

Research Strategy Plan for MultiLing's Second Five-Year Period (2018–2023)

Center for Multilingualism in Society across the Lifespan

INTRODUCTION

This document is the Research Strategy Plan for MultiLing's second five-year period (2018–2023) as a Center of Excellence, funded by the Research Council of Norway. We anchor MultiLing's strategic way forward in the coming years in the priorities set forth in this plan, which forms the basis for (1) new hirings of PhD fellows, postdoctoral fellows, researchers, and research professors; (2) the planning and submission of new funding applications, in particular those targeted at securing EU funding. Furthermore, the plan functions as (3) a guide to researchers, both national and international, who seek to collaborate with MultiLing as a research center and MultiLing researchers, and (4) an overview of MultiLing's research for central policymakers and stakeholders.

MultiLing's main goal is to generate cutting edge research on individual and societal multilingualism, by addressing research questions on multilingual competence, multilingual practices, and multilingual policies. MultiLing's vision is to contribute to how society can deal with the current challenges of multilingualism through increased scientific knowledge, and thus promote agency for individuals in society, and a better quality of life, no matter what linguistic and social background. Hence, the Center shall provide research-based knowledge on multilingualism to central policymakers and stakeholders.

The challenges in contemporary society concerning diversity are a driving force in the research forefront, and the spearhead for several strategic documents – such as the White Paper (*Stortingsmelding om humaniora*) on the relevance of research and education in the humanities in Norway, and Horizon 2020's Work Programme 2018–2020 in which Societal Challenge 6 (SC6) addresses issues of high relevance for research on multilingualism. Furthermore, the latest signals of the in-depth analysis from the European Parliament highlighting a more mission-oriented approach for the new Framework Programme 9 (FP9) indicate that a continued, more focused approach to solving societal challenges, as defined by the United Nations' Sustainable Development Goals, is a vital way forward for Europe and thus also for MultiLing.

MultiLing's first five-year period was successful in bringing together researchers with various disciplinary backgrounds to engage in long-term integrated collaboration. While disciplines have differing epistemological foundations and challenges, working collaboratively at MultiLing has proved to be extremely fruitful, as our publications in high-ranking outlets witness. In order to attain its goal and vision, MultiLing will continue to bring together the two basic disciplinary approaches that have traditionally contributed to the study of multilingualism: cognitively/psycholinguistically oriented approaches that focus on the multilingual individual and sociolinguistically and anthropologically oriented approaches that examine multilingualism in society. In the second five-year period, MultiLing's research will continue to be organized along three basic Themes, which cover individual and societal multilingualism; however, the research questions and directions will be more focused, based on the results from our first five-year period. The three Themes are mutually dependent and interrelated:

Theme 1: Multilingual competence

Theme 2: Multilingual practices

Theme 3: Multilingualism, ideologies and language policies

In sections 1–3 of this Research Strategy Plan, we provide a more in depth presentation of the three Themes (main projects) along with sub-projects. Research questions for the Themes and specifically for the sub-projects under each Theme provide a clear overall framework within which individual projects are situated.

In line with the main goal of MultiLing, we collaborate across Themes to investigate the complexity of multilingualism across the lifespan. In order to ensure opportunities for collaboration, we have strategically organized **colloquia** (various research activities including seminars, workshops, guest lectures) that are relevant for all three Themes. The three colloquia in the first period (2013 - 2018) dealt with bridging the gap between psycholinguistic and sociolinguistic approaches to multilingualism, the impact of quantitative and qualitative approaches to the study of multilingualism, and addressing social relevance in the study of multilingualism across the lifespan. In the next period, building on and extending the work accomplished in the foundational colloquia, we will focus our **colloquia on theory and methodology**: (A) *Scrutinizing critical concepts and theoretical approaches in studying multilingualism*; and (B) *Engaging innovative methodologies in studying multilingualism across the lifespan*. Figure 1 presents an overview of the Themes (Projects) and the Sub-projects, emphasizing cross-thematic research, especially through the colloquia.

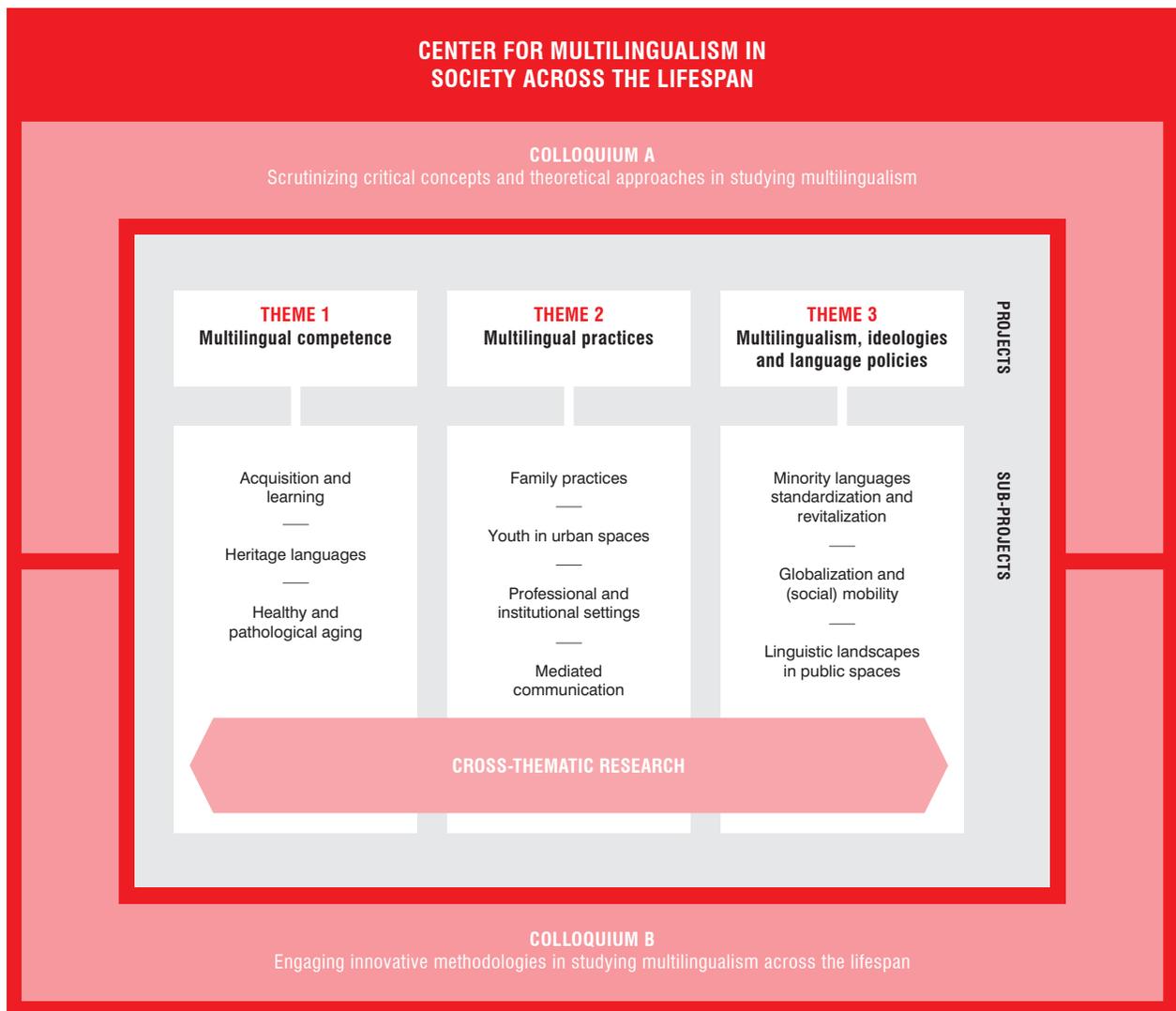


Figure 1. The organization of MultiLing’s research into projects, sub-projects and colloquia.

Addressing social relevance in the study of multilingualism will remain at the very core of our work. Through the new Colloquium A, MultiLing will continue to engage in critical theoretical debates on the

potentials for, and implications from, bringing together various approaches to the study of multilingualism across the lifespan, many of which have differing ontological and epistemological foundations. The research projects in this plan highlight many critical concepts and issues that are in debates at the research forefront, such as the bilingual advantage, the mental lexicon, the boundaries of what may be considered linguistic, the native speaker, language use in light of the digital turn, language and space, legitimacy and authenticity, and language and emotions. We will organize the colloquium on critical concepts and debates in order to invigorate discussion and collaboration so that on the basis of our research in the first period, we will engage more actively in theory-building in the second period.

Through the new Colloquium B on research methodologies, we will ensure renewed inquiry into how to collaboratively investigate multilingualism across the lifespan. We will further develop and publish on innovative methodologies and use existing methods in new ways. MultiLing's new Socio-cognitive laboratory will be instrumental in achieving this goal. The lab, which was launched in March, 2018, was made possible through the funding awarded from the Norwegian government (2016–2021) for promising research communities to attain world-leading status. The Socio-cognitive lab will serve to bring together research questions and methodologies from anthropology/sociolinguistics and cognitive-/psycholinguistics, and thus be a cornerstone in the effort for reaching MultiLing's overarching goals. The lab provides a new set of tools to MultiLing's researchers, including technology to measure online language processing (e.g. eye tracking and EEG), opening up for exploring multilingualism in various groups of speakers by combining existing and novel methods. Through Colloquium B, we will develop and implement collaborative and innovative experimental and ethnographic methods respectful of minority interests. During the second five-year period, MultiLing will produce an edited volume on innovative research methodologies that encompasses the interdisciplinary approach taken at the Center, involves our international collaborators, and will be submitted to a leading international publisher in the field. We will strategically employ our colloquium on methodologies to this end and include our leading scholars in the production of the volume. Theory and methodology are inherently linked together and our colloquia will stimulate further critical thinking and collaboration across the Themes.

In sum, Multiling aims to attain status as a world-leading research community in the field of multilingualism by generating cutting edge research. MultiLing's research strategies and plans for the coming years are anchored in our goals and vision for the Center, and motivated by the need to meet the current challenges in contemporary society concerning diversity, the driving force in the research forefront, and the spearhead for current strategic documents.

MULTILING'S THREE RESEARCH THEMES

1. THEME 1 MULTILINGUAL COMPETENCE

Theme 1 explores how multiple languages are acquired, how multilingualism develops, and how it changes throughout the lifespan. In MultiLing's first five-year period, we focused on cross-linguistic influence, language assessment of multilingual children and adults, language and communication impairment, and heritage language maintenance and attrition. We have investigated the influence of different factors on language acquisition and change throughout the lifespan. Based on our findings, we will from now on focus on the following overarching research question:

RQ

- How do different linguistic, cognitive and social factors inform theories of multilingual processing and use? How can the full language competence in multilinguals be measured through a combination of different methodologies – offline and online? How can such knowledge be used to improve the services to multilinguals across the lifespan?

1.1 Multilingual acquisition and learning

Our research covers both simultaneous multilingual acquisition and successive acquisition of languages at different stages throughout the lifespan. Concerning preschoolers, our research has confirmed that all languages of multilingual children should be taken into account when assessing their linguistic competence, and that this is crucial for identifying *language impairment* in these children (Hansen 2017; Hansen et al. 2017 a, b). We will continue to develop and validate assessment tools for this purpose, avoiding the monolingual bias in testing, which fails to take a holistic view of the bi-/multilingual into account; the bi-/multilingual is not the sum of two or more monolinguals in one and the same person. Experimental work with bilingual infants will be carried out through a MSCA-IF postdoctoral fellowship (2019–2020) awarded to MultiLing and Liqian Liu to work on: *Language-Affect Interface in Parent-Infant Communication (MultiPic)* in collaboration with MultiLing’s research on families (cf. 2.1)

Possible cognitive benefits of language learning and active use of multiple languages have been in the focus of extensive research (e.g., Lehtonen et al. 2018). However, the typically used research designs that contrast two natural groups are problematic (see Laine & Lehtonen 2018, for discussion). A way forward in this field is an *individual differences approach* (see also section 1.3; Fyndanis et al, in preparation) that focuses on specific aspects of bilingual language experience and to what extent they train cognitive control functions. Such aspects include individual’s language switching experience (Jylkkä et al. 2017). To date, however, valid measures of language switching frequency have been lacking (Jylkkä et al. submitted). Here, we will utilize the sociolinguistic expertise of code-switching available at MultiLing and combine objective, real-life code-switching data with measurements of cognitive control abilities. We expect this combined psychological and sociolinguistic approach to provide a novel and original step towards ecologically valid investigation of cognitive consequences of multilingualism.

Apart from behavioral cognitive testing, the new Socio-cognitive laboratory at MultiLing, with EEG and eye tracking facilities, enables research on basic neurocognitive mechanisms of processing and learning of languages. This line of research will study processing of multiple languages and the basic mechanisms of language switching (see, e.g. Hut et al. 2017), allowing testing of models of bilingual lexical processing and cognitive control functions. Language learning will be studied by measuring EEG during processing of a newly learned language. We will probe how individual differences in L1 language skills are expressed in language-related brain responses and how they predict responses observed for a newly learned L2. Furthermore, we will follow the course of L2 learning and study how different factors (e.g. type of instruction, L1 abilities) affect the processing of words and grammar, to better understand individual differences in L2 learning at the neurocognitive level.

Our investigation of literacy skills in second language (L2) texts has revealed that not only different levels of the speakers’ L1 and other languages they know (phonology, morphology, syntax, lexis) influence their L2, but also the conceptualizations formed by their L1s (Golden 2017). Moreover, raters’ *evaluations* of written texts also seem to be influenced by the second language writers’ language background. Furthermore, the raters’ expectations and beliefs about language learning, such as the view of second language development as a linear process more or less the same for everyone, as evidenced in the *Common European Framework of Reference for Languages* (CEFR), play a role in evaluations of written texts (Golden et al. 2017; Golden & Kulbrandstad 2018, in press). The CEFR has had an enormous impact on assessment in Europe. In the coming period, we will continue to investigate the acquisition of L2 literacy skills and the assessment of L2 texts, now using qualitative methods to scrutinize to what extent the raters are influenced by the difference types of L1 influence found in the texts as well as the raters’ own perception of language learning.

RQ

- What type (or combination) of assessment tools can yield a valid and comprehensive picture of language skills in multilingual children of different ages and input patterns? And how can they be used for detecting language impairment? Are central

hypotheses behind cognitive benefits of bilingualism supported when using increasingly reliable and ecologically valid measurement tools?

- How can students' multilingual competences, in both spoken and written language, be assessed and drawn upon for learning and teaching purposes? What are the factors (beside accuracy and text length) that influence the rating of texts written by adults with different L1s? To what extent do beliefs about learning a new language influence learners, teachers or policy makers in their decisions?

1.2 Heritage languages

In the first period, our research on Norwegian Heritage Language (HL) in North America focused on *lexical and grammatical phenomena*. The results show that word order variation can be attributed to a combination of the external learning context, language acquisition and the linguistic representation of language structures (Larsson & **Johannessen** 2015a, b), that a linear complexity in the representation was relevant for the development of gender agreement in noun phrases (**Johannessen** & Larsson 2015, forthcoming) and that major vocabulary changes occur in HL (Hjelde & **Johannessen** 2017; **Johannessen** & Laake 2017). *Attrition* has been found in noun phrases and in verb morphology. Our research shows that HL speakers differ from each other with respect to linguistic performance, but not along a continuum: We find that HL speakers fall into four distinct groups based on their performance in grammatical gender (Rødvand 2017). This shows, first, that it would be a mistake to investigate the HL speakers as one homogeneous speech group, and second, it calls for more research into factors that might cause such differences. Cross-thematically, issues of language, culture and identity were also addressed in the same data (**Golden** & **Lanza** 2015). In the next period, we will go from speech production data (recordings and corpora) to using more experimental perception methods (e.g. eye tracking and online timing experiments) to see to what extent measures from different tasks converge across groups of speakers and what this reveals about linguistic representation and social factors. MultiLing's new socio-cognitive lab will enhance possibilities for this research. This focused research will have links with Language in the elderly (cf. 1.3) and Multilingual practices in the family (cf. 2.1).

RQ

- To what extent is there co-variation between different linguistic levels with respect to attrition? The answer to this question can tell us about the way the language module (or the linguistic representation) of the bilingual mind works.
- What parts of the linguistic system can undergo attrition and in which way? Which syntactic constructions are most likely to be subject to attrition, and which are resilient?

1.3 Language in the elderly: healthy and pathological aging in multilinguals

Research on language and communication in aging multilinguals is important from practical, societal as well as theoretical perspectives, and it is still largely an understudied field. Building on our key findings, indicated below, we will in the forthcoming period investigate the language of healthy elderly multilingual speakers, as well as that of elderly multilinguals with a speech, language and/or communication problem due to aphasia or dementia. We are currently identifying internal factors (e.g. word frequency and cognate status) as well as external factors (e.g. language proficiency and speech context) that influence their linguistic representation and their linguistic and cognitive processing skills. Hitherto unresolved questions are whether and to what extent the multilinguals' linguistic representations of the different languages are affected in aphasia and dementia, or whether it is rather the processing skills that are affected. Taking advantage of our new socio-cognitive lab, we can now include on-line methods like eye tracking and EEG to address these questions. Furthermore, we explore the consequences of aphasia or dementia for the individual's social interaction, and different ways to meet these consequences. Finally, we seek to explain how results from language assessment and treatment of multilinguals can inform a usage-based view of linguistic representation and performance.

The following key findings from our first period form the basis for our plans: *Concerning healthy bilingual and multilingual older speakers* with Norwegian as their L1 (Fyndanis et al. in preparation), preliminary results show that the more other languages than the L1 are used, the better the participants' executive functions (in particular inhibition) are. This indicates a possible “bilingual advantage” even in multilinguals with a non-immigrant, foreign language experience.

Studies of Multilingual Aphasia is one of the projects made possible by the University of Oslo's funding for five world-leading research communities (cf. Introduction). This research on *multilingual speakers with aphasia* done in collaboration with Mira Goral (USA) emphasizes the importance of assessment with different methods in all languages, as well as valid assessment tools (Fyndanis et al. 2017; Knoph & Lind 2016). Furthermore, treatment in one of the languages may lead to improvement of the treated language and to cross-linguistic transfer to untreated languages. This provides evidence for shared conceptual networks of the languages of multilingual speakers and supports current models of bilingual language processing (Knoph 2013; Knoph, Lind & Simonsen 2015; Knoph, Simonsen & Lind 2017).

An important topic related to language and aging concerns *dementia* in multilingual speakers. Our research has demonstrated the crucial role of verbs in sentence construction and communication. A multi-method approach allowed for systematic exploration of the effects of factors like cognate status and frequency for language processing, and for studying the role of the interlocutor in managing the communication challenges in dementia (Lind et al. 2018; Svennevig & Lind 2016). Our current research draws on these findings, expanding to participants from a multitude of linguistic and cultural backgrounds, to investigate how lexical access is compromised, and how communicative strategies are used to overcome problems in communication.

RQ

- To what extent do measures from different online and offline tasks converge across groups of multilingual speakers with or without language impairment, and what does this reveal about linguistic representation?
- What variables influence transfer effects across tasks and languages in single-case studies of language rehabilitation, and are they consistent across groups of multilingual speakers with different linguistic backgrounds? Is the cognate effect – that words with similar form and meaning from different languages are easier to process – general across these groups?
- How is word retrieval affected in multilinguals with dementia, in their various languages and across different speech contexts?
- How do multilingual speakers with a language impairment and their conversational partners meet the challenges posed by the impairment, be it in the family or in an institutional context, and how can the impact of the impairment be minimized to enhance communication?

2. THEME 2 MULTILINGUAL PRACTICES

Theme 2 explores the ways in which we use our linguistic resources with different people at home, at school, among peers, at work, when we communicate face to face, or in social media. Research in Theme 2 investigates language use and communication across different phases of life, and how we experience and relate to language and the sociolinguistic complexity of the 21st century. The overarching research question for Theme 2 for the next five-year period is based on societal challenges, international research findings and MultiLing's previous research:

RQ

- How are multilingual repertoires and practices exploited for face-to-face and digitally mediated communication and identity construction in a) everyday interaction involving transnational families and adolescents in multilingual spaces, and b) workplace interaction in healthcare and legal institutions?

2.1 Multilingual practices in the family

Results from MultiLing's research on multilingual families have revealed how ideologies and practices affect various child language outcomes, as well as the power of societal language ideologies on family language policy decision-making (Lanza & Li Wei 2016; King & Lanza 2017; Obojska 2017; Purkarthofer 2017; Curdt-Christiansen & Lanza 2018; Lanza & Curdt-Christiansen, in press). Based on these results, we will further investigate how language functions as a resource in families for the process of meaning-making in contexts of migration, transnational mobility and digitally-mediated communication (Lanza, in press; Purkarthofer 2017), including dimensions related to emotions and well-being (cf. MSCA-IF postdoctoral fellow Liquan Liu in 1.1, and 3.1). Renewed attention will be given to linguistic repertoires, code-switching and translanguaging in the family (cf. Lanza & Li Wei, forthcoming). Theoretically, we will scrutinize the notion of *space*, heretofore not widely engaged within studies of family language policy, challenging well-established sociolinguistic notions of domains. The family is traditionally considered a private domain and the most private space we experience in our everyday life. However, *social space* is negotiated between actors with their discursive power, material constraints, and spatial practices, with new media blurring the distinction between the private and the public (Lanza 2018; Purkarthofer, Lanza & Berg, forthcoming) (cf. 2.4). We will address the family as a *negotiable space* through multilingual practices, and in issues in public discourse concerning culture and inclusion in society.

RQ

- How do families engage in meaning-making through multilingual practices in contexts of migration, transnational mobility and mediated communication? And how do discourses of cultural integration and inclusion in society involve and affect transcultural families?
- How do parents and other caregivers in transnational families employ online media, including parental blogs, to address issues of language and culture transmission, well-being and good parenting in their efforts at inclusion into society?

2.2 Linguistic practices among youth in multilingual urban spaces

Studies from the first period have revealed that 'us/them'-social dichotomies are prevalent among young speakers of urban speech styles that have emerged in multilingual neighborhoods shaped by immigration and class stratification (e.g. Cutler & Røyneland 2015; Madsen & Svendsen 2015; Nortier & Svendsen 2015; Opsahl & Røyneland 2016). These contemporary urban speech styles are documented as being used in these neighborhoods regardless of parental backgrounds, that is, they are in use by adolescents with an immigrant parental background as well as among those without (Opsahl 2009). Internationally, there is now a need to investigate the *development and enregisterment* of these speech styles in regards to their *stability* and *durability* in societies characterized by growing polarization and to explore the *role* of these speech styles relative to other speech styles in processes of social inclusion and exclusion.

Media, both traditional and new social media, represent a potentially powerful tool for influencing beliefs, attitudes, practices and ideologies *inter alia* by (re)producing and challenging stereotypes (e.g. Androutsopoulos 2014; Blommaert 2010). Based on our previous research (Cutler & Røyneland in press; Svendsen 2014; Svendsen & Marzo 2015), we will further explore the ways different groups of people and languages are portrayed in traditional and social media: young people's contemporary urban speech styles, multilingual families (Purkarthofer, Lanza & Berg, forthcoming) (cf. 2.1), migrants with dementia (Siiner & Svendsen, forthcoming) (cf. 1.1), and multilingualism among the elderly (de Bot *et al.*, forthcoming) (cf. 1.1). In collaboration with the sub-project on multilingualism and mediated communication (cf. 2.4), we will also further investigate how contemporary urban speech styles, and other speech styles, registers and dialects are used and negotiated on different social media platforms (such as YouTube and Facebook) (Røyneland in press). Furthermore, we will conduct comparative corpus-assisted discourse analytical studies (CADS) of

media representations of (young) people in and across multilingual urban spaces over time to shed light on societal processes of inclusion and exclusion.

RQ

- To what extent are contemporary urban speech styles developing into stable and durable resources, and with what social and linguistic implications for the individual and society?
- How are different groups of people and languages portrayed in traditional and social media, and how are different linguistic repertoires used and negotiated online?

2.3 Multilingualism in professional and institutional settings

In the first period, our research focused on practices used to prevent problems of understanding in conversations in multilingual workplaces, both in the health care sector and in blue collar workplaces (**Kraft** 2017; **Landmark et al.** 2017; **Svennevig** 2013, 2018; **Svennevig et al.** in press). In the next period, we will continue this research by focusing on the problems related to cultural stereotypes in workplace communication. An example concerns the communication challenges facing Poles in Norway at their work sites relating to grammatical characteristics of their L2 Norwegian, differences in communicative style and cultural stereotypes. Furthermore, this research will be expanded to include the judicial system in Norway through the study of police investigative interviews. Previous research in forensic linguistics has shown that in various English-speaking countries, many L2 speakers do not understand or misunderstand their legal rights when informed about them by police investigators (Eades & **Pavlenko** 2017; **Pavlenko** 2008). The situation in Norway has not until now been investigated, and it differs from the US in that information about rights against self-incrimination is not scripted. We thus aim to identify challenges to effective communication of legal rights and to articulate recommendations for best practices in this area.

This sub-project also addresses the need for longitudinal studies of formal and informal language learning in the workplace (cf. 1.1). Based on our previous work on vocabulary learning in everyday workplace interaction (**Svennevig** 2018) and our work on multilingual acquisition, we will aim to identify conversational practices that support L2 acquisition in the workplace. In the wake of the refugee crisis, most European countries are implementing new policies of integration, promoting work activation of newly arrived migrants and concomitant language training integrated with professional practice. Using video-based ethnography and multimodal conversation analysis, the sub-project will describe the empirical realization of practices used both in instructional pedagogical activities and in language learning 'in the wild'. In addition to describing various interactional forms of teaching and learning, the aim is to identify practices that enhance linguistic agency and socialization.

To develop better and more inclusive schools, we will provide knowledge of the role of language in all educational levels as several studies show that students with an immigrant background tend to lag behind their peers. The census-like data from two national studies initiated by MultiLing (**Svendsen** 2018; **Svendsen, Ryen** and **Lexander** 2015; Ipsos, Language Council and MultiLing 2015) illustrate that the broad spectrum of students' multilingual competence in Norwegian schools is rendered largely invisible in classrooms and represents a vast pool of resources to draw on for learning and teaching purposes. Hence relative to the international research on translanguaging, we will investigate language practices in the multilingual classroom and study the challenge multilingual students face regarding content learning. Based on earlier studies of vocabulary and textbook analysis, and classroom research in the first period (**Golden** 2017; **Golden & Kulbrandstad**, in press; **Tonne** 2017; **Tonne & Pihl** 2017), we will also investigate how education authorities and educators at different levels in the educational system (like policy makers, school leaders, teachers) address multilingual children's literacy challenges (cf. 3.2).

RQ

- How is understanding between minority groups and the majority population managed in interaction in professional and institutional settings, and how is it affected by cultural stereotypes and grammatical and stylistic features of the minority speakers' L2?
- How are intentions from authorities received and integrated in schools and into the teachers' practices in multilingual classrooms? What are the factors that facilitate or impede implementation?
- How do first and second language speakers orient to the activity of teaching and learning lexical items, grammatical structures and pragmatic actions in everyday workplace interaction, and how do these practices facilitate L2 acquisition?
- To what extent and how are students' languages brought into teaching and learning in schools?

2.4 Multilingualism and mediated communication

This project on multilingual practices in digital media is part of the funding obtained through the University of Oslo's scheme for 'World-leading environments' (cf. Introduction). Building on previous research at MultiLing, we will investigate how various types of digital media enable and constrain the deployment of multilingual resources in private and organizational settings, thereby connecting with other Theme 2 and 3 projects (Androutsopoulos 2014, 2015; Androutsopoulos & Juffermans 2014; Androutsopoulos & J. Tereick 2016; Cutler & Røyneland in press; Lexander in press; Obojska 2017; Røyneland in press). Using ethnographic approaches, we will examine the close relation between the participants' linguistic repertoires and their media choices for local or transnational interpersonal interaction, paying particular attention to the modalities of (spoken, written) language afforded by the available media (Androutsopoulos & Lexander 2018). We will further investigate how contemporary urban speech styles and other speech styles, registers and dialects are used and negotiated on different social media platforms (such as YouTube and Facebook) (cf. 2.2) (Røyneland in press; Dovchin, Pennycook & Sultana 2018). Within the project, we also explore practices of informal language learning linked to digital media, concerning both the majority language, Norwegian, and other elements of the linguistic repertoires, especially the heritage languages (Lexander & López 2018; Obojska 2017) (cf. 2.3). Furthermore, we will investigate video-mediated interpreting, drawing on multimodal conversation analysis and workplace ethnographies. More specifically, we will examine the interactional orders of video-mediated interpreting, the role of gesture and posture in the interpreting process, and the discourses surrounding the policy and practice of interpreting.

RQ

- How do media affordances enable or constrain the deployment of linguistic repertoires and practices of culture transmission in multilingual contexts?
- How do affordances and constraints of video technologies, on the one hand, and institutional policies, on the other, shape multilingual practices?

3. THEME 3 MULTILINGUALISM, IDEOLOGIES AND LANGUAGE POLICIES

This Theme – originally entitled 'management of multilingualism' with a focus on language policy and the ideological underpinnings of language choice – has developed towards an understanding of how language policies and practices have to be understood in terms of the local engagement of people and communities in relation to language varieties and ideologies. During the first five-year period, our research drew on perspectives from Themes 1 and 2, resulting in a stronger focus on individual social actors and local practices. Within this emerging emphasis on local language practices, two different topics have established themselves: language *reclamation* and linguistic *diversification*. Both can be understood within broader forces of globalization, with communities, on the one hand, trying to find ways to reclaim languages threatened by majority languages, and people, on the other hand, making use of a diversity of linguistic resources in their daily lives.

RQ

- How are social actors influenced by large-scale ideologies and language policy, and how do they in turn shape and challenge such processes?

3.1 Minority language standardization, revitalization and reclamation

In the first period, MultiLing researchers developed original approaches to minority language standardization, shifting the main focus from linguistically oriented approaches and top-down perspectives to focus instead on social actors, local practices and individual and community agency (i.e. bottom up perspectives). There has been a tendency for Language Policy research to focus on large-scale processes, while the role of the individual has been given less emphasis. We have shown that the role of social actors is essential in order to understand the success or failure of minority language *standardization and revitalization* (Albury 2016; Costa 2016; Lane, Costa & De Korne 2017; Lane 2017; Røynealand 2016). Based on this finding, we will continue our research on standardization and revitalization with an emphasis on minority language *reclamation* as a process of taking minority languages back, not as a shadow from the past, but as languages important to speakers' linguistic repertoires and everyday language practices. Speakers who reclaim a minority language often experience that their language is perceived as 'bookish' and not authentic enough when compared to traditional speakers; hence, we will investigate contested questions on authority, legitimacy, emotions, and ethics.

Across the world, indigenous minority languages are disappearing at a rapid rate (De Korne & Leonard 2017; Lane & Makihara 2017). As a response to this loss, a process of revitalization and reclamation of indigenous languages has evolved through which people set out to reclaim and actively use a language they did not learn while growing up. Language revitalization is often portrayed as positive and emancipatory, because it allows speakers to find and develop their own voice, identity and sense of belonging. However, reclaiming a minority language can be a painful, emotional experience for the individual, to the extent that the fear of speaking the minority language silences people. MultiLing will aim at developing research approaches and methodologies that bridge expert and local forms of knowledge and understandings of language. Language revitalization is primarily a community process; however, this project will also emphasize individual experiences and practices of language reclamation, thus spanning the three Themes of MultiLing.

RQ

- Why do individuals attempt to reclaim a minority language, and how do social actors' perceptions of authority, authenticity and legitimacy affect revitalization, standardization and reclamation of minority languages?
- What role does standardization play in minority language revitalization processes?
- To what extent is language revitalization an emotional experience for those reclaiming a minority language, and how does it affect the revitalization process?
- How do processes of (de)colonization affect language reclamation? How do individuals who are engaged in language reclamation express their experiences with language reclamation, and how do they resolve the inherent tensions and contradictions in such processes?

3.2 Multilingualism, globalization and (social) mobility

Although Norway has been described as a linguistic laboratory for research on multilingualism – due to the two written standards of Norwegian, great dialect diversity, historical multilingualism, increased diversity as a result of migration, and a fairly good command of English among its speakers, especially among youth – not enough research has sought to understand local language practices in the context of globalization (cf. Pennycook 2017a). The project *Multilingualism and Globalization: Perspectives from Norway* is part of the funding obtained through the University of Oslo's scheme for 'World-leading environments' (cf. Introduction). This project focuses on the complex linguistic ecologies that arise from widespread use of English alongside other languages in Norway's contemporary multilingual landscape. In order to understand globalization, migration and changing social and economic conditions, we need to focus not

only on English but simultaneously on the complexity of interwoven language practices that develop in relation to social mobility (cf. Pennycook 2017b, c, d). Research on multilingualism often focuses on urban areas, but this project combines and contrasts studies of multilingualism in Oslo as a result of work and family migration with multilingualism in rural areas in the northernmost part of Norway where multilingualism has always been part of everyday life (Norwegian, Sámi, Kven and Russian). An MSCA-IF was awarded to MultiLing and Olga Solovova to work on this sub-project (2019–2020): *New speakers and the use of Russian in Northern Norway* (NEW_WAY) to start in late 2018. In addition, we compare Norway with similar linguistic complexities in urban and rural areas in Mexico, the USA and Brazil (De Korne 2017 a, b), and in many cases among blue collar workers (Gonçalves, forthcoming).

Based on research from the first five-year period on dialect acquisition and attitudes towards the use of dialects by the immigrant population (Auer & Røyneland, forthcoming; Røyneland forthcoming; Røyneland 2017), we will investigate the extent to which local dialects are seen as socially mobile varieties in the host society and by the immigrant population. In the project *Language and Social Mobility in Education: Attitudes and Practices among New Speakers*, the overarching aim is to explore the role of language for social mobility by contributing with sociolinguistic insights and approaches to the study of how language constrains and shapes the capacity of individuals to change social position, and how these constraints are (re)produced in educational contexts. Such an investigation involves examining how attitudes towards, and ideas of, prestigious languages are (re)produced among educators and students in secondary schools, as well as examining the effects of speaking a non-standard variety when changing social position in society. By applying both experimental and ethnographic methods, we seek to answer how speaking a local non-standard dialect affects immigrants' chances on the job market, what attitudes are transmitted through their instruction in Norwegian, as well as in society at large, and what the use of a non-standard variety indexes in terms of integration and local belonging. The newly established Socio-cognitive laboratory will be instrumental in developing the experimental tests that will be used in collecting the quantitative part of the data, and will provide an excellent infrastructure for conducting focus group interviews.

RQ

- What are the affordances and challenges of the widespread use of majority languages such as English and Norwegian for minority language practices in educational contexts, places of work and families?
- How do people, families and communities develop and use their linguistic resources in contexts of diversity?
- To what extent are non-standard varieties taught to, and acquired by, learners, and what are the attitudes towards acquisition and use of non-standard varieties among new speakers and language teachers?

3.3 Multilingualism in public spaces

In our research in the first period, linguistic landscape (LL) has proved valuable as a sociolinguistic lens in explorations of complex issues concerning language policy, identity constructions, language contact, and the sociolinguistics of globalization, encompassing also virtual landscapes (cf. Woldemariam & Lanza 2014; Blackwood, Lanza & Woldemariam 2016; Williams & Lanza 2016; Berezkina 2017). While scholarship in LL has taken a “qualitative turn”, the need for quantitative approaches in highly multilingual regions, such as Ethiopia (Lanza & Woldemariam 2017), is required from a language policy perspective to document the presence or absence of local languages. Their presence, or lack thereof, is shaped by historical and contemporary processes such as gentrification (Gonçalves, in press a, b), and currently, processes of standardization and revitalization have provided new ground and domains for minority languages. Therefore, our goal is to investigate how multilingual communities and individuals use their linguistic repertoires in the linguistic landscape and what semiotic means other than language in the traditional sense provide affordances for them. At the forefront of the field of LL studies are innovative methodological developments, for example, the use of eye-tracking to investigate what bilinguals notice about linguistic landscape images (Vingron *et al* 2017), as well as a citizen-science approach to “(T)apping the linguistic landscape” (Purschke 2017). In the next five-year period, we will expand the field of LL by further investigating the uptake of signs and other material objects in multilingual contexts, focusing on how

people perceive or ‘read’ such objects. The Socio-cognitive lab will provide important new opportunities for this research. Theoretically, the study of LL challenges traditional understandings of ‘language’ by encompassing a wider semiotic approach (Pennycook 2017c).

RQ

- How do processes of globalization change the linguistic landscapes of both rural and urban contexts in Norway?
- To what extent and how does the LL change in urban neighborhoods undergoing gentrification and other social changes linked to processes of globalization?
- How are LL signs perceived differentially by various groups of speakers in contexts involving endangered languages and language revitalization?
- How does the study of LL contribute to our understandings of what counts as “linguistic”, and contribute to theoretical debates on the boundaries of named languages?

4. RESEARCH APPLICATIONS FROM MULTILING: STEPS TOWARDS EU FUNDING

4.1 Societal challenge 6: Inclusive, innovative and reflective societies

As demonstrated above, MultiLing’s core researchers are directing their research on multilingualism towards societal challenges related to children, youth, minority languages and education, globalization and migration, an aging population and the rapid changes of communication in a digitized world, all of which are relevant to the Horizon 2020 Societal Challenge 6, *Europe in a changing world – inclusive, innovative and reflective societies*.¹ MultiLing will use its thematic focus, its group of strong core researchers and experience with managing large scale research projects, as well as its excellent international network and exemplary outreach, to significantly impact research within this societal challenge. Following the advice of the Scientific Advisory Board (SAB), MultiLing’s core group will aim for a collaborative research project within the MIGRATION call “Mapping and overcoming integration challenges for migrant children”, which targets impacting the advancement of effective practices for integrating migrant children in schools, as well as innovating and improving monitoring and data collection. A new call is expected in 2020. Both thematically and methodologically, MultiLing is well positioned to take the lead on a project within this particular call, and we aim to take responsibility for the Norwegian work packages within (1) language learning and multilingualism and (2) the roles and attitudes of families, communities and educational centers. In preparing for the coming call, MultiLing will make use of already established networks² for finding partners, make use of COST networks,³ and participate in brokerage events in Brussels. We aim at gathering the project consortia at several stages well in advance of the call deadline, and plan to make use of the Norwegian Research Council’s offices in Brussels to organize meetings.

4.2 The Excellence Pillar

In order to succeed in the Excellence Pillar of Horizon 2020, MultiLing will build on the Center’s competence to promote its core researchers and talented junior scholars to acquire prestigious EU funding. Succeeding in the ever more challenging competition for EU funding is a top priority for the University of Oslo, and this is reflected in the Faculty of Humanities’ investment in tailored application support and career planning initiatives. MultiLing has already taken advantage of the first “Masterclass” organized by the Faculty of

¹ The SC6 *Work Programme 2018-2020 Europe in a changing world – inclusive, innovative and reflective societies* cites “pressure from increased migration flows, socio-economic and cultural transformations from new human-technology interaction under the fourth industrial revolution, and new developments in European, national and global governance” as factors with the potential to “significantly impact” and change Europe at many levels in the years to come.

² Particularly our networks through (1) the FRIPRO-funded MultiFam project, (2) two rounds of HERA applications that have made it to the second round, the topic of the latest one being “Family as public space: Multilingualism and integration in Europe”, for the call on *Public spaces: Culture and integration in Europe*, due in May 2018, and (3) both the existing and the planned INTPART-network projects with South Africa and the USA.

³ For instance the COST Action IS1306 on New Speakers in a Multilingual Europe, with Pia Lane in the steering committee, and former MultiLing postdocs as work group leaders, and COST Action IS0804 Bi-SLi Language Impairment in a Multilingual Society, which focused on assessing children’s language competence, with Hanne Gram Simonsen as Norway’s representative.

Humanities to attract excellent postdoctoral fellows to the UiO through Marie Skłodowska Curie Actions-Individual Fellowships (MSCA-IF). In 2017, this Masterclass produced a total of 17 applications from the Faculty, 3 of which were from MultiLing. In the final results, MultiLing was awarded 2 of the Faculty's 3 successful MSCA-IF candidates. The high success rate in MultiLing's favor is a clear indication that the Center attracts top candidates and has the necessary hosting arrangement and research environment to compete in these prestigious calls. Using our international network, we will continue to strategically recruit outstanding candidates for the Faculty's MSCA Masterclass, and aim to submit 2-3 applications each year, with a keen eye to simultaneously strengthening the Center's existing sub-projects and planned EU project proposals.

MultiLing's core group has several researchers who have the potential to succeed with a European Research Council (ERC) application. Building on the experience and competence of the excellent research support teams at our host institution, MultiLing will make targeted use of its HUMEVAL⁴ funding to initiate a two-year strategic training program for a selection of core group members and junior staff aiming for SC6 and ERC funding (see Appendix 1 for an extensive list of the planned applications at this stage). Writing a successful proposal within the Excellence Pillar may well be compared to training for a marathon, and we intend to prepare our researchers accordingly. Throughout a period of two years, starting in 2018, this training program will be dedicated to career development and to enhancing grant proposals which, among other things, will include CV gap-filling, advice from ERC experts, application workshops, and dedicated writing retreats. We will build on the Faculty's experience with its Career Development Program, and the program's established methods of tailoring courses and activities to a group of researchers. Another feature of this program will be regular Skype sessions, with top international researchers from MultiLing's network and also from other disciplines serving as coaches for our scholars and research talents.

4.3 Future hirings and career plans for junior scholars

One of the many advantages of the ten-year scope of a CoE is the opportunity to build long-term career plans adjusted to researchers at the different levels of their careers. For instance, we encourage mobility especially among the PhD candidates, while UiO and MultiLing's mentoring programs offer excellent opportunities for Postdoctoral fellows. Our ambition as a CoE is to develop world-class researchers that are both at the forefront of multilingual research and are successful on the international job market. In the coming period, we expect that our core researchers will attract external funding and new PhD and Postdoctoral fellowships that will further strengthen our most ambitious research environments. With the CoE funding, MultiLing will announce five PhD positions and one Postdoctoral fellowship whose work will be linked to the Center's Themes and the sub-projects established in this plan. On the basis of the research plans presented in this document and deliberations within the Extended Leadership Team (see Appendix 2), MultiLing's Leadership will decide which sub-projects will be prioritized in the announcements.

Through PhD supervision and the mentoring programs for Postdocs, we will accommodate the individual needs of the junior scholars to build their own career development plan. In this work, MultiLing will focus on the researchers' intellectual abilities and encourage them to take ownership of their own career progression and identify achievable goals, making use of the extensive network at the Center. The Center Director's individual performance assessment interviews will ensure that everyone at MultiLing is made aware of the possibilities ahead and encouraged to step up to the next level. As in the first five-year period, the annual SAB meetings and the Center's Annual Retreat will also be used strategically in this regard, with sessions dedicated to career counseling and planning, in addition to the targeted career and application workshops described above.

Figure 2 provides an example of different tracks towards research excellence.

⁴ HUMEVAL is an evaluation of the entire field of the Humanities in Norway carried out by an international panel of experts, started in 2015 and concluded in 2017. MultiLing received top scores and was awarded funding by the Faculty to enhance its research profile. https://www.forskningradet.no/en/Article/Evaluation_of_humanities_research_in_Norway/1254012498362

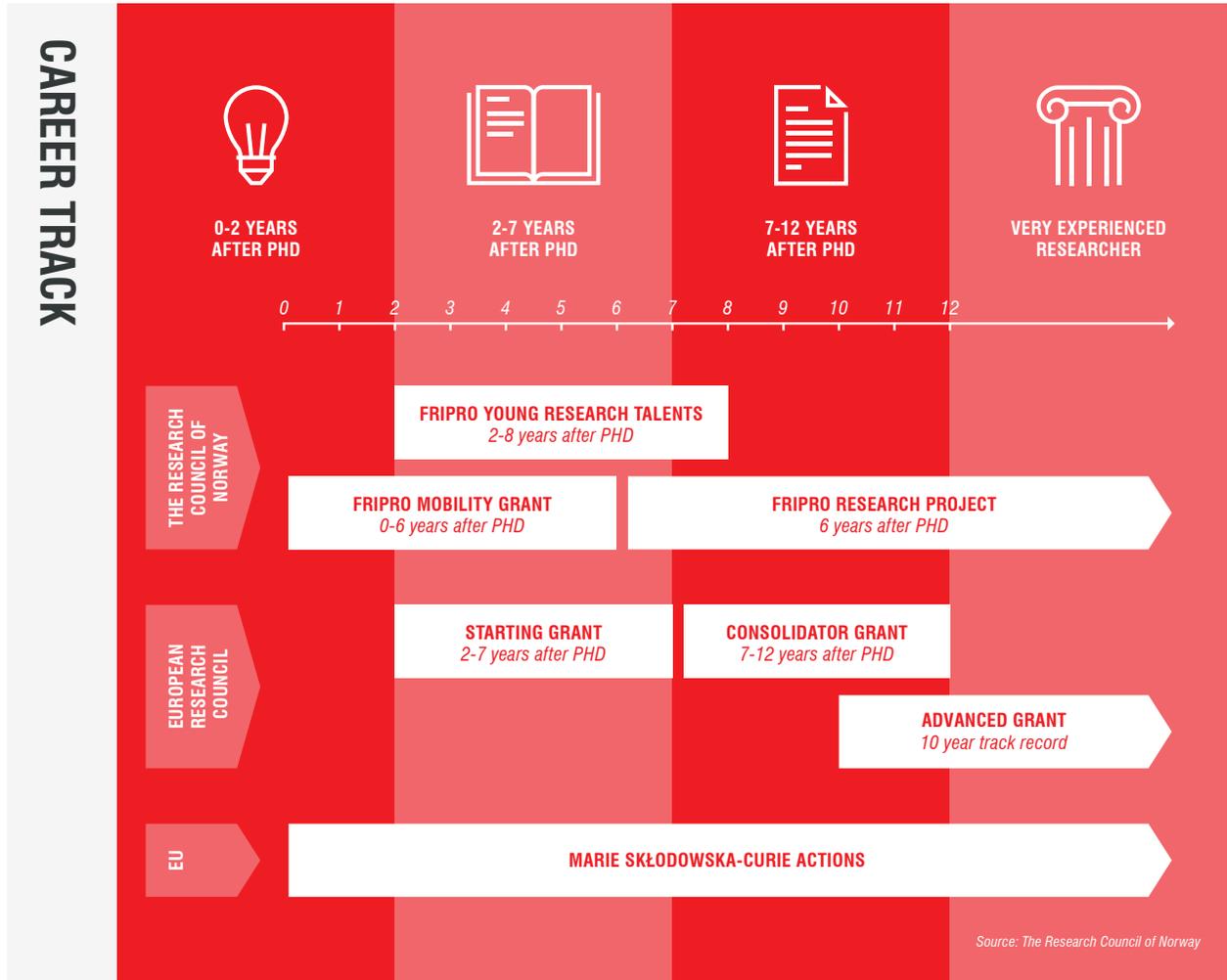


Figure 2. Career tracks towards research excellence.

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