



Stockholm  
University

Centre for Research on Bilingualism

# Biennial Report 2017–2018





A decorative background at the top of the page features a stylized, light blue leaf pattern on a dark blue background. The leaves are arranged in a branching, organic form, extending from the left side towards the right.

# Biennial Report 2017–2018

Centre for Research on Bilingualism



Stockholm  
University

**Centre for Research on Bilingualism,  
Stockholm University, 2019**

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*In loving memory of*

*Tua Abrahamsson*

*1957 - 2018*

*&*

*Maria Wingstedt*

*1959 - 2018*

**The Centre for Research on Bilingualism** started as a small unit for research on bilingualism at the Department of Linguistics in 1981. In 1988, the unit transformed into a faculty-supported, independent research centre directly under the Faculty of Humanities, and stayed in this organizational form for 25 years. As a result of the general reorganization process at Stockholm University, and with a new policy of merging smaller units (small departments, centres, and institutes) into larger departments, the new Department of Swedish Language and Multilingualism was formed in 2013 through a merger between the Centre, the Institute of Interpreting and Translation Studies (TÖI), and the former Department of Scandinavian Languages. However, the Centre remains as a semi-autonomous research center within the department, with its own budget, statutes, board, and leadership, although with shared administration and with budget, annual accounts, recruitments, and course matters needing to be approved by the Departmental Board. The Director of the Centre is a member of the department's Management Team.

**The Centre's board** is appointed by the President of Stockholm University, and consists of six members: three from the Centre (the Director/Chair of the board, one teaching/research staff representative, and one student representative) and three external members (normally full professors) from other departments in the Faculty of Humanities (two members) and the Faculty of Social Sciences (one member). The board meets twice a year – once in the fall and once in the spring.

#### **Director 2017–2018**

Lena Ekberg (to June 2017)  
Caroline Kerfoot (July 2017 to June 2018)  
Niclas Abrahamsson (July 2018 to present)

#### **Deputy Director 2017–2018**

Niclas Abrahamsson (to June 2018)  
Caroline Kerfoot (from July 2018)

#### **Board 2017–2018**

Chair:  
Lena Ekberg (to June 2017)  
Caroline Kerfoot (July 2017 to June 2018)  
Niclas Abrahamsson (July 2018 to present)

Staff representative:  
Niclas Abrahamsson (to June 2018)  
Susan Sayehli (from October 2018)

Student representative:  
Gunnar Norrman (from July 2018; previously rotating between PhD students)

External members:  
Laura Alvarèz López, *Dept. of Romance Studies and Classics* (January 2017 to present)  
Maria Kuteeva, *Dept. of English* (January 2017 to present)  
Erik Olsson, *Dept. of Social Anthropology* (January 2014 to present)

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# Foreword

**The Centre for Research on Bilingualism** is an interdisciplinary research environment at Stockholm University, first established as a small research unit at the Department of Linguistics (1981–1987), later founded as an independent research centre directly under the Faculty of Humanities (1988–2012), and currently being a semi-autonomous unit at the Department of Swedish Language and Multilingualism (2013–present). The mission of the Centre, as stated in the statutes (§2), is to

conduct and promote linguistic and cross-scientific research and education within the area of bi-/multilingualism from psycholinguistic, sociolinguistic, and structural-linguistic perspectives. /.../  
The Centre shall consolidate and develop a research environment that promotes collaboration between researchers of different scientific backgrounds.

Accordingly, the Centre has a long-standing (direct as well as indirect) influence on the multilingualism research in the Faculty at large, as well as a more direct, coordinating role for one of the university's leading research areas within the Humanities – *Bilingualism and Second Language Acquisition*. Several of our staff members conduct internationally leading research on conditions for advanced/near-native second language attainment, especially with regard to the role of *age of acquisition* and *the critical period hypothesis*, while another internationally leading area is that of *transnational multilingualism*, a field motivated by ongoing globalization which has clear implications for language and education policies at all societal levels, especially in *multilingual countries of the South*. The Centre is also nationally leading and internationally recognized for significant contributions on *language and thought in bilinguals*, *first language attrition and reactivation* (for example, in international adoptees), and on the role of *mother-tongue instruction* for school-aged children.

This biennial report covers the years 2017 and 2018. These have been eventful and productive years for the Centre in terms of staff recruitments, lab developments, research collaborations, externally funded research grants, publication rates, PhD defenses, and MA student recruitment and teaching. The report contains background texts on the history and impact of the Centre; presentations of a



selection of core research themes and some voices from recent PhD alumni; descriptive reports of our undergraduate and graduate teaching, PhD training, and publishing patterns; output lists of ongoing research projects, publications, presentations, PhD defenses, media appearances (and more); and a presentation of staff members during the period in question. I would like to thank every staff member of the Centre for promptly delivering information on their academic endeavors during the period. For a newly appointed Director, it's been a real treat to see what all the individual staff members have been up to for the past couple of years, not to say incredibly uplifting to be able to conclude that the Centre continues to produce internationally reputable multilingualism research and teaching in psycholinguistic, socio-/educational-linguistic, as well as in structural-linguistic areas of inquiry – we're doing exactly what the statutes tell us to do, and we're doing it well. I want to thank those staff members in particular who agreed to write a piece on their area of scientific expertise (both senior researchers and PhD students), some also providing photos. Many thanks also go to those Centre staff members, as well as individual administrative staff of the department, who generously provided numbers related to courses and students.

\* \* \*

**We have chosen** to let the work of an anonymous, Barcelona-based graffiti artist decorate the cover of this report. What could capture more neatly the scientific breadth, diversity, and multidisciplinary of the Centre than a graffiti brain as part of an urban semiotic landscape? What is more, the message accompanying the brain – *Use in case of emergency!* – makes it even more to the point.

Post-truth political discourse blatantly reveals itself in today's debates on migration, language learning, and language education. The mere idea of bi-/multilingualism is (*again!*) all too often being dismissed as harmful to both society and the individual – hence the ongoing dismantling of mother-tongue instruction for minority school children in some nationalist-populist-governed Swedish municipalities (“The less mother-tongue, the more Swedish they learn!”). Not so surprisingly, this policy denies entirely the existing scientific evidence showing not negative, but *positive* effects of mother-tongue instruction on the learning of the majority language, as well as on overall school performance (see, for example, the recent research by Natalia Ganuza and colleagues in the *Publications* section). What promotes the learning of a second language is ample second-language instruction, exposure, and use – not less knowledge in the mother-tongue! It's really a no-brainer!

### Niclas Abrahamsson

*PhD in Bilingualism 2001, Professor of Swedish as a Second Language, Director of the Centre 2009–2012, current Director from July 2018.*



Detail of front cover image.

# The Centre's Coming into Shape

*– and some Major Milestones along  
its Trajectory*

**The Centre for Research on Bilingualism** was formally founded in 1988, almost ten years after the first initiative had been taken in the late 1970s by the Language and Linguistics Section of the Faculty of Humanities, Stockholm University, to create a more permanent and institutionalized environment for research on bilingualism. In June 1980, a reference group for migration-related research and education, appointed by the university's Vice-Chancellor in 1979, had proposed the founding of "an interdisciplinary centre for research on bilingualism", and a modest budget had subsequently been allocated for this purpose. This budget was nevertheless sufficient to support the establishment of an autonomous formal unit of bilingualism research, attached to the Department of Linguistics. A position as Associate Professor was established from April 1981, and I was fortunate to become the first incumbent. Supported by a single half-time assistant, I was given the responsibility of leading the development of the unit as its Director.

**The initiative taken** at the end of the 1970s by Stockholm University was both timely and prescient. It was timely because

research on various aspects of bilingualism (such as translation studies, childrens' bilingual development, foreign language teaching, bilingual language processing, and Swedish as a Second Language) were becoming firmly established as a major contribution to Stockholm University's research profile. However, work on bilingualism was scattered over several language departments, such as the Department of Baltic Languages, the Department of German, the Department of Linguistics, as well as the Department of Psychology, and there was a felt need for some disciplinary consolidation in a dedicated research unit.

**The establishment** of a research unit was prescient because Sweden, at this point in time, was about to become a dynamic and evolving society of great linguistic and ethnic heterogeneity. Twenty years of substantial immigration to Sweden had begun to make itself felt in the need for research-based knowledge about the linguistic challenges confronting society and (im)migrants alike, not least in the field of education. Stockholm University thus identified bilingualism as an acute and relevant topic for research. The brief of

the new research unit reflected these circumstances in the three focus areas identified, namely, (1) the language situation of immigrants and other minorities; (2) translation and interpreting; and (3) Swedish speakers' learning and use of 'school languages' (for example, foreign languages generally taught at primary and secondary school). During the first year, the unit set itself a number of goals with the ambition to produce theoretically solid research, establish international research networks, respond to societal knowledge needs on bilingualism, and ensure knowledge diffusion both within and beyond academic spheres.

**The investment** in a formal research unit on bilingualism at Stockholm University was pivotal in attracting additional resources, thus over time leading to the continued development and expansion of the area. As early as 1983, the university received earmarked government funds to establish two additional senior positions at the Centre. This expansion of the staff, in turn, allowed for increased engagement in developing research proposals and interdisciplinary research contacts. In order to create and sustain a network of Nordic researchers of bilingualism and second language acquisition, a working paper series, *Scandinavian Working Papers on Bilingualism*, was created in 1982 (laid to rest in 1995). A few years later, in 1985, an internal report series in Swedish, *Rapporter om tvåspråkigbet* ('Reports on bilingualism') followed. One of the major Swedish research funding agencies supported a project on bilingual dementia, and the former National Board of Education, a governmental authority, contracted the unit for a major project on adult second language learning and teaching. The research assistants recruited for these projects were scientifically well qualified doctoral candidates in General Linguistics with a focused interest in second language acquisition, bilingualism and applied linguistics. In addition, many had extensive practical experience of second language teaching, heritage language teaching and teacher training. The staffing profile led to contracts within the rapidly expanding field of teacher training in Swedish as a Second Language, in



Photo: Pia Nordin

*“Supported by a single half-time assistant, I was given the responsibility of leading the development of the unit as its Director.”*

collaboration with the Department of Scandinavian Languages at Stockholm University and Stockholm Institute of Education (Lärarhögskolan i Stockholm), among others.

**The University** also decided to place a newly established research position (Assistant Professor) in the area of Translation and Interpreting at the unit, the first holder of which joined the research team in 1987. At this time, the unit was also approached and contracted for a sociolinguistic research review of the literature on language shift and maintenance with respect to the Saami context for a governmental commission on Saami rights. During this early developmental phase, the unit was much appreciated and actively supported by the Language and Linguistics Section of the Faculty of Humanities. The

autonomy and independence given by the Department of Linguistics, where the unit was placed, also contributed to its flourishing.

**This was** the situation in 1987. In full agreement with the Faculty of Humanities and the directorship of the Department of Linguistics, I, as the Director, felt that the time now had come for the Centre for Research on Bilingualism to be formally founded. In 1988, the Centre thus came into formal existence, thereby fulfilling the Faculty's vision of 1979/1980 for an independent research environment. Its staff comprised approximately ten people, including two administrative positions. In addition to the research carried out individually and in research projects, the unit was deeply involved in teacher education in Swedish as a Second Language. It also provided a number of in-service training courses on issues of bilingualism, financed by the city of Stockholm and adjacent municipalities in suburban regions, as well as in many one-day educational events organized for language teachers and other professionals interested in issues of bilingualism. Around this time the Centre was contracted by SIDA for research and educational development around bilingual education in Mozambique, a project that gave rise to a long-term (30+ years) research engagement in the South.

**These, then, were** the early foundational pillars upon which the Centre was built, making possible a sustained rich and varied research and teaching environment. The fact that the Centre had its own budget, its own staff and a synergistic combination of research and teaching meant that it in many ways more resembled a regular university department than a pure research centre. Due to an increased and obvious demand for researchers and university teachers in the knowledge area of the Centre, a doctoral programme was set up in 1990, the same year as the first full professorship of bilingualism was established. Over the years, 29 doctors have received their degrees, and the prediction that a PhD in Bilingualism would be strongly attractive for Swedish and international universities has been more than fulfilled.

**Worth mentioning** by way of conclusion are a few major milestones during the 24-year-period 1988–2012 when the Centre was an independent unit directly under the Faculty of Humanities. In 2005, 'Bilingualism' was included in one of Stockholm University's four profile areas, to be repeated (as 'Bilingualism' and 'Second Language Acquisition') in 2007 and 2011. In 2006, the Centre was the recipient of the first large national research programme, *High-Level Proficiency in Second Language Use*, in a series funded by Riksbankens Jubileumsfond, in which a number of Stockholm University language departments co-operated. Finally, in 2010 two new professorships were established at the Centre, one in Transnational Multilingualism and another in Swedish as a Second Language, as well as an associate professorship in Foreign Language Learning.

**In the 30 years** since its founding, the Centre has contributed high-profile internationally recognized research across a number of research areas, combined with quality teaching, research training, and outreach activities with policy effects and a general societal impact. In 2013, the Centre merged with the Institute for Interpreting and Translation Studies (TÖI) and the Department of Scandinavian Languages into the Department of Swedish Language and Multilingualism. Despite the challenges that emanate naturally from any large-scale reorganization of this kind, during the six years that has passed, the Centre's research and teaching impact has remained vigorous. The Centre is currently the co-ordinating unit for the university's internationally leading research area *Second Language Acquisition and Bilingualism* (2015–2020), and the time period covered by the present report (2017–2018) sets a record for publication rates and international impact, which testifies to the continued health of the Centre and to its characterization as a vibrant research environment with a strong international identity.

**Kenneth Hyltenstam**

*PhD in Linguistics 1978, Professor Emeritus in Bilingualism, and longstanding Director of the Centre, 1981–2007, 2012–2013.*

## *Voices from recent* **Doctoral Alumni**

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“Since September 2018, I have been a fellow of the *Society of Fellows in the Humanities*, a flagship postdoctoral programme of the *University of Hong Kong (HKU)*. The Society brings together postdoctoral scholars from various strands of the humanities, such as the historical sciences, musicology and literary studies. My fellowship is simultaneously tied to HKU’s *School of English*, where I form part of the sociolinguistics milieu.

This, so to speak, double existence has been thoroughly stimulating. On the one hand, the close interaction with colleagues at the School of English has allowed me to strengthen and expand my research. The Society of Fellows has, on the other hand, placed my work in the midst of a more expansive humanist discussion. In this way, linguistics has been brought back to, and brought to bear on, the humanities. The content and intensity of my current situation has deepened and, perhaps, slightly reconfigured my interest in people’s ideas about language, which also was a main theme of my PhD project. I am currently writing on the use of Esperanto in the Swedish labour movement during the first half of the 20th century. Much of this research is aimed at understanding the belief that language can be an effective remedy for social ills – an idea that surely has currency in many more contexts than those of Esperanto and Esperantism.

My work has so far been quite well received here in Hong Kong. To a large extent, I owe this relative success to the Centre for Research on Bilingualism: to its doctoral programme, as well as to my Centre colleagues, collaborators and thesis advisors. My current work has not only been made possible by the time that I spent at the Centre, but is also significantly shaped by it. The experiences and credentials that I gained during my doctoral training have allowed me to make it past the very narrow cut for my current fellowship. It has also provided me with good means for moving my current work in a meaningful

direction. The Centre, at least in my opinion, is all about high aims and high academic standards. I feel proud to keep abiding by them.”

**David Karlander**

*PhD in Bilingualism 2017, currently a Postdoc Fellow at the Society of Fellows in the Humanities & School of English, University of Hong Kong.*

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“I have a deep interest in how we humans develop such a rich set of mental categories – or concepts – through which we see and understand the world. More specifically, I am interested in the role that language plays for developing such rich mental worlds. In my project, I study this question cross-linguistically, using computational models of semantics combined with neuroimaging techniques. It is not an easy question, but I feel I am now at the ideal place to carry out research into this topic: the *Max Planck Institute for Psycholinguistics* in Nijmegen (Netherlands). There is an impressive expertise and infrastructure to study language and the brain here, which is quite unique in the world.

I was fortunate enough to do my PhD at the Centre for Research on Bilingualism, which gave me very good preconditions, not only to develop my research, but also to keep an eye on the international frontline and broaden my horizons. For instance, I was co-supervised by a world-leading expert in psycholinguistics and visited his lab in the US several times during my PhD. Such visits are an important part of developing an identity as a researcher and learning to navigate different scientific communities, each with its own logic and idiosyncrasies. At the Centre for Research on Bilingualism, PhD candidates are treated as fellow researchers, which helps them develop the actual skills they will need later on.

Today, I am funded by a 3-year International Postdoc grant from the *Swedish Research Council*. In addition to the Max Planck Institute, I am also affiliated with the *Department of Linguistics, Stockholm University*.”

**Guillermo Montero-Melis**

*PhD in Bilingualism 2017, currently a Postdoc Fellow at the Max Planck Institute for Psycholinguistics, Nijmegen, Netherlands.*





# *The Knowledge Production of* **Research Centres**

Humboldt Bay, California, USA

Photo: Pixnio

**Research is the systematic pursuit** of knowledge-production. Organisationally, the research landscape in Sweden has long been dominated by universities, as opposed to research institutes and actors as is common elsewhere. By and large, the Swedish system for research and higher education is modelled on the German Humboldtian vision and organisational structure, with universities divided into faculties, and faculties compartmentalised into departments. Over the course of time, this structure has afforded ample institutional stability to scientific disciplines, insofar as the consolidated disciplines came to be represented by a chair professor employed by such departments; consequently, the most established disciplines were housed in departments dedicated to their preservation and development. Through seminal work produced within the sociology of science, Michael Gibbons and colleagues have referred to this paradigm of knowledge-production as ‘Mode 1’ – characterized by a pursuit of knowledge which is aligned with the

agenda of a disciplinary field (Gibbons et al. 1994, *The New Production of Knowledge: The Dynamics of Science and Research in Contemporary Societies*. London: Sage.)

**However, in Sweden**, despite this order, other organisational units have come into being, thus challenging the logic of Mode 1. Research centres provide a case in point, in that

*“... the long-standing disciplinary structure is not always well-suited to tackling grand societal challenges – climate change, racism, transnational migration, to name a few.”*

they oftentimes align with what Gibbons et al. identified as a new production of knowledge: Mode 2. Here, knowledge is produced not primarily by virtue of intra-disciplinary knowledge-interests but with a context-driven notion of societal usability in mind. The driver of this development has been

the increasing awareness that the long-standing disciplinary structure is not always well-suited to tackling grand societal challenges – climate change, racism, transnational migration, to name a few. It follows that centre initiatives are bound up with knowledge demands and, therefore, with the historical, social and political developments through which such demands are formulated. In other

words, as the world changes, or, is perceived to be changing, certain phenomena are rendered into acute objects of knowledge inquiry. Accordingly, research centres are committed to focussing on such empirical objects, however widely defined. Mostly, albeit not necessarily, they evolve as challenge-driven research environments where intellectual heterogeneity is ushered in by cross-disciplinary engagement. While some have sought to assemble resources nationally, others emerge as trans-departmental initiatives at a particular university; likewise, while some are limited in time and facilitated through strategic funding schemes, others are not. The pre-conditions of centres thus vary.

**This is the schematic outline** according to which the emergence of the Centre for Research on Bilingualism may be grasped. Founded in 1988 at Stockholm University, it came into being because of a perceived knowledge-void in the intersecting areas of language and transnational migration. Staff were progressively recruited from the language sciences and beyond, to address comprehensively the complex object of bilingualism, and to produce knowledge – directly actionable or not – through applied or basic research. Unlike many other centres, the Centre for Research on Bilingualism gained institutional footing as a semi-permanent knowledge-hub with economic autonomy that warranted the hiring of its own researchers, teachers and administrative staff. Its approach to bilingualism has since remained multidisciplinary and problem-oriented, ultimately because the need for this mode of knowledge-production on bilingualism has seen no decline. In fact, the need is almost certainly more pressing now than it was back in 1988.

### **Linus Salö**

*PhD in Bilingualism 2016, currently a Postdoc Fellow at the Division of History of Science, Technology and Environment, KTH Royal Institute of Technology, Stockholm, and the author of The Sociolinguistics of Academic Publishing. Language and the Practices of Homo Academicus (New York: Palgrave Macmillan, 2018). Linus is returning to the Centre in January 2020 as an Assistant Professor in Bilingualism.*

*“... they evolve as challenge-driven research environments where intellectual heterogeneity is ushered in by cross-disciplinary engagement.”*



# Staff 2017–2018

## Present but not pictured:

**Josefina Eliaso-Magnusson**, PhD Student in Bilingualism.

**Anne-Charlotte Rendahl**, Lecturer in Bilingualism and Student Administrator.

**During 2017–2018** a total of 30 research/teaching staff members worked at the Centre (15 women, 15 men). In addition, there were 5 research assistants and interns, 6 international guest researchers and teachers, and 12 external teachers, BA/MA thesis supervisors and examiners at Stockholm University. The Centre benefits from the shared technical/administrative staff of the Department of Swedish Language and Multilingualism (not listed here).  
*Photos: Ingmarie Andersson, Helena Bani-Shoraka, Eva Dalin, Samkelo Mabija, Pia Nordin, Lena Unger, and private.*



**Niclas Abrahamsson**, PhD in Bilingualism, Stockholm University, 2001. Director of the Centre 2009–2012 and 2018 (from July). Professor in Swedish as a Second Language.



**Tua Abrahamsson**, PhD Student in Bilingualism and Lecturer in Bilingualism. †2018.



**Memet Aktürk Drake**, PhD in Bilingualism, Stockholm University, 2015. Temporary Assistant Professor in Bilingualism/Swedish as a Second Language, 2017–2018.



**José Alemán Bañón**, PhD in Linguistics, University of Kansas, USA, 2012. Assistant Professor in Bilingualism, Director of Studies of the PhD Program 2017–2018, Lab Director.



**Tatiana Antonchik**, PhD Student, Director of Studies of the Master's Programs in Bilingualism and Swedish as a Second Language.



**Hannah Botsis**, PhD in Social Psychology, University of the Witwatersrand, South Africa, 2016. Postdoctoral Researcher in Bilingualism, July 2016 to June 2017.





**Emanuel Bylund**, PhD in Bilingualism, Stockholm University, 2008, and in Spanish Linguistics, Stockholm University, 2009. Professor in Bilingualism.



**Lena Ekberg**, PhD in Scandinavian Languages, Lund University, 1989. Guest Professor and Director of the Centre 2013–2017 (to June).



**Kari Fraurud**, PhD in Linguistics, Stockholm University, 1992. Professor Emerita in Bilingualism.



**Dominik Freunberger**, PhD in Linguistics, Paris Lodron University Salzburg, Austria, 2017. Postdoctoral Researcher in Bilingualism.



**Natalia Ganuza**, PhD in Bilingualism, Stockholm University, 2008. Associate Professor in Bilingualism.



**Manuel Guissemo**, PhD Student in Bilingualism, defended on May 24, 2018.



**Luke Holmes**, PhD Student in Bilingualism.



**Kenneth Hyltenstam**, PhD in Linguistics, Lund University, 1978. Professor Emeritus in Bilingualism, Director of the Centre (1981–1987), 1988–2007, 2012–2013.



**Carla Jonsson**, PhD in English, Umeå University, 2005. Associate Professor in Bilingualism.



**David Karlander**, PhD Student in Bilingualism, defended on September 28, 2017. Postdoctoral Researcher in Bilingualism, 2018.



**Caroline Kerfoot**, PhD in Bilingualism, Stockholm University, 2009. Professor in Bilingualism, Director of the Centre from July 2017 to June 2018.



**Patric Klagsbrun Lebenswerd**, PhD Student in Bilingualism.



**Goran Maljan**, PhD in Linguistics, University of Belgrade, Serbia, 2016. Temporary Assistant Professor in Bilingualism/Swedish as a Second Language, 2018.



**Guillermo Montero-Melis**, PhD Student in Bilingualism, defended on June 10, 2017. Postdoctoral Researcher in Bilingualism 2017–2018.



**Gunnar Norrman**, PhD Student in Bilingualism, Lab Technician.



**BethAnne Paulsrud**, PhD in Educational Sciences in Languages and Language Development, Stockholm University, 2014. Postdoctoral Researcher in Bilingualism 2015–2018.



**Marta Quevedo Rodrigues**, PhD Student in Bilingualism.



**Linus Salö**, PhD in Bilingualism, Stockholm University, 2016. Researcher and Temporary Assistant Professor in Bilingualism 2016–2017.



**Susan Sayehli**, PhD in Linguistics, Lund University, 2013. Assistant Professor in Bilingualism, Director of Studies of the Teacher Training Program in Swedish as a Second Language.



**Christopher Stroud**, PhD in Linguistics, Stockholm University, 1991. Professor in Transnational Multilingualism.



**Maryann Tan**, PhD Student in Bilingualism.



**Maria Wingstedt**, PhD in Bilingualism, Stockholm University, 1998. Assistant Professor in Bilingualism, Director of the Centre 2007–2009. †2018.

#### Research assistants and interns:

**Elena Fano**, MA Student in Social, Political and Cognitive Sciences, Univ. of Siena, Italy. Lab intern via an Erasmus+ Traineeship, 2016–2017.

**Pia Järnefelt**, MA Student in Bilingualism.

**Orakan Leepraphantkul**, MA Student in Bilingualism.

**Rita Simonis**, MA Student in Bilingualism.

**Kayle Sneed**, PhD Student in Speech-Language Pathology, Univ. of Oklahoma Health Sciences Center, Oklahoma City, USA.

#### External teachers, supervisors and examiners in Swedish as a Second Language:

**Andrew Cooper** (English Dept.)

**Ylva Falk, Zakaria Lemmouh, Ulrika Magnusson** (Dept. of Language Education)

**Jaana Kolu, Marie Nelson, Catrin Norrby, Martin Persson, Olle Poignant, Ana Rodríguez Gonzalez, Maria Rydell, and Håkan Åbrink** (Dept. of Swedish Language and Multilingualism, unit for Swedish/Scandinavian Languages).

#### Guest researchers and teachers:

**Felicio Chibutane**, PhD in Languages and Education, Associate Professor at University Eduardo Mondlane, Mozambique; guest researcher, September 2017 and November 2018.

**Fiona Ferris**, PhD in Linguistics, Lecturer at University of the Western Cape, South Africa; guest teacher via a Linneus-Palme Exchange Program, February 2017.

**Eeva-Liisa Nyqvist**, PhD in Scandinavian Languages, Assistant Professor at Turku Institute of Advanced Studies, Finland; guest researcher, January to June 2018.

**Mahmoud Qaracholoo**, PhD Student in Applied Linguistics at Allameh Tabataba'i University of Tehran, Iran; guest PhD student, August 2018 to April 2019.

**Stefano Rastelli**, PhD in Linguistics, Tenure Professor at University of Pavia, Italy; guest researcher, November 2018.

**Anja Schüppert**, PhD in Linguistics, Assistant Professor at University of Groningen, The Netherlands; guest researcher, October to December 2018.

# Transnational Multilingualism

**Global developments** have brought into relief the sterility and inadequacy of a narrow systemic view of language. The new multilingual dispensation and the increased mobility of populations, the porous nature of community, the incursion into everyday lives of multiple electronic and multimodal forms of literacy dictate the need for innovative research across a variety of semiotic resources. Furthermore, the shifting semiotic landscape and the re-figuration of language as semiotic resource, register and genre, together with the move away from a singular emphasis on linguistic form to the importance of multilingual interaction suggests the need for a new approach to *language*. Theoretical understandings of language, which may have seemed workable twenty or even ten years ago are now woefully inadequate in a global context of increasing heterogeneity. Many of the political and educational provisions currently in place were designed to respond to radically different sets of sociolinguistic problems, and subsequently offer today's speakers only a very limited purchase. The changes are of such an order that they are radically changing how we need to approach an understanding of language, multilingualism and speech community.

The research thrust of transnational multilingualism seeks to understand the implications of these dynamic and dramatic changes at the local, regional and global level for a rethinking of language through the lens of multilingualism. It asks how globalization has affected the constitution of speech community, the organization of multilingualism and language learning, the very idea of language itself and the transformation of a politics of language in contemporary society through exploration of multilingual practices and ideologies in a variety of complex translocal sites. Research in transnational multilingualism seeks to contribute to more adequate educational, societal and political policies and interventions in contexts/sites of multilingualism.

In focus are issues around: (1) critical work on the assumptions and implementations of mother tongue/bilingual language programs in developing contexts such as Mozambique, Latin America, South East Asia, as well as in the Nordic context (migrants) – the variability and complexity of emerging forms of translocal multilingualism find

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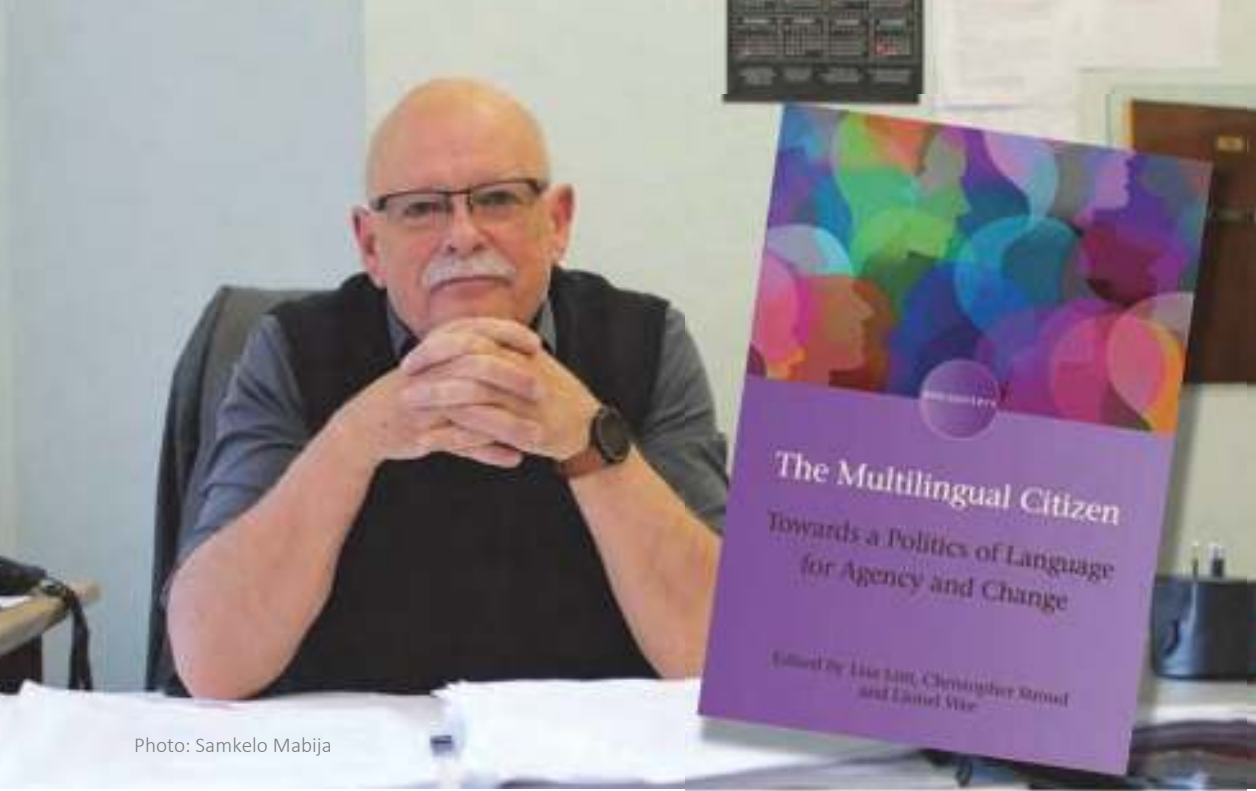


Photo: Samkelo Mabija

little resonance in contemporary language educational provisions; (2) the language learning patterns of individuals in late-modern, highly industrialized, multilingual societies as these depart from traditional understandings of what learning a language entails – there is an emerging polycentricity and heterogeneity in language learning environments in late modernity which finds reflex in how the politics of location organize semiotic (and interactional) resources (and govern learners’ investments in languages); (3) the radically altered power relations behind languages and their spread, and hence also the accompanying planning and policy models – the de-territorialization of important economic, social and cultural practices from their traditional boundaries in nation states is ushering in developments in statehood and citizenship that disrupt ‘the traditional analytical and conceptual frameworks through which policy making and implementation have been understood’; (4) explorations of how the social meanings and values associated with different (local) languages are reappraised or reevaluated as they are slotted into new semiotic economies – the way languages evolve, in new forms of spatial, temporal and social change is forcing a rethinking of the notion of linguistic form and a new approach to the meaning of linguistic competence; and (5) developing a transformative notion of multilingualism within the framework of the decolonial and southern notion of *Linguistic Citizenship*.

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### **Christopher Stroud**

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# Some Trends in Publishing

\* All publishing data reported here were extracted from the electronic Diva database.

The Centre has increased its volume of publications considerably during the past decade, with 2017/2018 setting a record in our publishing history.\* The increase is not a reflection of staff growth, as the research staff has been numerically stable over the period. From a yearly total of ca. 15–25 publications in 2007/2008 and earlier, the numbers have steadily increased – to 45 and 41 publications in 2017 and 2018, respectively. In particular, there has been a steady increase in (international) peer-reviewed publishing, from around half of the total volume 10 years ago, to ca. 80–90 % of the publications in the past 5 years. These trends are due partly to a continuously increasing proportion of compilation PhD theses – in psycholinguistics as well as sociolinguistics. Of the 13 compilation PhD theses (out of a total of 29 PhD theses) since 1994 (when the first PhD thesis from the Centre was defended), no less than 7 were defended between 2013 and 2018, which means that the relative contribution to publishing from PhD students is much larger than before. Another contributing factor is the steadily increasing co-publishing with PhD students and collaborations with colleagues from other universities and countries.

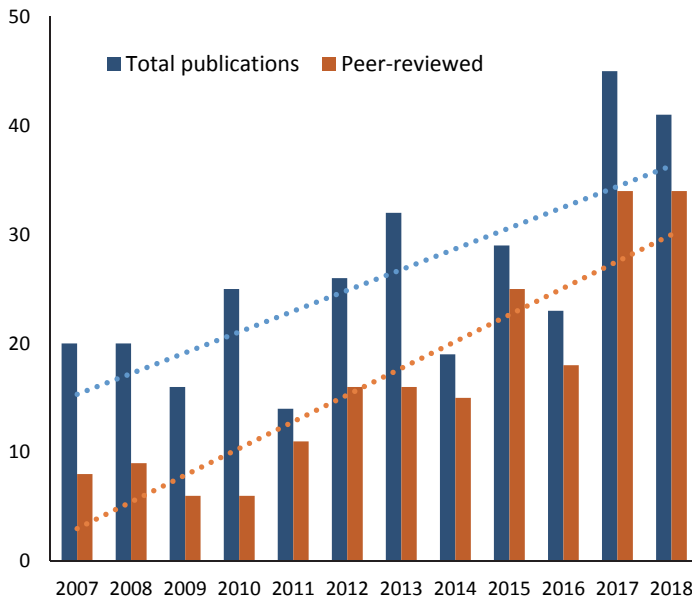
Another salient trend concerns the choice of journals. From having published mostly in core journals of the specific fields of language acquisition/learning and bi-/multilingualism (such as *Studies in Second Language Acquisition*, *Language Learning*, *Bilingualism: Language and Cognition*, *J. of Multilingual and Multicultural Development*, *Int. J. of Bilingualism*, *Int. J. of Bilingual Education and Bilingualism*), our researchers, to a much greater extent than previously, now seek to publish in more general journals with a larger and broader readership and (sometimes) greater scientific impact. These might be either journals with a general focus on language and linguistics, although not language learning or multilingualism *per se* (such as *Language and Cognition*, *J. of Sociolinguistics*, *Int. J. of the Sociology of Language*, *Sociolinguistic Studies*, *Social Semiotics*, *Language Policy*, *Language & Communication*, *Language and Speech*, *Linguistic Inquiry*), or journals that in their scope go beyond the language sciences (for example, *Acta Psychologica*, *J. of Experimental Psychology*, *Developmental Science*, *Cognition*, *Frontiers in Psychology*, *PLoS ONE*, *Higher Education*, *Qualitative Research in Psychology*, and – indeed – even *J. of World Popular Music*).

The number of books published in 2017/2018 was 10 (the three defended PhD theses excluded), of which 8 were in English and 2 in Swedish, 2 were monographs and 8 were edited volumes, and 9 were

## Peer-reviewed book chapters, monographs, and edited volumes 2017–2018 were published by:

- Bloomsbury Academic
- Cambridge University Press
- Die Gaste Verlag
- I.B. Tauris
- John Benjamins Publishing
- Multilingual Matters
- Natur och Kultur
- Palgrave Macmillan
- Peter Lang
- Routledge
- Springer International Publishing
- Studentlitteratur

## Publishing trends 2007-2018



published by professional publishing houses and 1 by a university department.

Another general and long-standing trend concerns publication language, with a steadily increasing internationalization of Swedish academia resulting in a much larger share of the publication volume being in English rather than Swedish or other languages. Less publishing in conference proceedings, departmental reports, and working papers, combined with an active recruitment of international research staff and PhD students to the Centre, has made the *share* of publications in the Swedish language decrease considerably during the past decade. This may be less of a problem, however, as the *absolute number* of publications in Swedish has remained stable over time: 14 out of 40 publications in 2007/2008 *vs.* 16 out of 86 in 2017/2018. In addition, outreach actions for providing research information in Swedish have been taken, one example being the Centre's commissioned coverage (since 2017) of multilingualism research on the Swedish National Agency for Education website.

### ... and one study that went viral

In 2017, one study by Emanuel Bylund (professor in Bilingualism at the Centre and professor in Linguistics at the University of Stellenbosch, South Africa) and his collaborator Panos Athanasopoulos (professor in Linguistics and English Language at Lancaster University, UK) went viral. The study, reported in the article *The Whorfian time warp: Perceiving duration through the language hourglass* (*Journal of Experimental Psychology: General*, 146:7), investigated whether our percep-

### Peer-reviewed journal articles 2017–2018 were published in:

- Acta Psychologica
- AILA Review
- Applied Linguistics
- Bilingualism: Language and Cognition
- Cienncie
- Cognition
- Cognitive Semantics
- Current Issues in Language Planning
- Folkbildning & Forskning Årsbok
- Higher Education
- International Journal of Bilingualism
- International Journal of the Sociology of Language
- Journal of Experimental Psychology: General
- Journal of Experimental Psychology: Learning, Memory, and Cognition
- Journal of Multicultural Discourses
- Journal of Multilingual & Multicultural Development
- Journal of Sociolinguistics
- Journal of World Popular Music
- Language and Cognition
- Language & Communication
- Language Policy
- Multilingual Margins
- Nio-fem, Tidskrift om arbetsliv och profession
- Nordisk tidskrift för andrespråksforskning
- Paideia
- PLoS ONE
- Qualitative Research in Psychology
- Social Semiotics
- Working Papers in Urban Language & Literacies



*“... the findings were covered by media (primarily newspapers and radio) in more than 15 countries in Europe, America, and Asia”*

tion of the passing of time is modulated by language. In Swedish, duration is primarily talked about in terms of distance (*lång tid*, ‘long time’), whereas in Spanish, it is rather expressed as quantity (*mucho tiempo*, ‘much time’). Using these differences as a starting point, the study showed that Swedish speakers are more influenced by physical length when perceiving duration (e.g., physically longer lines are perceived as being shown for a longer time on the screen than short lines), whereas Spanish speakers are more influenced by physical volume (e.g., larger figures are perceived as lasting longer than smaller figures). The study moreover showed that bilingual speakers of Spanish and Swedish are indeed able to switch between these patterns of duration perception, depending on which language they received the instructions in. Taken together, this points to an important and dynamic role of language in something as fundamental as time perception.

The study received considerable coverage in the press. As tracked by the Research Office at Lancaster University, the findings were covered by media (primarily newspapers and radio) in more than 15 countries in Europe, America, and Asia. In those instances where the findings were covered in an electronic format, they elicited over 4 million unique clicks. For example, in the UK-based newspaper *The Independent*, the text covering the findings was at one point the most read article, even topping the number of reads on the Brexit negotiations, which was in second place.

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**A selection of books** from 2017–2018 by staff members at the Centre; for details, see the *Publications* section (pp. 23–27).



*More book covers on pp. 13, 19, 29, 37, and 49.*

*PhD theses on p. 33.*



# Publications

## 2017–2018

- Abrahamsson, N.** (2018). But first, let's think again! (Commentary on Mayberry and Kluender.) *Bilingualism: Language and Cognition*, 21:5, 906–907.
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# Linguistic Ethnography

## *in Multilingualism Research*

Research in applied and socio-linguistics has increasingly recognised the importance of the South for reconstituting and expanding dominant theory. This recognition has taken on greater urgency as the North is now grappling with conditions long considered features of the South such as increasing multilingualism and ethnic diversity, significant migration, persistent unemployment, and massive inequalities within a single country. Here ‘South’ and ‘North’ are understood not as geographical places of belonging but as unstable signifiers whose content is determined by everyday sociopolitical processes. As Boaventura de Sousa Santos suggests, the South is both a metaphor of the human suffering caused by capitalism and colonialism and of the resistance to overcome or reduce such suffering. Furthermore, the South may be present in the North in the form of asylum seekers, the unemployed, or ethnic, linguistic, religious or other minorities.

During the last three decades, the Centre has positioned itself within the longstanding tradition of sociolinguistic research which focuses on the ways in which language is used to construct, maintain or challenge inequality. A recent development in this work seeks to bring into dialogue the North and the South in order to revisit the limits of representation in mainstream language sciences. For example, an edited collection *Entangled Discourses: South-North Orders of Visibility* (Kerfoot & Hyltenstam, 2017) explores multiple entanglements of Northern and Southern linguistic, cultural and knowledge systems. Focusing on the intersections of histories, practices, identities, languages and literacies, this edited collection traces the ongoing impact of capitalism, globalisation, colonisation and imperialism on the multilingual and transcultural practices of refugees, immigrants and other minoritised groups. Covering a wide range of geographical contexts in

*“A recent development in this work seeks to bring into dialogue the North and the South in order to revisit the limits of representation in mainstream language sciences.”*



Photo: Basirat Bello-Nonjengele

the South and North – including Wallis in the South Pacific, South Africa, Cameroon, Timor Leste, Northern Ireland, Cape Verde, Guinea-Bissau, Luxemburg, Sweden and Brazil – this collection offers new understandings for researchers, policy makers and practitioners in the fields of language, health care, and education, among others.

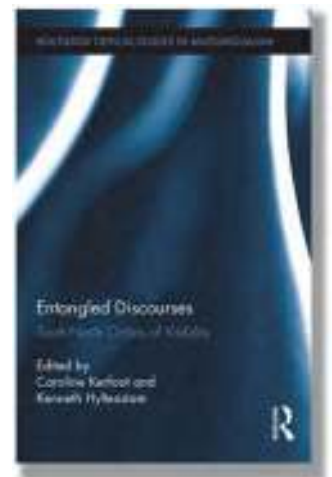
In order to focus more closely on language and the construction of inequalities, the Centre has over the past decade developed expertise in *Linguistic Ethnography*, a theoretical and methodological development which is ideally suited to investigating sites of rapid social change, especially postcolonial ones. Linguistic Ethnography sees face-to-face interaction as a key arena for the construction, negotiation and reworking of race, ethnicity, gender, and other forms of difference. Such encounters across difference illuminate the ongoing presence of histories in everyday interactions as well as the potential for transformative futures.

In pursuing this research agenda, the Centre is fortunate to have a longstanding collaboration with the Centre for Multilingualisms and Diversities Research at the University of the Western Cape in South Africa, as well as with other African, Latin American, Australian and Southeast Asian universities.

### **Caroline Kerfoot**

*PhD in Bilingualism 2009, Professor in Bilingualism at the Centre, and co-editor (w. K. Hyltenstam) of Entangled Discourses. South-North Orders of Visibility (New York: Routledge, 2017).*

**A school playground** in Delft, Cape Town, South Africa – a postcolonial, multilingual context (IsiXhosa, English, Afrikaans) where essentialised ties between ‘race’, ethnicity and language break down.



# Undergraduate and Graduate Teaching

**The Centre offers** courses and programs in Bilingualism and Swedish as a Second Language, at both undergraduate (i.e. first-cycle/basic) and graduate (second-cycle/advanced) levels. Since 1988 and to this day, the Centre is a main actor within the teacher-training program in Swedish as a Second Language, and collaborates (together with the unit for Scandinavian Languages at our department) with the Department of Language Education on the first-cycle progression (three semesters) in Swedish as a Second Language and on commissioned further training for active teachers as well as on the second-cycle two-year Master's specialization in Swedish as a Second Language (as part of the Master's Program in the Language Sciences, coordinated by the Department of Linguistics). The total number of students enrolled in these programs was 695 in 2017 and 771 in 2018, and the Centre was responsible for around 20 courses covering sociolinguistic, psycholinguistic, grammatical, and phonological aspects of Swedish as a second language, as well as courses in research methodology and the BA thesis courses.

Furthermore, the Centre offers a two-year international Master's specialization in Bilingualism (also within the Master's Program in the Language Sciences), in which all courses are given in English. The number of students was 16 in 2017 and 14 in 2018, and another 46 students followed individual courses from the MA program.

In addition, the Centre gives a number of separate courses in Bilingualism at first-cycle level, for example, *Språkinläring och språk-användning ur ett flerspråkigt perspektiv* ("Language Learning and Language Use in a Multilingual Perspective") within the Bachelor's Program in Language Studies (hosted by the Department of Romance Studies and Classics), and the summer/outreach courses *Språk, mångfald och arbetsliv: Språketenskap för rekrytering* ("Language, Diversity and Worklife: Linguistics for Recruitment"), *Kultur, kommunikation och språklig mångfald* ("Culture, Communication and Language Diversity") and *Tråspråkighet och tvåspråkig utveckling hos barn* ("Bilingualism and Bilingual Development in Children"), on average attracting ca. 30-35 students each.

■



# Defended MA Theses 2017–2018

## Bilingualism

*Language shift in Chuvashia?*

*Björn Lieng*

**Year:** 2017 **Level:** Magister

**Supervisor:** [Caroline Kerfoot](#)

*Attitudes to minority language maintenance and mother tongue instruction among Russian speakers in Sweden.*

*Elena Malkomian*

**Year:** 2018 **Level:** Master

**Supervisor:** [Natalia Ganuza](#)

*Typisch Frysk? Stancetaking in the linguistic landscape of Fryslân.*

*Anke Mollema*

**Year:** 2018 **Level:** Master

**Supervisor:** [Christopher Stroud](#)

*Bilingualism in Sardinia: The historical development of the coexistence of two languages in an Italian region.*

*Giulia Neulen*

**Year:** 2018 **Level:** Master

**Supervisor:** [Christopher Stroud](#)

*Language practices, ideologies and policies at a Swedish multinational company. "You need to be flexible all the time."*

*Jasmin Sauerland*

**Year:** 2018 **Level:** Master

**Supervisor:** [Carla Jonsson](#)

*Examining transfer and prototypes in L1 Swedish learners of Spanish. The case of aspect: The simple present and the present progressive.*

*Pia Järnefelt*

**Year:** 2018 **Level:** Magister

**Supervisor:** [José Alemán Bañón](#)

*Our love, our language. A qualitative study on non-native speakers' experiences of*

*bilingual couplehood, language emotionality and self-perception in different languages.*

*Matilda Perovuo*

**Year:** 2018 **Level:** Magister

**Supervisor:** [Christopher Stroud](#)

*The effects of multilingualism on executive processing.*

*Rita Simonis*

**Year:** 2018 **Level:** Magister

**Supervisor:** [Niclas Abrahamsson](#)

*The potential impact of social segregation on language use. How descendants of Turkish immigrants in Sweden use English.*

*Berrak Pinar Uluer*

**Year:** 2018 **Level:** Magister

**Supervisor:** [Memet Aktürk Drake](#)

## Swedish as a Second Language

*Effekterna av extrainsatt skrivundervisning för SFI-elever.*

*Taban Kadir*

**Year:** 2017 **Level:** Magister

**Supervisor:** Marie Nelson

*Interculturality in Swedish as a second language education. Swedishness and diversity in syllabi and textbooks of the subject for Swedish as a second language for lower secondary school pupils.*

*Yeo Ae Yoon*

**Year:** 2018 **Level:** Master

**Supervisor:** [BethAnne Paulsrud](#)

*Native listeners' perception of near-native-like speech. Effects of expectancy violations, stereotype incongruity, and reconstructive memory.*

*Anna Persson*

**Year:** 2018 **Level:** Master

**Supervisor:** [Niclas Abrahamsson](#)

# PhD Training



**Manuel Guissemo**  
defending his PhD thesis  
on May 24, 2018.

Photo: Edite Guissemo

Since 1990, the Centre has offered a 4-year PhD program in Bilingualism consisting of compulsory and other courses, and a PhD thesis. The compulsory courses give the PhD student an understanding of bi-/multilingualism that is both broad and deep, that is, as a societal as well as an individual phenomenon. Besides research methods and statistics, the courses cover bilingualism from cross-linguistic, sociolinguistic, psycho/neurolinguistic, learning, educational, as well as field/subject and historical perspectives, and are given in English.

The first dissertation in Bilingualism was defended in 1994, and the total number since then is 29 – that is, a little more than one per year on average (18 women, 11 men). The number of active PhD students in 2017–2018 was 10, three PhD theses were defended. The director of the PhD program 2017–2018 was José Alemán Bañón.

Over the years, the Centre has co-ordinated and collaborated on a number of externally funded research schools, sometimes with other Swedish universities. Three PhD students within the Special Doctoral Program in Language and Linguistics (FoSprak), coordinated by the Dept. of Linguistics 2011–2018, were hosted by the Centre, and two of them defended their dissertations in 2017. Furthermore, the Centre currently collaborates with the Dept. of English on a course theme, *The Dynamics of Multilingualism*, and with the Dept. of Language Education and the Dept. of Child and Youth Studies on the course *Linguistic Ethnography*, both within the Doctoral School in the Humanities, hosted by the Faculty of Humanities. ■

# Defended PhD Theses 2017–2018

## ***Thoughts in Motion: The Role of Long-Term L1 and Short-Term L2 Experience when Talking and Thinking of Caused Motion***

*Guillermo Montero-Melis*

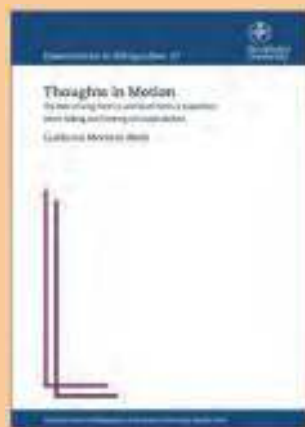
**Date:** 10 June 2017

**Faculty Opponent:** Professor Barbara C. Malt, Lehigh Univ., USA

**Committee:** Professor Marianne Gullberg (Lund Univ.), Professor Bernhard Wälchli (Stockholm Univ.), Professor Niclas Abrahamsson (the Centre)

**Supervisors:** Emanuel Bylund (main), Florian T. Jaeger (Univ. of Rochester, USA), Henriëtte Hendriks (Reader; Univ. of Cambridge, UK), Lars Fant (Dept. of Romance Studies and Classics, Stockholm Univ.)

*Guillermo is currently a Postdoctoral Fellow at the Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands, through a 3-year International Postdoc grant from the Swedish Research Council.*



## ***Authentic Language: Övdalsk, Metapragmatic Exchange and the Margins of Sweden's Linguistic Market***

*David Karlander*

**Date:** 28 September 2017

**Faculty Opponent:** Professor Judith T. Irvine, Edward Sapir Collegiate Professor of Linguistic Anthropology, Univ. of Michigan, USA

**Committee:** Associate Professor Marhta Karrebaek (Univ. of Copenhagen), Professor Don Kulick (Uppsala Univ.), Associate Professor Caroline Kerfoot (the Centre)

**Supervisors:** Kenneth Hyltenstam (main), Christopher Stroud, Tomas Riad (Dept. of Swedish Language and Multilingualism, Stockholm Univ.)

*David is currently a Postdoctoral Fellow at the Society of Fellows in the Humanities, Faculty of Arts, The University of Hong Kong.*



## ***Manufacturing Multilingualisms of Marginality in Mozambique: Exploring the Orders of Visibility of Local African Languages***

*Manuel Guissemu*

**Date:** 24 May 2018

**Faculty Opponent:** Professor Ana Deumert, Univ. of Cape Town, South Africa

**Committee:** Professor Tommaso Milani (Univ. of Gothenburg), Professor Laura Álvarez Lopez (Stockholm Univ.), Dr Carla Jonsson (the Centre)

**Supervisors:** Christopher Stroud (main), Caroline Kerfoot

*Manuel is currently an Assistant Professor in Linguistics at Eduardo Mondlane University, Maputo, Mozambique.*



# PhD Projects 2017–2018

## **Tatiana Antonchik**

Supervisors: [Niclas Abrahamsson](#) (main),  
Tomas Riad (SU)

*“Compounds in Second Language Development and Use: Individual Differences and Cross-Learner Similarities”*

## **Josefina Eliaso Magnusson**

Supervisors: [Christopher Stroud](#) (main),  
[Caroline Kerfoot](#)

*“Language, Identity and Power. The Role of Multilingual Resources and Diaspora Identities among Young Adults in Sweden”*

## **Manuel Guissemo**

Supervisors: [Christopher Stroud](#) (main),  
[Caroline Kerfoot](#)

*“Manufacturing Multilingualisms of Marginality in Mozambique: Exploring the Orders of Visibility of Local African Languages” (defended on May 24, 2018)*

## **Luke Holmes**

Supervisors: [Caroline Kerfoot](#) (main), [Linus Salö](#) (KTH Royal Institute of Technology)

*“Higher Education Futures? Social and Linguistic Practices in a Context of Increasing Diversity”*

## **David Karlander**

Supervisors: [Kenneth Hyltenstam](#) (main),  
[Christopher Stroud](#), Tomas Riad (SU)

*“Authentic Language: Övdalsk, Metapragmatic Exchange and the Margins of Sweden’s Linguistic Market” (defended on September 28, 2017)*

## **Patric Klagsbrun Lebenswerd**

Supervisors: [Christopher Stroud](#) (main),  
[Caroline Kerfoot](#)

*“Our People’s Language – The Fluctuating Linguistic Market of a National(ized) Minority in Sweden”*

## **Guillermo Montero-Melis**

Supervisors: [Emanuel Bylund](#) (main), Florian T. Jaeger (University of Rochester, USA), Henriëtte Hendriks (University of Cambridge, UK), Lars Fant (SU)

*“Thoughts in Motion: The Role of Long-Term L1 and Short-Term L2 Experience when Talking and Thinking of Caused Motion” (defended on June 10, 2017)*

## **Gunnar Norrman**

Supervisors: [Emanuel Bylund](#) (main),  
Guillaume Thierry (University of Bangor, UK)

*“Language Development and Retention in International Adoptees”*

## **Marta Quevedo Rodríguez**

Supervisors: [Niclas Abrahamsson](#) (main),  
[Emanuel Bylund](#)

*“The Role of Causal Intentionality in Monolingual and Bilingual Witness Memory”*

## **Maryann Tan**

Supervisors: [Niclas Abrahamsson](#) (main),  
Florian T. Jaeger (University of Rochester, USA)

*“Lexically Guided Perceptual Learning – An Investigation of Native-speaker Adaptation to Foreign-accented Swedish”*



Photo: José Alemán Bañón

## *The Multilingualism* **Laboratory**

**One of the ways** in which researchers at the Centre study bi- and multilingualism is from a psycho- or neurolinguistic perspective. Although the specific research questions that we investigate are myriad, this area of Bilingualism is concerned with how the two languages of the bilingual speaker are represented in the mind. For example, are the two languages stored in similar or different regions of the brain? Does the brain use similar cognitive mechanisms for the processing of the two languages in real time? Does this depend on the age at which someone becomes bilingual? To what extent do the grammatical systems and sound inventories of the two languages influence one another? Do bilinguals have separate mental dictionaries (i.e. one for each language) or one large dictionary serving both languages? Are there any cognitive advantages to being multilingual? For example, does bi-/multilingualism make our memory better? Does it postpone the decline of certain cognitive functions?

These are all fundamental questions, not only for researchers in Bi-/Multilingualism,

but also for related disciplines such as Linguistics, Cognitive Neuroscience, Neurobiology, or Second Language Pedagogy. The question is how do we address these questions? How do we “access” the bilingual or multilingual brain? How do we peek into it?

This is when a facility like the Multilingualism Lab becomes essential. The lab is a state-of-the-art facility that provides researchers and students with the necessary resources to investigate these questions. It provides a quiet space for experimental testing, eye-tracking, work-stations for behavioral data collection, equipment for neural data collection (e.g., electroencephalography/EEG), in addition to multiple linguistic and analytical resources (e.g., tests of second language proficiency, statistical packages, EEG data analysis software, etc.). Most importantly, the lab allows for interaction between researchers with different types of expertise, between professors and students, and between researchers from different traditions and departments.

The benefits of a facility like the Multilingualism Lab are, thus, manifold. First, it brings together researchers and students who share an interest in topics related to Bilingualism, Language Acquisition, and Cognitive Neuroscience, and provides them with a highly collaborative environment. As an example, members of our lab (including researchers from other departments) participate in weekly meetings where they discuss their ongoing research and receive feedback from their peers, make proposals for future research, or simply discuss research articles that they find interesting and thought provoking.

The lab also offers opportunities for enthusiastic students who are interested in gaining hands-on experience with experimental research, either as researchers or as research assistants. In addition, through participation in our studies, the general population in the Stockholm area becomes exposed to the research that we contribute to society, which is crucial, since we believe it is essential to make research visible.

**José Alemán Bañón**

*PhD in Linguistics 2012, Assistant Professor in Bilingualism at the Centre, and Manager of the Multilingualism Laboratory.*

# Workplace Multilingualism

\* 'Professional Communication and Digital Media: Complexity, Mobility and Multilingualism in the Global Workplace', funded by *Marcus and Amalia Wallenberg Foundation* (MAW), 2016–2019 (project leader: M. Blåsjö, Dept. of Swedish Language and Multilingualism, Stockholm University).

In **global companies**, professionals navigate between and beyond at least two different languages in their everyday work-life as they attend meetings, read different texts, and produce texts of their own. In a current project,\* we study how linguistic and semiotic resources are used by professionals in the workplace; in writing and in speech, offline as well as online and in digital media. Among other things, the data shows how different languages, mainly Swedish and English, are used in both writing processes and in texts: at times the languages are used in parallel to say the same thing, for instance, 'Välkommen, Welcome'; at other times, the languages are integrated in different parts of the text, for example, in a calendar. Whereas both English and Swedish are used to take notes at professional meetings, Swedish may be preferred to indicate more personal matters, such as wine sampling with friends or a visit to the summer cottage.

The results also show that at times email communication between people who all speak Swedish takes place in English. The reason for this can be that one expects the email to be forwarded to someone who does not understand Swedish.

The multilingual competence required in a multilingual workplace is that of quickly being able to switch – or *translanguage* – between languages, for instance, in meetings where a participant does not speak one of the languages, or when a certain topic generates many technical terms or typical business terms in one of the lan-

*“The multilingual competence required in a multilingual workplace is that of quickly being able to switch – or translanguage – between languages.”*



Photo: Pixabay

guages. Also when giving presentations, there is a need for professionals to be open as to which language to use. One participant in the study says that although he frequently writes his PowerPoint presentations in English, he needs to be prepared to give the presentations also in Swedish without any further preparation. These examples serve to illustrate that multilingual competences are required in today’s work life. The study also shows that even what looks like a monolingual text can be preceded by or include multilingual processes. For instance, a PowerPoint presentation in one language can include written comments to the presenter in another language, and discussions about a monolingual text can take place using several languages. Multilingualism is therefore often also inherent in monolingual texts.



### **Carla Jonsson**

*PhD in English 2005, Associate Professor ('Docent') in Bilingualism at the Centre. Carla is co-editor (w. M. Blåsjö) of Mångfald, möten och mejl: en forskningsöversikt och tre fallstudier om arbetslivskommunikation (Stockholm: Dept. of Swedish Language and Multilingualism, Stockholm University, 2018).*



# The Higher Seminar

## *in Bilingualism*

### **Spring 2017**

Tuesday 24 January, 15.00-16.30

#### **Torun Reite**

Department of Romance Studies  
and Classics, Stockholm University  
*Two takes on transgression.  
Exploring an integrationist  
approach to sociolinguistics*

Tuesday 7 February, 15.00-16.30

#### **Hannah Botsis**

Centre for Research on Bilingualism,  
Stockholm University  
*Visual-narrative language  
portraits of South African  
students*

Tuesday 21 February, 15.00-16.30

#### **Fiona Ferris**

Department of Linguistics, University  
of the Western Cape  
*“Kaffir” and “Baas” men-  
tality: The role of Afrikaans  
in the re-presentation of  
apartheid South Africa in  
two modalities*

Tuesday 7 March, 15.00-16.30

#### **Josefina Eliaso Magnusson**

Centre for Research on Bilingualism,  
Stockholm University  
*Intersecting indexicalities of  
otherness: How young*

*Assyrian/Syrian adults in  
Sweden experience their  
multilingual lives*

Tuesday 21 March, 15.00-16.30

#### **Jarmila Bubikova-Moan**

Department of Education,  
University of Oslo  
*Discursive portraits of lan-  
guage, literacy and learning:  
Emerging bilinguals in  
Norway*

Tuesday 4 April, 15.00-16.30

#### **Johan Järlehed**

Department of Languages and  
Literatures, University of  
Gothenburg  
*Culture and class in a glass:  
Scaling the foodscape*

Tuesday 2 May, 15.00-16.30

#### **Patric Klagsbrun Lebenswerd**

Centre for Research on Bilingualism,  
Stockholm University  
*Our people’s language: The  
fluctuating linguistic market  
of a national(ized) minority  
in Sweden*

Tuesday 16 May, 15.00-16.30

#### **Manuel Guissemo**

Centre for Research on Bilingualism,  
Stockholm University

*Visibility and invisibility of  
mobile languages in the  
linguistic landscape of colo-  
nial and postcolonial  
Maputo*

Tuesday 23 May, 15.00-16.30

(joint seminar with the English  
Department)

#### **Kathryn A. Woolard**

University of California, San Diego  
*Language: Attitudes to  
ideologies*

Thursday 8 June, 15.00-16.30

#### **T. Florian Jaeger**

Human Language Processing Lab,  
Department of Brain & Cognitive  
Sciences, University of Rochester  
*Adaptation and general-  
ization to foreign accents*

### **Fall 2017**

Tuesday 12 September, 15.00-16.30

#### **Eric Pakulak**

Brain Development Lab, Psychology  
Department, University of Oregon  
*Neuroplasticity of systems  
important for language and  
attention in children and  
adults*



Tuesday 19 September, 15.00-16.30

**Marco Santello**

Linguistics & Phonetics, School of Languages, Cultures & Societies, University of Leeds

*Experience of movement, cultural presence and language*

Tuesday 3 October, 15.00-16.30

**Feliciano Chimbutane**

Department of Linguistics and Literature, Eduardo Mondlane University

**Christopher Stroud**

Centre for Research on Bilingualism, Stockholm University / Centre for Multilingualism and Diversities Research, University of the Western Cape

*Voicing participation: Linguistic citizenship beyond educational policy*

Tuesday 10 October, 15.00-16.30

**Jessica Ljungberg**

Department of Psychology, Umeå University

*A longitudinal project about memory advantages in Swedish bilinguals*

Tuesday 31 October, 15.00-16.30

**Eva Silvé**

The Nordic Museum, Stockholm  
*Representing the Sami in museum exhibitions and collections*

Tuesday 14 November, 15.00-16.30

**Giulia Bencini**

Department of Linguistics and Comparative Cultural Studies, Ca' Foscari University of Venice

*Towards a unified account of language representation and processing*

Tuesday 28 November, 15.00-16.30

**BethAnne Paulsrud**

Centre for Research on Bilingualism,

Stockholm University

**Harriet Zilliacus**

Institute of Behavioural Sciences, University of Helsinki

*Spaces for multilingual education: Language orientations in the national curricula of Sweden and Finland*

## Spring 2018

Tuesday 6 March, 15.00-16.30

**Eeva-Liisa Nyqvist**

Turku Institute of Advanced Studies, University of Turku

*Grammatical competence in Swedish of Finnish immersion students: Starting points and preliminary results*

Tuesday 20 March, 15.00-16.30

**Laura Babcock**

Department of Neuroscience, Karolinska Institutet (KI)

*Your brain on simultaneous interpretation: How training and expertise in simultaneous interpretation modulate cognitive processes and brain structure*

Tuesday 3 April, 15.00-16.30

**Lian Malai Madsen**

Department of Nordic Studies and Linguistics, University of Copenhagen

*Linguistic hybridity, languagised lives and sociolinguistic terminology*

Tuesday 17 April, 15.00-16.30

**Anna-Malin Karlsson**

Department of Scandinavian Languages, Uppsala University  
*Narratives of the nation, and their relevance for the discipline(s) of Scandinavian Languages*

Tuesday 15 May, 15.00-16.30

**Clara Martin**

Basque Center on Cognition, Brain and Language (BCBL)

*Prediction in sentence comprehension*

Tuesday 29 May, 15.00-16.30

**Raphael Berthele**

Institute of Multilingualism, University of Fribourg

*On multilingual aptitude. Empirical investigations into the factors facilitating foreign language learning in multilingual settings*

Tuesday 12 June, 15.00-16.30

**Jarmo Lainio**

Department of Slavic and Baltic Languages, Finnish, Dutch and German, Stockholm University

*Last battle or first new steps for the survival of the national minority languages of Sweden?*

Tuesday 19 June, 15.00-16.30

**Alison Gabriele**

Second Language Acquisition Lab, Department of Linguistics, University of Kansas

*Examining individual differences in native and second language processing*

## Fall 2018

Tuesday 4 September, 15.00-16.30

**Nathan Young**

Department of Linguistics, School of Languages, Linguistics and Film, Queen Mary, University of London

*Multiethnolect moves a round 'u' in style – monophthongal derounded /ʉ:/ is stylistically and socially stratified in the speech of men in Stockholm*

Tuesday 18 September, 15.00-16.30



**Holger Hopp**

The Institute of English and American Studies, Technische Universität Braunschweig

*L1 syntax in L2 sentence processing*

Tuesday 2 October, 15.00-16.30

**Mahmoud Qaracholloo**

Applied Linguistics, Allameh Tabataba'i University of Tehran

*L2 Learners' identity status and structure: Weblog-mediated negotiation and microgenetic reconstruction of Iranian English learners' identities*

Tuesday 16 October, 15.00-16.30

**Elizabeth Lanza**

Center for Multilingualism in Society across the Lifespan (MultiLing), University of Oslo

*Raising children multilingually: Family as a space for language learning and use*

Tuesday 30 October, 15.00-16.30

**Marta Quevedo Rodríguez**

Centre for Research on Bilingualism, Stockholm University

*Exploring cross-linguistic*

*differences between Swedish and Spanish in the domain of causation*

Tuesday 13 November, 15.00-16.30

**Stefano Rastelli**

Department of Humanities, University of Pavia

*The Discontinuity Model: Geminatio and superposition between statistical and grammatical learning in adult SLA*

Tuesday 27 November, 15.00-16.30

**Francesco Romano**

Department of Romance Studies and Classics, Stockholm University

*Successful attainment is possible! Morphological and syntactic competence in heritage, L2, and L1 speakers of Italian*

# The FAS Seminar

– an Inter-departmental Seminar Series on Second Language Research

The **FAS Seminar** is an inter-departmental platform initiated in 1986 as a faculty-supported seminar series on second language research ('FAS' is an acronym for *F*orskning om *a*ndraspråk, 'Research on Second Languages'), currently organized by four language units at the Faculty of Humanities: Department of Romance Studies and Classics, Department of English, Department of Language Education, and the Centre. In 2018 the Centre arranged the following four seminars, all with international guest speakers:

Tuesday 24 April, 15.00-16.30

**Minna Lehtonen**

Department of Psychology, Åbo Akademi University, and Center for Multilingualism in Society across the Lifespan (MultiLing), University of Oslo

*Is bilingualism associated with enhanced executive functions? A meta-analysis.*

Friday 21 September, 10.00-11.30

**Suzie Beaulieu**

Département de langues, linguistique et traduction, Université Laval, Quebec City

*Stylistic appropriateness in L2: measurement issues*

Monday 11 June, 15.00-16.30

**James Flege**

School of Health Professions, University of Alabama at Birmingham


*L2 speech learning: Time to change the paradigm*

Monday 12 November, 15.00-16.30

**Stefano Rastelli**

Department of Humanities, University of Pavia

*Fifteen years of neurolinguistic research on language teaching: pause, fast rewind, appraisal*



*The Neurocognition of  
Language Loss and  
Development in*  
**International  
Adoptees**

Throughout my diverse studies in sociology, Chinese studies, linguistics, and bilingualism research, my main interest has been to understand the factors that shape and constrain the way we think and behave – be it the language we speak or the social conditions we live in. When I started my PhD at the Centre for Research on Bilingualism, I was fortunate to get a chance to develop this interest into the fields of neuroscience and second language acquisition.

In my research I study the language abilities of adults who were adopted from China to Sweden as young children. Adoptees undergo a complete language shift at an early age, where they forget the language acquired prior to adoption and grow up in the same language environment as their non-adopted peers. While we know that the brain changes continuously throughout life to adapt to new circumstances, we also know that brain development

that occurs early in life is more durable and provides the basis – and constraints – for future development. Although of critical importance, the type of brain specializations involved and their long-term effects still remain unknown. The study of Chinese-Swedish adoptees thus addresses questions that are fundamental to language acquisition research: what traces of the forgotten first language Chinese are available in the brain, and how will a later age of acquisition affect how the brain processes the adopted language Swedish.

To answer these questions, I use electroencephalography (EEG) to record the electric signal emerging from the brain as it unfolds millisecond by millisecond after hearing speech in Swedish and Chinese. By manipulating the sounds heard and how they are pre-

*“... brain development that occurs early in life is more durable and provides the basis – and constraints – for future development.”*

sented, this technique gives a signature of how the brain treats a particular speech contrast. This signature is then used to compare the processing of the forgotten and the adopted language, and to compare the adoptees to speakers that have not experienced language shift.

This is a novel approach to study how second language acquisition is affected by age, as well as what adaptations occur in the brain during the earliest stages of language development, and how these persist over time. Insights into these areas are important for understanding language disorders or to support successful second language learning. They also provide a unique window into studying how human behavior and cognitive faculties develop, and, crucially, how these are enabled and constrained by biological changes in the brain.

**Gunnar Norrman**

*PhD Student in Bilingualism at the  
Centre, and Lab Technician of the  
Multilingualism Laboratory.*

# Presentations

## 2017–2018

- Abrahamsson, N.** “Age effects on language acquisition, retention, and loss. Key hypotheses and findings.” *The Second Language Acquisition Seminar*, Dept of Educational Psychology, University of Alberta, Edmonton, Canada, September 20, 2017.
- Abrahamsson, N.** “Brytning hos tidiga och sena andraspråksinlärare.” *Senioruniversitetet*, Stockholm, November 6, 2017.
- Abrahamsson, N.** “Near-native (rather than natively-like) L2 ultimate attainment – an effect of age of acquisition or of bilingualism?” *The Dept of Psychology’s Departmental Seminar (co-sponsored by the Dept of Linguistics)*, University of Alberta, Edmonton, Canada, September 29, 2017.
- Abrahamsson, N.** “Near-native (rather than natively-like) L2 ultimate attainment – an effect of age of acquisition or of bilingualism?” *The Phon Area Colloquium*, Dept of Linguistics, Simon Fraser University, Vancouver, Canada, September 7, 2017.
- Aktürk-Drake, M.** “Evaluating multicultural Sweden’s support for balanced bilingualism among children of immigrants: Best in Europe or just best on paper?” Guest seminar at *Multilingualism: Empowering Individuals, Transforming Societies – MEITS*, Cambridge University, UK, May 3, 2018.
- Aktürk-Drake, M.** “How successful has Sweden been in supporting bilingualism among children of labour-force immigrants? Evidence from adult second-generation Turks in Stockholm (and other Western European cities).” Guest seminar at *Umeå University*, February 6, 2018.
- Aktürk-Drake, M.** “How successful have Sweden’s multicultural language policies been towards children of immigrants?” Guest seminar at *Center for Multilingualism in Society across the Lifespan (MultiLing)*, University of Oslo, September 7, 2017.
- Aktürk-Drake, M.** “Vad kan turkisk invandring lära oss om mångkulturell språkpolitik i Europa? (What can Turkish immigration teach us about multicultural language policy in Europe?).” *Migration: The World in Motion*, Uppsala University, November 18, 2017.
- Alemán Bañón, J.** “Using event related potentials to examine second language processing.” Guest seminar at *University of Illinois at Chicago*, USA, February 22, 2018.
- Alemán Bañón, J., Fano, E. & Martin, C.** “L2 learners predict at the level of the discourse. Evidence from ERP.” *The 24<sup>th</sup> Annual Conference on Architectures and Mechanisms for Language Processing (AMLaP)*, Berlin, September 6–8, 2018.
- Alemán Bañón, J., Martin, C. & Fano, E.** “Can second language learners generate predictions at the level of the discourse? An event related potentials study.” Poster at *The 31<sup>st</sup> Annual CUNY Sentence Processing Conference*, University of California Davis, USA, March 15–17, 2018.
- Alemán Bañón, J., Martin, C. & Fano, E.** “Second language learners generate predictions at the level of the discourse: Evidence from event related potentials.” *The 42<sup>nd</sup> Boston University Conference on Language Development*, Boston, USA, November 13–15, 2017.
- Bardel, C., Sayehli, S. & Öster-

- berg R. "Introducing the project 'Learning, Teaching and Assessment of Second Foreign Languages: An Alignment Study on Oral Language'." Seminar at the *Dept. of Romance Studies and Classics, Stockholm University*, September 21, 2017.
- Bardel, C., **Sayehli, S.** & Österberg R. "Moderna språk – en studie av samspelet mellan lärande, undervisning och bedömning i skolan." Seminar at *Dept. of Swedish Language and Multilingualism, Stockholm University*, March 22, 2017.
- Bardel, C., **Sayehli, S.** & Österberg, R. "Muntlig språkfärdighet i moderna språk." *Inspirationsträff och fortbildningsdag för språklärare, Stockholms stad, Nacka*, March 8, 2017.
- Blåsjö, M. & **Jonsson, C.** "Communication and language at the company – brief report from an ongoing research project." *Feedback presentation at one of the participating companies*, November, 2018.
- Blåsjö, M., **Jonsson, C.**, & Johansson, S. "'Den där grejen som jag hade lovat att göra inför morgondagens möte.' En chef kommunicerar vid skrivbordet." *Svenskans beskrivning*, Uppsala University, October 25–27, 2017.
- Blåsjö, M., **Jonsson, C.**, & Johansson, S. "'Den där grejen som jag hade lovat att göra inför morgondagens möte.' En chef kommunicerar vid skrivbordet." *The research network Kommunikation i arbetslivet (Work life communication)*, Stockholm University, September, 2017.
- Ganuz, N.** & Hedman, C. "Linking educational practices to ideological preconceptions: 'Pedagogical translanguaging' in mother tongue instruction." *American Association for Applied Linguistics (AAAL)*, Portland, Oregon, USA, March 18–21, 2017.
- Ganuz, N.** & Hedman, C. "Motersmålsundervisningens möjliga inverkan på utveckling av litteracitet och skolbetyg." *The 13<sup>th</sup> Conference on the Nordic Languages as Second and Foreign Languages (Nordand 13)*, Vaasa, Finland, June 7–9, 2017.
- Ganuz, N.** & Hedman, C. "Mother tongue instruction and its impact on biliteracy development and school results". *The 11<sup>th</sup> International Symposium on Bilingualism (ISB11)*, Limerick, Ireland, June 11–17, 2017.
- Ganuz, N.** & Hedman, C. "Mother tongue instruction and its impact on biliteracy development and school results". *Education, Language Policy Issues and Minoritized Languages across Borders*, workshop at Stockholm University, March 30, 2017.
- Ganuz, N.** & Hedman, C. "Narrativer om koranskolans roll för somalisktalande barn och unga i Sverige." *The 13<sup>th</sup> Conference on the Nordic Languages as Second and Foreign Languages (Nordand 13)*, Vaasa, Finland, June 7–9, 2017.
- Ganuz, N.** & Hedman, C. "Motersmålsundervisning – möjligheter och begränsningar." *Inte bara språk: Om läsning och historia*, Polska lärarnas förening i Sverige/Polska institutet i Stockholm, April 20–21, 2018.
- Ganuz, N.** "Motersmålsundervisningens roll för utveckling av litteracitet på fler språk." *Symposium 2018: Litteraciteter och flerspråkighet*, Stockholm University, October 11–12, 2018.
- Ganuz, N.** "Sprog og literacy i og omkring koranskoler i Skandinavien." Panel with L. Daugaard, J. Dewilde, and C. Hedman. *The 13<sup>th</sup> Conference on the Nordic Languages as Second and Foreign Languages (Nordand 13)*, Vaasa, Finland, June 7–9, 2017.
- Ganuz, N.**, Hedman, C., **Paulsrud, B.**, Rosén, J. & Wedin, Å. "Multilingualism and education in Sweden." *Guest lecture*, Eduardo Mondlane University, Maputo, Mozambique, May 14, 2018.
- Ganuz, N.**, **Salö, L.**, Hedman, C. & Karrebaek, M. "Mother tongue education in Sweden and Denmark: Linguistic exchange rates and nation-ization struggles". *The 11<sup>th</sup> International Symposium on Bilingualism (ISB11)*, Limerick, Ireland, June 11–17, 2017.
- Granfeldt, J., **Sayehli, S.** & Ågren, M. "Introducing the TAL-project: Learning, Teaching and Assessment of second foreign languages – an alignment study on oral language proficiency in the Swedish school context." Guest seminar at *Institut de plurilinguisme, Université de Fribourg*, Switzerland, April 26, 2018.
- Granfeldt, J., **Sayehli, S.** & Ågren, M. "Second foreign languages in the Swedish school context – The views of

- school leaders." *Colloque international: Image des langues – 20 ans après, Neuchâtel*, Switzerland, November 10, 2017.
- Holmes, L. & Linus Salö.** "Globalising academia as border-crossing space: Exploring sociolinguistic diversity beyond the English/Swedish binary." *Sociolinguistics Symposium 22*, Auckland, New Zealand, June 27–30, 2018.
- Holmes, L.** "Inside Ruby's 'private' world: Methodology, ethics and researcher reflexivity". *Linguistic Ethnography Network Meeting*, Stockholm November 8–9, 2018.
- Hyltenstam, K.** "Startskottet för nationella prov i sfi och realistiska förväntningar på andraspråksutveckling." Presentation at *The 20<sup>th</sup> Anniversary of the National Tests of Swedish for Immigrants*, Stockholm University, May 18, 2017.
- Hyltenstam, K.** "Modersmålsundervisning och utbildning av modersmåls lärare – glimtar av 40 års ifrågasättande, ambivalens och ihärdighet/uthållighet." Presentation at the seminar *Litterasitet og lærerutdanning. Språk og tekst i et flerspråkighetsperspektiv. Seminar i anledning Lise Iversen Kulbrandstads 60-årsdag*, Høgskolen i Innlandet, Hamar, Norway, June 15, 2018.
- Hyltenstam, K.** "Polyglotter – en karakteristik." Guest lecture at *University of Bergen*, Norway, February 24, 2017.
- Hyltenstam, K.** "Polyglotter." Presentation at *Senioruniversitetet*, Bollnäs, October 11, 2017.
- Hyltenstam, K.** "Tvåspråkighet, andraspråksinläring och skolframgång." Presentation at the seminar *Undervisning i det mångkulturella klassrummet*, Ljuraskolan, Norrköping (Inläsningstjänst), November 29, 2017.
- Jonsson, C. & Olvegård, C.** "Delad börda är dubbel glädje: Förstaspråkstalare som resurs vid andraspråksinläring och andraspråkskommunikation i arbete och samhälle." *Institutet för språk och folkminnen, Språkrådet*, Stockholm, December, 2018.
- Jonsson, C.** "Att återta samiska: Språkliga praktiker, tvåspråkig litteracitet och förhandlingar om kulturellt arv och identiteter bland ungdomar i Sverige." *Modersmål, minoritet och mångfald – Flerspråkiga identiteter i en nordisk utbildningskontext*, Högskolan Dalarna, Falun, November 13, 2018.
- Jonsson, C.** "Flerspråkig kommunikation och translanguaging på arbetsplatser." *Språk och kommunikation, Institutionen för lärande, Kungliga Tekniska Högskolan*, Stockholm, May, 2018.
- Jonsson, C.** "Flerspråkigt skrivande på arbetsplatser." Guest lecture at Örebro University. March 14, 2018.
- Jonsson, C.** "Multilingual writing in the global workplace." *Multilingual Writing – Methodologies and Concepts across Contexts*, workshop at MultiLing, University of Oslo, October 10–11, 2018.
- Jonsson, C.** "Se fler språk som en möjlighet." *Lärarnas riksförbund, Bokmässan*, Gothenburg, October 1, 2017.
- Jonsson, C.** "Translanguaging och identitet." *Center för Skolutveckling*, Göteborgs stad, Göteborg, October, 2018.
- Jonsson, C.** "Tvåspråkighet, andraspråksinläring och translanguaging." *Lärarträff, Studentlitteratur*, Stockholm, May 9, 2017.
- Karlander, D. & Salö, L.** "Introduction: the life and afterlife of sociolinguistics ideas." *Sociolinguistics Symposium 22*, Auckland, New Zealand, June 27–30, 2018.
- Karlander, D. & Salö, L.** "The travels of semilingualism: itineraries of ire, impact and infamy." *Sociolinguistics Symposium 22*, Auckland, New Zealand, June 27–30, 2018.
- Karlander, D.** "Differentiating the 'here': the metapragmatics of multilingual place-making." *The 11<sup>th</sup> International Symposium on Bilingualism (ISB11)*, Limerick, Ireland, June 11–17, 2017.
- Karlander, D.** "Dreams of unity: Esperanto and sennaciismo in the Swedish labour movement, 1921–1945." *Sociolinguistics Symposium 22*, Auckland, New Zealand, June 27–30, 2018, 2018.
- Karlander, D.** "Place and semiotic mobility." *Contact Zones in the Nordic Countries 1*, University of Copenhagen, 2017.
- Karlander, D.** "Roads to regimentation: place, authenticity and the metapragmatics of naming." *Language, Place, and Periphery*, University of Copenhagen, 18–19, 2018.
- Karlander, D.** "State vision and state categories? Regulating the margins of Sweden's linguistic market." Guest seminar at *Institute for Language*





Photo: Ralf Steinberger

and Folklore, Gothenburg, 2017.

**Karlander, D.** "The extermination of signs." Plenary at *10<sup>th</sup> Linguistic Landscapes Conference, 'X-scapes'*, Bern, May 2–6, 2018.

**Karlander, D.** "The politics and linguistics of Övdalsk language advocacy." Guest seminar at *Uppsala University*, 2017.

**Kerfoot, C.** "Constructing belonging in postapartheid Cape Town: the use of strategically deployable shifters." *TLANG Communication in the Multilingual City*, Birmingham University, March 28–29, 2018

**Kerfoot, C.** "Epistemic justice,

equivocal translation, and multilingualism in the Academy." *Languages and Literacies in Higher Education: Reclaiming Voices from the South*, Cape Town, October 26–27, 2018.

**Kerfoot, C.** "Languaging race and ethnicity: reconstructing raciolinguistic orders in postapartheid schools." Guest seminar at *IRD – Institut de recherche pour le développement*, Paris, May 18, 2018.

**Kerfoot, C.** "Languaging race and ethnicity: Reconstructing raciolinguistic orders in postapartheid schools." *International Congress of Linguists ICL20*, Cape Town, July 2–6,

2018.

**Kerfoot, C.** "Postracial potentials: multilingual learners and the prospects for conviviality in two South African schools." *The 11<sup>th</sup> International Symposium on Bilingualism (ISB11)*, Limerick, Ireland, June 11–17, 2017.

**Montero-Melis, G. & Jaeger, T. F.** "Non-native (and native) adaptation to recent input during motion event lexicalization." *EuroSLA 27*, University of Reading, Reading, UK, August 30–September 2, 2017.

**Montero-Melis, G.** "A different manner of understanding motion events across languages?"



- Effects of language experience on motion cognition." Guest seminar at *Lund University*, October, 2017.
- Montero-Melis, G.** "Is the neural coding of concepts affected by the language we speak?" Guest seminar at *Neurobiology of Language Department, Max Planck Institute for Psycholinguistics*, Nijmegen, Netherlands, June, 2018.
- Montero-Melis, G.** "Linguistic experience and conceptual representation of motion events." Guest seminar at *Uppsala University*, November, 2017.
- Montero-Melis, G.** "Thoughts in motion: Effects of language experience on motion cognition." The workshop *Event Representations in Brain Language and Development*, MPI for Psycholinguistics, Nijmegen, Netherlands, October 27–28, 2017.
- Norrman, G.** "Förstaspråksbevarande och andraspråksinlärning hos utlandsadopterade." Guest seminar at *University of Gothenburg*, November 20, 2017.
- Norrman, G.** "Disentangling L1 from L2 development in international adoptees." Science slam presentation at *Cognitive Neuroscience of Second and Artificial Language Learning (CoNSALL)*, September 21–23, 2018.
- Paulsrud, B. & Zilliacus, H.** "Multicultural and multilingual education: Current challenges in teacher education in Sweden and Finland." *Multilingualism and Education: Interdisciplinary and International Perspectives*, University of Oslo, May 7–8, 2018.
- Paulsrud, B. & Zilliacus, H.** "Spaces for multilingual education: Language orientations in the national curricula of Sweden and Finland." *Language, Identity and Education in Multilingual Contexts (LIEMC18)*, Marino Institute of Education – an Associated College of the University of Dublin, Trinity College, February 1–3, 2018.
- Paulsrud, B. & Zilliacus, H.** "En skola för alla: Flerspråkighet och transspråkande i lärarutbildningen." *ASLA-symposiet 2018: Klassrumsforskning och språk(ande)*, Karlstads universitet, April 12–13, 2018.
- Paulsrud, B.** "Joint project MINTED (Multilingual and Intercultural Education in Sweden and Finland)." *The Pedagogical Development of Teachers*, Stockholm, January 17, 2018.
- Paulsrud, B.** "MINTED (Multilingual and Intercultural Education in Sweden and Finland): Studier av läroplaner och lärarutbildningar." Guest seminar at *Uppsala University*, November 6, 2018.
- Paulsrud, B.** "Multilingual and Intercultural Education in Sweden and Finland (MINTED). Studies of national curricula and teacher training." Guest seminar at *Umeå University*, March 13, 2018.
- Paulsrud, B.** "Multilingual and Intercultural Education in Sweden and Finland (MINTED): A comparison of national curricula." Guest seminar at *Södertörn University*, November 16, 2017.
- Paulsrud, B.** "One school for all? Exploring the intended and unintended consequences of the new markets of English-medium instruction in the Swedish upper secondary school." Panel: "The neoliberalization of educational systems: Englishization policies and the creation of flexible workers with researchers from Spain and Switzerland" at *The 15th International Pragmatics Conference (IPRA2017)*, Belfast, Northern Ireland, 16–21 July, 2017.
- Paulsrud, B.** "Preparing teachers to meet linguistic diversity in the Swedish compulsory school." Colloquium: "New speakers in a multilingual Sweden: Policy in practice" (chair w. J. Rosén) at *11th International Symposium on Bilingualism*, Limerick, Ireland, 11–15 June, 2017.
- Paulsrud, B.** "Translanguaging and Education: New perspectives from the field." *American Association for Applied Linguistics (AAAL)*, Portland, Oregon, USA, March 18–21, 2017. (colloquium chair with Jenny Rosén; with Christina Hedman & Natalia Ganuza, Stockholm; Latisha Mary & Andrea Young, France; Kirsten Rosier, Belgium).
- Paulsrud, B.** "Translanguaging as medium of instruction? Policies and practices for inclusive pedagogy." *Developing Pathways to Impact: A Training Workshop for Early Career Researchers in Bi-/Multilingualism and Education*, London, University of Westminster, December 2, 2017.
- Salö, L.** "Språk och språkliga utbyten i svenskt universitetsväsende." *The LIME Seminar. Dept of Education, Uppsala*

- University, February 8, 2017.
- Salö, L. & Ganuza, N.** "A multi-dimensional approach to mother tongue instruction". *Contact Zones in the Nordic Countries: Multilingualism, Mobility, and Diversifying Diversity – Workshop 1*. Copenhagen, February 23–25, 2017.
- Salö, L. & Kerfoot, C.** "Linguistic markets and regimes of language in modern and late-modern Sweden". *Contact Zones in the Nordic Countries: Multilingualism, Mobility, and Diversifying Diversity – Workshop 2*, Stockholm, September 27–29, 2017.
- Salö, L.** "Bourdieu, language and spatiality: On competence as a linguistic sense of placement". *Innovations and Challenges in Language as a Spatial Resource*, invited symposium at *The 18<sup>th</sup> AILA World Congress*, Rio, Brazil, July 23–28, 2017.
- Salö, L.** "Mother tongue education in Sweden and Denmark: Linguistic exchange rates and nation-ization struggles". *Education, Language Policy Issues and Minoritized Languages across Borders*. Stockholm University, March 30–31, 2017.
- Sayehli, S.** "Effects of language similarity in L2 production and processing of V2 word order." Guest seminar at *Stellenbosch University*, South Africa, April 24, 2017.
- Sayehli, S.** "Effects of language similarity in L2 production and processing of V2 word order." Guest seminar at *University of Western Cape*, South Africa, April 26, 2017.
- Sayehli, S.** "Second foreign languages in the Swedish school context." Guest seminar at *University of Western Cape*, South Africa, April 12, 2017.
- Sayehli, S.** "Andraspråksinläring." *Röda korsets språklärrarfortbildning*, Uppsala, Sweden, May 29, 2017.
- Sayehli, S.** "Om konsten att omvända den svenska ordföljden." *TISUS, Fortbildning*, Lund University, October 12, 2017.
- Sayehli, S.** "Språk och hjärna." Språklärrardag, *Språkläraryrkesriksförbund*, Umeå University, October 29, 2018.
- Sayehli, S.** "V2 ordföljd i produktion och förståelse. Om konsten att omvända den svenska ordföljden." Guest seminar at *Uppsala University*, September 9, 2018.
- Sayehli, S., Ågren, M. & Granfeldt, J.** "Secondary school leaders' attitudes towards second foreign languages." *Exploring Language Education (ELE): Global and Local Perspectives*, Stockholm University, June 19, 2018.
- Stroud, C. & Chibutane, F.** (and Mozambican student). Seminar presentation on VR Network project, Gothenburg, Uppsala, Falun, Stockholm, October 15–25, 2018.
- Stroud, C. & Kerfoot, C.** "Epistemic justice, equivocal translation, and decoloniality: the role of multilingualism in the Academy", at the workshop *Language and Literacy in Decoloniality*, Fishhoek, South Africa, June 6–9, 2017.
- Stroud, C.** "Linguistic Citizenship as Utopia", keynote at the workshop *Multilingualism and migration: Media and Education Perspectives*, Center on Global Migration (CGM), University of Gothenburg, May 15, 2018.
- Stroud, C.** "Linguistic Citizenship", *Calder's Transversal Workshop South Africa-Brazil, Decoloniality*, Cape Town, June 4–8, 2018.
- Stroud, C.** Discussant on the panel *Superdiversity under the spotlight: Possibilities, limitations and alternatives*, AILA, Rio de Janeiro, July 23–28, 2017.
- Stroud, C.** Facilitator at workshop on "Making Sense of People and Place in Linguistic Landscapes", *Evento FICLLA*, Curitiba, November 7, 2018.
- Stroud, C.** Paper presentation on the LPren Panel *Multilingual frontiers: An emerging politics of southern linguistics*, AILA, Rio de Janeiro, July 23–28, 2017.
- Stroud, C.** Plenary discussant, *10<sup>th</sup> Linguistic Landscapes Conference, 'X-scapes'*, Bern, May 2–6 May, 2018.
- Stroud, C.** Plenary panel discussant, *Evento FICLLA*, Curitiba, November 5–10, 2018.
- Stroud, C.** Presentation of discussant piece on the workshop "Love, water and memory", *Materialized Ideology and Its Lively Places*, Nevril, Jamaica, December 2–9, 2017.
- Tan, M.** "Investigating Bilingual Flexibility in Accent Adaptation." Poster with 10-min. pitch at *The MAPS Summer School in the University of Groningen*, July 9–13, 2018.
- Ågren, M., Granfeldt, J. & **Sayehli, S.** "Moderna Språk i grundskolan: en studie om avhoppen och deras orsaker." *ASLA Symposium*, Karlstad University, April 12, 2018.

*Studying Multilingualism through*

# Semiotic Landscapes

**What does the landscape reveal** to us about the place, its dwellers and their social and cultural practices? Coming to a new place, various signs and inscriptions in the public space give us our first impression about the languages and scripts used in that environment. Apart from inscriptions, we read the landscape through its multifaceted semiosis, as it is materially represented through graffiti, monuments, plaques, and built environment. Furthermore, we experience the landscape as discursive, imaginative, and virtual. Listening to the sounds of the landscape and hearing the calls of the seagulls, we would unintentionally think about the sea side, the same as breathing the smell of the salty water, we would imagine the sea in front of us.

The study of ‘semiotic landscapes’ is about making sense out of signs in relation to people and places in multilingual contexts. If originally the focus of the field lay on written signage, where languages were quantitatively analyzed as fixed and static codes, today it aims at various dynamic forms of semiosis that are multimodally transferred in the place, imagined and remembered by people, filled with affects and emotions. With prevailing qualitative ethnographic research methods, semiotic landscapes as an interdisciplinary approach attempts to uncover the ways in which “different forms of semiosis dynamically and interdiscursively, affectively and aesthetically link bodies, selves and memories across times and places” (p. 5 in *Making Sense of People and Place in Linguistic Landscapes*, ed. by Peck, Stroud & Williams, London: Bloomsbury, 2018). To study semiotic landscapes does not necessarily mean to look into the tangible or the material in a given environment. More broadly, landscapes can be

*“... the landscape serves as an indexical place, where social identities are negotiated, resisted, or imposed through various linguistic and semiotic means.”*



**This site** demonstrates a constant process of identity re-negotiation in the public space of Kherson, Ukraine, as it is exemplified through transgressive graffiti writing and its erasure. The site bears multiple layers of semiosis, each of them being negated and contested by the next one. The wall of this residential building serves as a site of contestation of multiple discursive regimes: the one using symbolic representations of Nazi Germany to claim the space as fascist, and others conversely contesting this status and reclaiming the space as Ukrainian, where the flag of Ukraine emblematically stands for a sovereign Ukrainian nation.

Photo: Natalia Volvach

addressed as physical (as visible and tangible, for example, monuments), symbolic (landscapes as symbolic representations of something else), and imaginative (lost landscapes as being re-imagined), but also virtual (smells are not touchable but real).

As a social construct, the landscape serves as an indexical place, where social identities are negotiated, resisted, or imposed through various linguistic and semiotic means. Especially in the context of sociopolitical change, there is an increasing awareness of divisions between ‘us’ and ‘others’, and thus a greater need to negotiate one’s own identity. To maintain the physical rights to claim and define one’s own identity in the landscape often means retaining symbolic control over that landscape and its iconic transformations. For this, a semiotic landscapes approach is one that allows one to shed light on the ways in which multiple identities are indexed and imagined. Additionally, it brings understanding into the manifold ways of how various systems of domination and power are symbolically reinforced, contested and reproduced, and how, especially in times of conflict, landscapes become an arena of contestation.



*Making Sense of People and Place in Linguistic Landscapes* (London: Bloomsbury, 2018), edited by Christopher Stroud (w. A. Peck and Q. Williams).

**Natalia Volvach**

*PhD Student in Bilingualism at the Centre  
(accepted to the PhD program in November 2018).*

# Projects

## ***Language and Integration in Rural Areas in Finland and Sweden (LIRA)***

**Project leaders:** [Lena Ekberg](#), Jan-Ola Östman (University of Helsinki)

**Duration:** 2014–2017

**Funding:** Stockholm University and University of Helsinki

**This is a joint project** with scholars from Stockholm University and the University of Helsinki. The project focuses on language use, variation and language contact in rural areas in Sweden and in Swedish-language Finland. Integration is approached both sociolinguistically and from the point of view of linguistic structure. So far data have primarily been gathered in Swedish-language dominant municipalities in Ostrobothnia in Finland, in communities where the local dialect is very prominent. Immigrants – for example, from Bosnia, Vietnam and some 40 other countries – thus need to learn not only standard Swedish, but also the local dialect and – if they want to “get ahead” in life – Finnish.

## ***Multilingual and Intercultural Education in Sweden and Finland (MINTED)***

**Project leader:** Gunilla Holm (University of Helsinki, Finland)

**Participants at the Centre:** [Lena Ekberg](#) (former project leader), [BethAnne Paulsrud](#)

**Other participants:** Harriet Zilliacus (University of Helsinki, Finland), Ida Hummelstedt-Djedou (University of Helsinki, Finland), Fritjof Sahlström (Åbo Akademi, Finland), Anna Slotte (University of Helsinki, Finland)

**Duration:** 2015–2017

**Funding:** Stockholm University and University of Helsinki

**MINTED is a** three-year collaboration (2015–2017) between the Centre for Research on Bilingualism, Stockholm University, and the Institute of Behavioural Sciences, University of Helsinki. The focus of the project is on multilingualism and intercultural education in teacher training and compulsory schooling in Sweden and Finland. The investigation includes a study of policy documents, teacher education programmes, and classroom practices in Year 6 of primary school, with an aim to understand how primary school teachers are prepared for working with pupils with diverse backgrounds (i.e. language, ethnicity, gender, social class, and religion). The study explores how current teacher training programmes may resist social inequality and instead create possibilities for social justice. The project plan includes an analysis of policy documents (e.g., national curricula and teacher training syllabi) as well as field work (e.g., interviews and observations) at universities offering teacher education and in primary school classrooms.

## ***With Motion in Mind: The Role of Language in Motion Event Cognition***

**Project leader:** Emanuel Bylund  
**Participants at the Centre:** Guillermo Montero-Melis (co-investigator);  
Kayle Sneed, Pia Järnefelt, Rita Simonis, Orakan Leepraphantkul  
(research assistants)  
**Duration:** 2016–2018  
**Funding:** Vetenskapsrådet (VR) – The Swedish Research Council

## ***Learning, Teaching and Assessment of Second Foreign Languages – an Alignment Study on Oral Language Proficiency in the Swedish School Context (TAL)***

**Project leader:** Jonas Granfeldt (Lund University)  
**Participant at the Centre:** Susan Savehli  
**Other participants:** Malin Ågren (Lund University), Camilla Bardel (Stockholm University), Gudrun Erickson (University of Gothenburg), Raket Österberg (Stockholm University)  
**Duration:** 2016–2018  
**Funding:** Vetenskapsrådet (VR) – The Swedish Research Council

**The aim of this project** was to assess whether the way different languages pack and distribute information about caused motion (e.g., ‘he rolled the tyre into the barn’) exerts an influence on how we think about motion. The focus was set on monolingual and bilingual speakers of Spanish and Swedish, as these languages regularly encode path (into the barn), but differ in how systematically they include manner information (roll). The extent of these crosslinguistic differences was first carefully documented through controlled descriptions of different types of caused motion, produced by Spanish and Swedish native speakers. A follow-up series of experiments tapping into non-verbal similarity judgements with different degrees of linguistic involvement showed systematic differences in how these speaker groups attended to different components of caused motion. Once this baseline had been established, second language learners of Spanish with Swedish as a native language were studied through different experimental manipulations. Results from a priming experiment showed consistent effects in the way learners’ similarity judgements were biased as a function of prior exposure, and moreover established that learners adapted their descriptions of caused motion as a function of both native language and second language experience. Taken together, the project findings show the dynamic role that language plays in the malleable construal of motion.

**The purpose of this project** is to examine interactions and alignment between learning, teaching and assessment of second foreign languages (SFL) in order to gain a better understanding of conditions and learning outcomes in foreign languages other than English in the Swedish school context. The focus is on Spanish, French and German in the 9th grade of secondary school and on an essential but under-researched aspect of SFL competence, namely oral language proficiency (OLP). The project is motivated by the fact that SFLs are currently in a challenging situation in the Swedish school context. One third of pupils abandon the subject within the first three years of studying. SFLs are therefore at the centre of a political debate focusing on its future status in school. A major drawback in this debate is, however, the lack of empirical underpinnings. We know very little about current learning conditions and outcomes, which has been pointed out by the 2014 survey report commissioned by the Committee for Educational Sciences (Ämnesöversikt 2014: Utbildningsvetenskap). The authors of this report call

***Professional Communication and Digital Media: Complexity, Mobility and Multilingualism in the Global Workplace***

**Project leader:** Mona Blåsjö  
(Stockholm University)

**Participant at the Centre:** [Carla Jonsson](#)

**Duration:** 2016–2019

**Funding:** Stiftelsen Marcus och Amalia Wallenberg Minnesfond (MAW) – Marcus and Amalia Wallenberg Foundation

for educational research in many school subjects, but especially for research into the teaching and learning of FLs other than English, where classroom oriented research and research on younger language learners are mainly lacking. The project is framed within the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001).

**Today's working life** has become increasingly complex. People from different countries work together and interact, often through digital media. In the so-called 'desktop professions', many employees and managers do not have their own desks. Instead they work in a mobile manner with laptops and mobile telephones. Project organizations and global businesses make executives and staff move in and out of different groups, travel a lot, interact digitally with people on the other side of the world, and work irregular hours. Executives and staff are expected to do many things at the same time: they write text messages while traveling, they revise documents during Skype meetings, and they write in English while speaking another language. These conditions place new demands on workplaces, management and employees. The project aims to provide new knowledge about communication in complex work-life and to develop new methods for such investigations. The focus of the project is on how senior staff handle complexity in order to maintain good leadership and the ability to work efficiently. The project consists of case studies about the everyday work-life of managers in multilingual companies. How do they communicate? What languages are used and how? How are speech, writing and IT tools used? What are the links between communication, leadership, identity and agency? The theoretical framing for the study is sociolinguistics, and within this field the study is grounded in linguistic ethnography and mediated discourse analysis. The project relates to a current scholarly discussion of how new conditions for human communication can be investigated. This discussion deals with, for instance, the view of languages as either fixed units or as social constructs. Since multilingual people do not necessarily view their languages as separate entities, research should work to avoid categorizations based on monolingual norms which are based on the assumption that languages should be kept apart. Advanced methods are needed to study complexity and mobility. Mediated discourse analysis is a method that is neither entirely new, nor entirely established, which is suitable for studying how people handle complex situations.



The study is conducted in close cooperation with the companies being researched and will contribute to the in-service training at these companies, as well as to working life in general. The results of the project can also contribute to the development of education for specific professions and to education in communication.

**RJ Sabbatical**  
***Age, Maturational Constraints and the Critical Period for Language Acquisition. What Have We Learnt from Very Advanced Second Language Users – and What Remains to Be Learnt?***

**Project leader:** Niclas Abrahamsson  
**Duration:** 2017 (Jan–Dec)  
**Funding:** Riksbankens Jubileumsfond (RJ) – The Swedish Foundation for Humanities and Social Sciences

**The purpose of this sabbatical** is to write syntheses on the basis of the large body of theoretical and empirical research on the role of age in second language acquisition that I have conducted together with my team over the last 15 years, and to complete and report on a current large-scale study which is in its very final stages. Our research program ultimately deals with the fundamental question in linguistics, cognitive science, and second language acquisition research of whether and how the human ability to acquire language implicitly from mere exposure and use is decreased, or even lost, with increasing age as a function of brain maturation. Although not entirely compatible with the classical hypothesis of a critical period for language acquisition, results from our numerous empirical studies on advanced learning of Swedish as a second language, language aptitude, first language attrition, and age effects vs. effects of mono- and bilingualism are indeed supportive of a theory of maturational constraints. The outcome of the sabbatical will be four articles (three for international journals, one for an international volume) in which different-angled syntheses and elaborate directions for future research are presented. A one-month stay at University of Alberta and Simon Fraser University in Canada offers excellent opportunities to discuss relevant theoretical and methodological issues with several world-leading researchers and to establish collaboration between our teams.

***Native Listeners' Perception of Near-native Speech: The Roles of Expectancy Violations, Stereotype Incongruity, and Reconstructive Memory***

**Project leader:** Niclas Abrahamsson  
**Participant:** Anna Persson (MA)

**Through a series** of listener judgment experiments, we investigate if native listeners differ in their judgments of near-native, subtly accented L2 speech depending on their familiarity with a speaker's age of acquisition (AoA). We hypothesize that, because of expectancy violation and stereotype incongruity, listeners will perceive and judge the same slightly/subtly accented speech sample from one and the same L2 speaker as either more (even strongly) or less (even non-) accented after having been primed either with the information that L2 acquisition began in early childhood or with the information that L2 acquisition

Student in Swedish as a Second Language)

**Duration:** 2017

**Funding:** The IDO Foundation for Language Research in Memory of Hellmut Röhnisch; and Riksbankens Jubileumsfond (RJ) – The Swedish Foundation for Humanities and Social Sciences (part of RJ Sabbatical to NA)

***A Compensatory Role for Explicit/Declarative Memory in Grammatical Processing: A Combined Latency, ERP, and tDCS Study of Nativelike Second Language Acquisition***

**Project leader:** Niclas Abrahamsson

**Participants at the Centre:** Emanuel

Bylund, Dominik Freunberger

**Duration:** 2017–2019

**Funding:** Vetenskapsrådet (VR) – The Swedish Research Council

***Contact Zones in the Nordic Countries: Multilingualism, Mobility, and Diversifying Diversity***

began in adulthood, respectively. In addition, we hypothesize that, because of mechanisms of reconstructive memory, native listeners' recall of the accent-ness of the speech sample will be influenced by their previous experience of negative or positive (respectively) expectancy violation/stereotype incongruity, leading them to remember the accent as even stronger or weaker (respectively) than indicated by their previous judgment. Ninety native Swedish participants divided into three groups (no prime, low-AoA prime, high-AoA prime) are recruited as listeners.

**The project investigates** the compensatory role of declarative memory for grammatical processing in a second language, the ultimate goal being to test the hypothesis that language acquisition becomes increasingly constrained as a function of the successive maturation of the brain, commonly known as the Critical Period Hypothesis. With the neurocognitively motivated distinction between procedural and declarative memory, and with language proficiency measures beyond accuracy, the study investigates whether adult L2 learning involves the same implicit procedures (procedural memory) that govern children's acquisition, or if it relies instead on explicit mechanisms (declarative memory). A total of 100 adult participants, equally divided into five groups, will be engaged. The focal group, consisting of 'atypical' adult L2 learners of Swedish who pass for native speakers in most everyday situations, thus providing a window into what is neurocognitively possible in late language learning, will be compared with monolingual L1 speakers, simultaneously bilingual L1 speakers, early L2 learners, and 'typical' (clearly non-nativelike) adult L2 learners, allowing for a wide range of theoretically relevant hypotheses. The participants' EEG-recorded performance on an extensive grammaticality judgment test will elicit reaction latencies and event-related potentials (ERPs) under two conditions of low-level electrical stimulation of Broca's area with transcranial direct current stimulation (tDCS).

**The project seeks** to arrive at a comprehensive and conceptually versatile approach to investigating contemporary sociolinguistic contact zones (Pratt 1991) in the Nordic countries, involving the mobilities and diversity of people and of their linguistic and other semiotic resources, and the often asymmetrical power relations within which they encounter one another. It

**Project leader:** Sirpa Leppänen (University of Jyväskylä, Finland)  
**Participants at the Centre:** Caroline Kerfoot, Natalia Ganuza, Linus Salö, David Karlander, Christopher Stroud  
**Other participants:** Linnea Hanell (Stockholm University); Samu Kytölä, Elina Westinen, Saija Peuronen, Sonya Sahradyan, Piia Jääntti, and Sari Pöyhönen (University of Jyväskylä, Finland); Heini Lehtonen (University of Helsinki, Finland); Janus Spindler Møller, Martha Karrebæk, Lian Malai Madsen, Andreas Stæhr, Thomas Rørbeck Nørreby, and Astrid Ag (University of Copenhagen, Denmark)  
**Duration:** 2017–2019  
**Funding:** Nordiska samarbetsnämnden för humanistisk och samhällsvetenskaplig forskning (NOS-HS) – The Joint Committee for Nordic Research Councils in the Humanities and Social Sciences

develops the insights emerging in recent sociolinguistics in which diversity is understood as the multifaceted entanglement of various forms of multilingualism, multimedioticity and interaction, including the increased use of digital media, diversified forms of migration, and new forms of conviviality. Drawing on such insights, the project focuses on contemporary social and linguistic processes specifically in the Nordic context, while bearing in mind its connectedness to and engagement in more general, European and global changes and mobilities. This focus has recently proven to be particularly relevant with the rapid societal changes caused by the refugee situation leading to increased multilingualism and to intense discussions of how the Nordic societies should handle this diversification. In our research groups we combine studies of multilingual interaction with studies of how people construct, treat and evaluate diversities such as ethnicity, gender, class, and language. We aim to explore the ways in which new forms of conviviality and social or institutional engagement are constructed through the use of multilingual and multimediotic resources and to use this understanding to inform the development of alternative ways for institutions and organisations to engage with diversity, including but not limited to educational policies and pedagogies. The workshops will thus provide a Nordic platform for sharing and collaboratively developing further theoretical viewpoints, methodological solutions and robust empirical research on multilingualism and mobility. Thus, the project will serve to establish common ground between the participating researchers and to create systematic opportunities for ambitious research cooperation and publication work across institutional and national borders among research groups all of which have an impressive track record in the area of the present project and share many key theoretical and methodological coordinates and research aims. In line with these aims, the three exploratory workshops will probe into current theoretical and empirical sociolinguistic issues pertaining to multilingualism, multimedioticity, diversity and mobility. More specifically, the workshops will address three interrelated themes, highlighting a range of sociolinguistic contact zones: (1) *Linguistic diversity and enregisterment in everyday languaging* (Copenhagen, spring 2017); (2) *Mobility and diversity of actors and semiotic resources in languaging around and in social media* (Jyväskylä, winter 2018); and (3) *Moving and being stuck: developing sociolinguistic lenses* (Stockholm, autumn 2018).

***Voicing Participation:  
Linguistic Citizenship  
beyond Educational  
Policy***

**Project leader:** Christopher Stroud

**Participant:** Feliciano Chimbutane  
(Eduardo Mondlane University,  
Mozambique)

**Duration:** 2017–2019

**Funding:** Vetenskapsrådet (VR) – The  
Swedish Research Council

**The purpose of this project** is to build a network of scholars in the geopolitical North and South around alternative practices and policies to Northern models and expertise for mother-tongue based, multilingual education. It will be framed on research on how local stakeholders in Mozambique insert their understandings of language into (local) sociopolitical and economic framings, and how negotiated understandings of (specific) language(s), and what it means to teach and learn in them, emerge out of extended, multiplex and situated collaborations between actors at different levels of engagement and implementation. Classroom observations, local narratives and interviews with stakeholders will be used to interrogate these negotiative processes between local community members and linguists, material designers, teacher trainers and local and provincial education specialists in the Mozambican province of Gaza. A team of Mozambican postgraduate students, together with the principal researchers, will collect and analyse data to be treated in seminars, workshops and writing retreats. The notion of linguistic citizenship will be used to analyse the intersection between the social, political and economic context of the program and the language educational planning processes. The project will offer alternatives for developing primary education in mother tongue programs that build on the active nurturing of citizenship agencies around language among vulnerable populations.

**RJ Sabbatical  
*Postracial Potentials:  
Language, Identity, and  
Epistemic Access in  
Multilingual Schools***

**Project leader:** Caroline Kerfoot

**Duration:** 2018–2019 (July–June)

**Funding:** Riksbankens Jubileumsfond  
(RJ) – The Swedish Foundation for  
Humanities and Social Sciences

**The purpose of this sabbatical** is to write a synthesis of a substantial body of theoretical and empirical research on multilingualism and identity in playgrounds and classrooms in Cape Town over the last ten years. This research investigated the ways in which Grade 6 students in three peri-urban schools used their linguistic resources to negotiate social and academic identities. Ongoing contestations over the use of racial signifiers in South Africa alongside dynamic new practices result in frictions but also new forms of conviviality. Findings illustrated the potential of students to construct ideologies of postracial solidarity, rework linguistic hierarchies, and model transformative practices and pedagogies. At other times, the local racial and linguistic order was re-stratified, recycling colonial hierarchies, and allowing racism to persist. Thus the project makes important contributions to understanding the role of language in constructing social orders and the potential for transformative pedagogies which enhance access to knowledge for multilingual students. The outcome of the sabbatical will be a paper for a leading international

journal and a book in which a synthesis is made and directions for future research presented. A one-month stay at the University of California, Berkeley, USA, offers excellent opportunities to discuss relevant theoretical and methodological issues with internationally leading researchers and to further collaboration between our teams.

### ***Learning to Focus: How Stockholm and Skåne Swedish Children Produce and Comprehend Contrastive Intonation***

**Project leader:** Gilbert Ambrazaitis (Linnaeus University)

**Participant at the Centre:** [Susan Sayehli](#)

**Other participants:** Nadja Althaus (University of East Anglia, UK), Anna Sara Hexeberg Romoeren (Oslo and Akershus University College of Applied Sciences, Norway)

**Duration:** 2018–2020

**Funding:** Riksbankens Jubileumsfond (RJ) – The Swedish Foundation for Humanities and Social Sciences

**People use prosody** – the melody and rhythm of speech – in order to highlight the most important part (focus) of an utterance, and listeners rely on prosody in order to process and comprehend a message. Prosodic focusing takes different forms in different languages or dialects, and this project investigates effects of such differences on children’s development toward adult mastery of focus prosody. In this project we center on the relation between how a child produces focus prosody, and how it can make use of it in speech comprehension. Is one of these skills acquired before the other? And is the acquisition of these skills in some way influenced by the melodic shape of the focus prosody in a particular language variety? The project will add central missing pieces to our general understanding of how properties of the input affect native language acquisition. Particularly phonological properties have so far received only limited attention in this ongoing discussion. We will elicit and analyze speech recordings from three- and five-year-old children (and adult controls) speaking Stockholm or Skåne Swedish, and test the same children’s (and adults’) comprehension of focus prosody in their respective variety, using the visual world eye tracking paradigm. Comparing Stockholm and Skåne Swedish makes a particularly good test case because the two varieties differ in prosodic typology with respect to the focus tone, while keeping other important linguistic features constant.

### ***Using Electroencephalography (EEG) to Investigate Anticipatory Processing in Second Language Speakers***

***(granted in 2018)***

**Project leader:** José Alemán Bañón

**Duration:** 2019–2021

**A core question** in linguistics research concerns the types of mechanisms that readers/listeners rely on during online language processing. One such mechanism, prediction (the ability to use linguistic cues to anticipate what is likely to come up), plays a central role in many models of language processing. In line with the idea that the human brain is a predictive machine, there is evidence that native speakers actively generate predictions about what is likely to be uttered, which allows language comprehension to be fast and efficient. In contrast, the question of whether second language (L2) speakers can also generate predictions online remains

**Funding:** Riksbankens Jubileumsfond (RJ) – The Swedish Foundation for Humanities and Social Sciences

open. This project uses EEG (a brain-imaging method with high temporal precision) to examine predictive processing in L2 speakers. To date, very few studies have addressed this question. Thus, the project carries the potential to further our understanding of the qualitatively nature of L2 processing and to identify areas of divergence between L1 and L2 speakers. The project examines prediction across three domains of grammar (semantics, syntax, discourse), some of which remain understudied (syntax, discourse). Moreover, it examines the extent to which L2 predictive processing is impacted by (a) individual differences in cognitive (e.g. working memory) and linguistic skills (e.g. aptitude for L2 learning) and (b) L1-L2 similarity, two factors that have been found to impact prediction but have not been systematically examined.

**RJ Sabbatical:**  
***Linguistic Citizenship:  
Decolonial Dialogues***

***(granted in 2018)***

**Project leader:** Christopher Stroud  
**Duration:** 2019–2020 (August–July)  
**Funding:** Riksbankens Jubileumsfond (RJ) – The Swedish Foundation for Humanities and Social Sciences

**The aim of the proposed** research sabbatical is to address the question of what theorization of language and politics best allows for an understanding of multilingualism as a transformative (material) technology for social change. The notion of multilingualism is the nomenclature par excellence of how we have come to linguistically conceptualize and regiment our relationship to different others in spaces of contact. However, its colonial pedigree continues to contribute to the reproduction of linguistically mediated hierarchies and inequalities, thereby foreclosing the potential for multilingualism to contribute to a transformed society. The volume will comprise a synthesis and innovative theorization of empirical work on the notion of linguistic citizenship that I advanced in 2001. Linguistic Citizenship departs from a theorization of language as messy and dynamic practice in a complex and turbulent sociolinguistic world characterized by dissonance, complexity, diversity and conflict. It offers an account of speaker agency less in terms of conventional and fixed linguistic structures, than in practices and textualities that are effervescent, momentary and fleeting. Work on the volume will allow a new approach to multilingualism through the development of a comprehensive theoretical framing of linguistic citizenship informed by the work of theorists from both the geopolitical North and South. A one-month visit to the University of Sao Paulo facilitates the work.

■

# Appearances in the

# Media

2017, SVT UR Samtiden:

*"Engelska – universitetsvärldens nya latin?"*

**Linus Salö**

May 9, 2017, Dagens Nyheter:

*"Professor om språkbytet: På gränsen till övergrepp"*

**Kenneth Hyltenstam**

May 19, 2017, Tidskriften

Folkuniversitetet, No. 2:

*"English – vårt näst bästa språk"*

**Linus Salö**

August 1, 2017, Dagens

Nyheter: *"Att läsa språk tidigt är inte alltid bäst"*

**Niclas Abrahamsson**

August 7, 2017, Nyhetsmorgon,

TV4: *"Att plugga språk tidigt är inte bäst"*

**Niclas Abrahamsson**

August 30, 2017, Skolvärlden:

*"Forskare: Så fungerar inlärning av språk i tidig ålder"*

**Niclas Abrahamsson**

2017, Språktidningen, No. 4:

*"Du kan välja ditt eget modersmål"*

**Niclas Abrahamsson, Linus Salö**

September 26, 2017,

Forskning.se: *"Myterna om flerspråkighet"*

**Niclas Abrahamsson**

October 4, 2017, Svenska

Dagbladet: *"Vill vi att alla ska tala ålderdomligt?"*

**David Karlander**

October 19, 2017, Lärarpodden

78, Lärarnas Riksförbund: *"Fler språk ger fler möjligheter"*

**Carla Jonsson**

November 7, 2017, Svenska

Dagbladet: *"Modersmålsundervisning försämrar inte inlärning av svenska"*

**Natalia Ganuza** (w. C. Hedman)

November 22, 2017, Ulum

dalska: *"David blev femte doktorn i älvdalska 'Unikt*

*engagemang på många nivåer"*

**David Karlander**

November 24, 2017, Vetandets

värld, SR P1: *"Kan man vara halvspråkig?"*

**Niclas Abrahamsson**

January 15, 2018, Tidningen

Förskolan: *"Ingen vits stressa med språkträning"*

**Niclas Abrahamsson**

January 19, 2018, Vetandets

värld, SR P1: *"Jakten på det glömda språket"*

**Niclas Abrahamsson, Gunnar**

**Norrman**

February 21, 2018, Lärarnas

tidning: *"Satsa på flerspråkighet och undervisning i modersmålet"*

**BethAnne Paulsrud** (w. others)

May 15, 2018, Svenska Dagbla-

det: *"Unga bättre på att lära sig språk än man trott"*

**Niclas Abrahamsson**



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