two PhD courses, and four postdoctoral fellows had international mentors through MultiLing's mentoring program.

MA grants

MultiLing's three MA grants were awarded to Camilla Cho, Karoline Hatvik and Adryani Landum.

Camilla Cho

Camilla Cho's master's thesis covers the spelling of Koreans who learn Norwegian as their second language. Her thesis' goal is to expand the view on learner's spelling, and to divert from the traditional error analysis approach, which mainly focuses on orthographic errors. The thesis employs "graphematic solution space" as a framework, and Cho will attempt to map out both spelling that is considered wrong and spelling that is considered correct. Furthermore, she will examine why potential cases of errors or correct spelling occur when multilingual influence is in focus.

Her supervisor is Oliwia Szymanska. The thesis is due in spring 2021.

Karoline Hatvik

Karoline Hatvik Master's thesis is "Multilingualism as a reading resource in social science teaching", a qualitative study describing how a selection of pupils with a short living period in Norway read in social sciences. She maps out the pupils' language background using a language portrait, and further examines whether texts translated to their mother tongue or strongest language may be used as a supplementary resource for a Norwegian textbook text. The thesis is connected with the Mi Lenga-project. Hatvik is a Graduate Teacher Education Programme student (Lektorstudent) at the Department of Teacher Education and School Research, and is writing her Master's thesis within social studies didactics.

Hatvik's supervisor is Joke Dewilde. The thesis is due in spring 2021.

Adryani Landum

Adryani Landum received a grant to work on her master's thesis "Norwegian Undergraduate STEM Students' Attitudes towards English-Medium Instruction in Higher Education" (working title). The thesis deals with MST-students (students in mathematics, science and technology) and their attitudes toward EMI (English-Medium Instruction) within higher education. Specifically, she examines the factors that contribute to the various attitudes – similarities, as well as differences between the courses – in light of the internationalization of Norwegian higher education.

Despite the increased usage of English in Norwegian universities throughout the last decades, little is known about Norwegian MST-students' attitudes toward usage of English learning resources. Far too often, applicable policies and programs do not adequately reflect the students' experiences and perspectives. Therefore, this study will clarify the understanding of EMI within Norwegian higher education and contribute to research within multilingual practice, internationalization of higher education and linguistic tensions in the multicultural classroom.

Adryani Landum is a Master's student within higher education, and Joshua Lawrence is her supervisor. The thesis is due in spring 2021.

Doctoral defenses

Rafael Lomeu Gomes

Family multilingualism: Language practices and ideologies of Brazilian-Norwegian families in Norway

Defense: 15 June 2020

Rafael's doctoral thesis combined analyses of interviews, participant observation, and audio recordings to investigate the interconnections between multilingual language practices in the home and broader social, cultural, economic, and political processes. Taking a transdisciplinary approach informed by theories in anthropology, sociology, and sociolinguistics, this innovative sociolinguistic thesis proposed that attending to the intersection of social class, gender, and race/ethnicity can help us gain a more in-depth understanding of how national affiliations are negotiated in the home, what parents take in consideration when choosing what languages to use with their children, and how parent-child ties are forged in everyday multilingual interactions.

Supervisors: Professor Pia Lane (MultiLing, University of Oslo), Professor Elizabeth Lanza (MultiLing, University of Oslo), and Professor Alastair Pennycook (University of Technology Sydney)

Jorunn Simonsen Thingnes

Å velje minoriserte språk. Språkpolitikk og språkval i akademisk / To choose or not to choose minoritised languages. Language policy and language choices in academia / Válljet unnitlogu giellaid. Giellapolitihkka ja giellaválljen akademijias

Defence: October 9, 2020

In her doctoral thesis, Jorunn S. Thingnes draws attention to minoritised languages in Norwegian academia, more specifically Nynorsk and Northern Sámi. The thesis deepens our knowledge about language policy as process, the agency-structure relationship, and the role of legitimacy in language policy. The study shows that despite the many constraining structures, it is possible to choose minority languages in academia in Norway today. This is made possible by supporting language policies and individual and collective agency.

Supervisors: Unn Røyneland (MultiLing, University of Oslo), Pia Lane (MultiLing, University of Oslo), Alastair Pennycook (University of Technology Sydney)

Doctoral training

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

[More text to come]

Winter School 2020: Issues in second language learning (with)in marginalized populations: Research methods, language policy, teacher education, ideologies

Place: 24 - 28 February, 2020, at MultiLing, Oslo.

Invited speaker: Martha Bigelow (University of Minnesota, USA)

Organizers: Anne Golden, Toril Opsahl and Ingebjørg Tonne (MultiLing).

The topics of last year's Winter School spanned educational linguistics, language policy, teacher education, and second language acquisition, emphasizing literacy development. The 16 students individually presented their own research. Professor Martha Bigelow, our invited lecturer, with research interests at the core of this year's topic: policies, research ethics, and schooling practices of refugee and immigrant English learners, commented constructively on each student's presentations, problematizing research methodology in terms of ethics, tools, representation of multilingual data and the positionality of the researchers. Bigelow, furthermore, alternated with the MultiLing

organizers Golden, Opsahl and Tonne, as well as MultiLing's Kristin Vold Lexander, to give lectures based on the selected Winter School reading list. The Winter School included students from all over the world, from all continents. In hindsight, we are delighted to have been able to convene, to see everybody safely through the week and then back home, just before the world Covid-ly closed down.

Summer School 2020: Second language learning and interaction

7-11 September at the University of Oslo

Lecturers: Simona Pekarek Doehler (University of Neuchâtel), Søren Eskildsen (University of Southern Denmark) and Jan Svennevig (MultiLing).

Organizer: Jan Svennevig

Last year's Summer School was organized as a hybrid event, with 8 local participants on site and 11 international participants attending by Zoom. The PhD course gave an introduction to the conversation analytic approach to second language learning and interaction. It was concerned with people's methods for accomplishing learning in conversation and how the development of interactional competence can be traced by longitudinal studies of conversational behavior. The data came from both formal, pedagogical activities and informal conversations outside the classroom ('in the wild'). Addressing methodological issues and challenges, the course gave hands-on experience with analyzing recordings of video and audio-recorded conversations.

Postdoctoral training

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

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

International postdoctoral mentors in 2020

- Liquan Liu: Gabrielle Weidemann, Western Sydney University, Australia
- Paweł Urbanik: Jakob Steensig, Aarhus University, Denmark
- Kellie Gonçalves: David Britain, Bern University, Switzerland
- Yesim Sevinc: Lourdes Ortega, Georgetown University, Washington D.C., United States

New external funding

Early language development

Intuitively, parents use Infant-Directed Speech (IDS) when talking to their infants: they lengthen sounds, exaggerate and vary their voice pitch, and hyper-articulate sounds. Previous research suggests that IDS is universal and parents use it to facilitate early language development in their infants.

Yet, a number of limitations in previous research (mostly in English) and the results of recent advanced acoustic analyses of IDS challenge these interpretations and raise doubt about the facilitating role of IDS in language development.

The current study examines, longitudinally, the acoustic properties of Norwegian IDS and their role in speech sound discrimination, word comprehension and word production in 100 6 to 18-month-old Norwegian-learning infants. Infants' language skills will be tested, in an eye-tracking paradigm, at the ages of 6, 9, 12, 15 and 18 months. The Norwegian language does vary pitch and lengthening to convey meaning. Would Norwegian-speaking parents emphasize them even more while talking to infants? How does variation in IDS relate to infants' language skills? Finally, if parents do not exaggerate pitch or hyper-articulate while talking to infants, what other cues facilitate language learning in Norwegian infants?

The project will attempt to answer these questions and, therefore, represents a unique opportunity to examine, longitudinally, infant-directed speech in Norwegian (so far unstudied) and to assess its role in early language development.

Participants: 100 6-18-month-old Norwegian infants, tested longitudinally

Funding source/amount: NRC, FRIPRO funding, 8 mil.

Duration: 01.05.2020-01.03.2024

Collaborators: Julien Mayor (PSI, UiO), Alex Cristia (École Normale Supérieure, Paris, France)

NorPol: Second-language communication in workplace settings — the case of Polish migrants in Norway

The project *Second-language communication in workplace settings — the case of Polish migrants in Norway* (NorPol) has been funded by the Research Council of Norway

One central dimension of our contemporary working life is the communication involving speakers of Norwegian as their second language. Poles constitute a highly relevant case to gain a better understanding of the interplay between language skills, inclusion and welfare in professional settings. What are the characteristics of Poles' L2 Norwegian when communicating, and how does this communicative style affect communication and social relations? To what extent do different stereotypes of Poles and Norwegians affect negotiations of legitimacy and agency in interaction? How do Norwegian L1 speakers design their utterances in order to ascertain adequate comprehension in professional settings involving Poles? The project adapts a multi-layered approach, including a) socio-cultural level of analysis, which focuses on cultural representations and their role in L2 communication; b) an interactional level of analysis, which focuses on the structural organization of L2 communication; and c) a linguistic level of analysis, which focuses on the lexical, grammatical and stylistic characteristics of L2 communication. By providing knowledge of various factors that enhance or inhibit communication in the workplace, the project is likely to have impact on policy and practice pertaining to inclusion, welfare and secure working life for all citizens.

- Grant: FRIPRO (FRIHUMSAM project #302219)
- Funding: 12.0 mill. kroner
- Duration: 2020—2024
- PI: Toril Opsahl in collaboration with Piotr Garbacz, Anne Golden, Jan Svennevig, and affiliated researchers
- Postdoctoral fellows: Oliwia Szymanska and Aleksandra Ita Olszewska (starting 2021)
- PhD fellow: Magdalena Solarek-Gliniewicz

Workshops and Conferences

Explorations in Ethnography, Language and Communication (EELC8)

MultiLing and the Department of Teacher Education and School Research at the University of Oslo co-hosted the 8th annual Explorations in Ethnography, Language and Communication conference, a biennial conference of the Linguistic Ethnography Forum.

Originally planned to be held in Oslo the 24th-25th September, the conference was held digitally, with a slightly adjusted schedule to allow for participation from presenters in North America in particular.

Although we missed the opportunity to connect with colleagues in person, the digital event allowed for a greater number of participants overall, with over 200 participants from more than 30 countries. The keynote lectures by Quentin Williams (University of the Western Cape), Christine

Hélot (University of Strasbourg) and Bente Ailin Svendsen (University of Oslo) are available to be viewed.

[The 13th conference for the Association for Researching and Applying Metaphor \(RaAM 2020\)](#)

The 13th conference for the Association for Researching and Applying Metaphor (RaAM 2020) with the theme “Metaphorical creativity in a multilingual world” was scheduled to take place from 18-21 June 2020 at Hamar, hosted by the Faculty of Education at Inland Norway University of Applied Sciences in collaboration with MultiLing. However, instead of postponing or cancelling it, due to the pandemic, it became virtual.

In other words, this was no scaled-down second-rate event. This was a full-blown 4-day international scientific conference, with sessions running from early in the Norwegian mornings to late in the Norwegian nights, to accommodate delegates in time zones across the world. A real conference, strengthening our metaphor research community for the future.

RaAM 2020*Virtual* included four keynote addresses:

- Marianna Bolognesi (University of Bologna, Italy)
- Daniel Cassanto (Cornell University, New York, USA)
- Jeannette Littlemore (University of Birmingham, United Kingdom)
- Tony Veale (University College Dublin, Ireland)

In addition to the keynote addresses, there were 3 plenary sessions; 110 full papers ‘live’ in 3 parallel sessions; 20 posters; 16 works in progress; 3 pre-conference workshops; 3 conference prizes, and social and networking events.

Local organizing committee:

- From INN: Susan Nacey Guri Bordal Steien Anne Bergliot Øyehaug Leon Dekker
- From Multiling: Anne Golden

[Citizen Science and Citizen Sociolinguistics](#)

Organizers: Bente A. Svendsen, Samantha Goodchild and Zahir Athari

In early November, we held a digital workshop on citizen science (CS) and citizen sociolinguistics. The workshop involved participants from the University of Oslo and international colleagues. It consisted of keynotes, shorter invited talks and discussion sessions. The talks were recorded and are uploaded on the web for anyone to view.

The workshop explored what citizen science is, and particularly what citizen sociolinguistics is. It presented examples of different CS initiatives and discussed the epistemological rationale for CS, and particularly CS projects within humanities. Important topics for discussion concerned the quality of citizen data, the ability of citizens' protocol to produce valid data, the level of citizen involvement in the research process, as well as the extent to which and how CS can lead to empowerment and democratisation as stated in many recent international research policy papers. The workshop also included the role of CS as part of an open science policy.

Wednesday seminars

Our series of Wednesday Seminars continue to build an international and interdisciplinary forum where both invited speakers and members of MultiLing present their research. Although meeting in-person in 2020 was a challenge, the series continued its success in a virtual setting. In total, there were 15 seminars. In addition to presentations from MultiLing postdoctoral fellows, researchers, affiliates and PhD fellows, we had international speakers from Australia, Luxembourg, Germany, and Portugal.

Postdoctoral fellows Yeşim Sevinç and David Natvig organized the seminars in the spring of 2020, and David Natvig and Seyyed Hadi Mirvahedi took over during the fall semester.

Appendix 1: Publications 2019

[Separate document, finished 1 Feb 2021]

Appendix 2: Full list of personnel at the Center

Core group

Elizabeth Lanza, Professor and Center Director

Unn Røynealand, Professor and Deputy Director

Minna Lehtonen, Associate Professor and Theme Leader

Jan Svennevig, Professor and Theme Leader

Toril Opsahl, Associate Professor and Theme Leader

Haley De Korne, Associate Professor

Valantis Fyndanis, Researcher

Anne Golden, Professor

Natalia Kartushina, Associate Professor

Franziska Köder, Researcher

Pia Lane, Professor

Janne Bondi Johannessen, Professor †

Monica Norvik, Researcher

Ingeborg S. B. Ribu, Researcher

Hanne Gram Simonsen, Professor Emeritus

Bente Ailin Svendsen, Professor

Ingebjørg Tonne, Professor

Jannis Androutsopoulos, Research Professor

Mira Goral, Research Professor

Alastair Pennycook, Research Professor

Aneta Pavlenko, Research Professor

Postdoctoral research fellows

Rafael Lomeu Gomes

Kellie Gonçalves

Samantha Goodchild

Pernille Hansen

Anne Marie Landmark

Kristin Vold Lexander

Liquan Liu

Seyed Hadi Mirvahedi

David Natvig

Yeşim Sevinç

Olga Solovova

Paweł Urbanik

Doctoral research fellows

Mari J. Wikhaug Andersen

Hanna Solberg Andresen

Nuranindia Endah Arum

Elisabet García González

Jenny Gudmundsen

Jessica P. Belisle Hansen

Magdalena Solarek-Gliniewicz

Jorunn Simonsen Thingnes

Ingvild Badhwar Valen-Sendstad

Affiliated doctoral research fellows

Helene Killmer

Alexander Lykke

Ingeborg Sophie Bjønness Ribu

Ane Ylje Opedal Theimann

Yvonne W. H. van Baal

Other scientific staff

Ingrid Lossius Falkum, Affiliated Researcher

Marit Johanne Furunes, Research Assistant

Zahir Athari, Research Assistant

Simen Gudbjørgrud Aamodt, Research Assistant

Michela Iacorossi, Research Assistant

Administration

Mari Camilla Risdal Otnes, Head of Administration

Anne Charlotte Lindblom-Rosén, Advisor

Elisabeth Maria Neuhaus, Senior Executive Officer

Technical Staff

Christian-Magnus Mohn, Head Engineer

Klaus Wik, Head Engineer

Appendix 3: Institutional partners and collaborators

Institutional partners

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

[HINN — Inland Norway University of Applied Sciences, Norway](#)

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

[Jönköping University, Sweden](#)

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

[Lund University, Sweden](#)

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

[Nanyang Technological University, Division of Linguistics and Multilingual Studies, Singapore](#)

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

[NTNU — the Norwegian University of Science and Technology, Norway](#)

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

[Språkrådet \(Language Council of Norway\), Norway](#)

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

[Statped \(National service for special needs education\), Norway](#)

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

[UiT The Arctic University of Norway, Norway](#)

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

University of Copenhagen, Denmark

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

University of the Western Cape, South Africa

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

Collaborators

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

- Niclas Abrahamsson, Stockholm University, Sweden
- Emanuel Bylund Spångberg, Stockholm University, Sweden
- Jannis Androutsopoulos, Hamburg University, Germany
- Tove Bull and Anna-Riitta Lindgren, UiT The Arctic University of Norway
- Jakob Cromdal, University of Linköping, Sweden
- Xiao Lan Curdt-Christiansen, University of Bath, UK
- Ana Deumert, University of Cape Town, South Africa
- Susan Gal, University of Chicago, USA
- Ewa Haman, University of Warsaw, Poland
- Monica Heller, University of Toronto, Canada
- Christine Hélot, University of Strasbourg, France
- Rita Hvistendahl, University of Oslo, Norway
- Scott Jarvis, University of Utah, USA
- Jürgen Jaspers, Université Libre de Bruxelles, Belgium
- Gabriele Kasper, University of Hawaii at Manoa, USA
- Tommaso Milani, University of Gothenburg, Sweden
- Lorenza Mondada, University of Basel, Switzerland
- Kamil Øzerk, University of Oslo, Norway
- Sari Pietikäinen, University of Jyväskylä, Finland
- Suzanne Quay, International Christian University, Tokyo, Japan
- Pia Quist, University of Copenhagen, Denmark
- Monika Schmid, University of Essex, UK
- Seyhun Topbaş, Istanbul Medipol University, Turkey
- Cécile Vigouroux, Simon Fraser University, Vancouver, Canada

- Marit Westergaard, UiT The Arctic University of Norway
- HE Hirut Woldemariam, Minister of Science and Higher Education, Ethiopia/ formerly Addis Ababa University, Ethiopia

DRAFT