

Centre for Research on Bilingualism



# Biennial Report 2019–2020







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Centre for Research on Bilingualism



Stockholm  
University

**Centre for Research on Bilingualism,  
Stockholm University, 2021**

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**Front cover photo** by Marta Quevedo Rodriguez

*In memory of*

*Michael H. Long*

*1945 - 2021*

*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 center 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, centers, 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 2019–2020**

*Niclas Abrahamsson*

#### **Deputy Director 2019–2020**

*Caroline Kerfoot*

#### **Board 2019–2020**

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*Susan Sayehli*

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*Gunnar Norrman* (2019)

*Marta Quevedo Rodriguez* (2020)

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*Maria Kuteeva*, Dept. of English (2017–2019, 2020–2022)

*Erik Olsson*, Dept. of Social Anthropology (2014–2016, 2017–2019)

*Eric Pakulak*, Dept. of Child and Youth Studies (2020–2022)

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prefatory note.  
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Photo: Alison Innes, Canada  
(alison506, Pixabay)

This is the **second biennial report** from the Centre for Research on Bilingualism at Stockholm University, this time covering the years 2019 and 2020. When writing this foreword in September 2021, Stockholm University is just about to lift all remaining Covid-19 restrictions and go back to normal – whatever “normal” will mean from now on. With most campus-based activities (classes, lab work, data collection, not to mention everyday social interactions with students and co-workers) having been put on hold for a year and a half, our teachers, students, researchers, PhD candidates, and administrative staff have struggled immensely and heroically since March 2020. In my capacity as Director, but also as a colleague, I would like to express my admiration and sincere gratitude to everyone at the Centre; to our teachers for having skilfully and ungrudgingly switched to online teaching and examination; to the directors of studies, for speedily planning and executing all the necessary curricular changes and for supporting their teaching teams; to our students, for struggling with online course work and examination, and for being understanding and patient toward teachers not particularly familiar with online-teaching techniques; to our PhD researchers, for adapting to supervision over Zoom, and for promptly learning how to collect (even experimental) data online; and to our admin staff, for keeping on top of all the logistics involved. Everyone has taken tremendous responsibility for making things work as smoothly as possible during this difficult time. Many, many thanks to all of you!

While the previous report focused more on the Centre’s sociolinguistic side, the present report is slightly (but not entirely) geared toward our psycholinguistic research. I say this as if it were the most natural thing in the world. But is it? The somehow arbitrary division between sociolinguistic and psycholinguistic aspects of bi-/multilingualism is something that our researchers and teachers struggle with constantly. Is it a healthy division? Or even a valid one? As mentioned in the foreword of the previous report, the Centre is an “interdisciplinary research environment”, and the Centre’s statutes postulate that our mission is to “conduct and promote cross-scientific research and education” on bi-/multilingualism. Interdisciplinary, cross-scientific – what do these labels really mean? Adding multi-, trans-, post-, and even anti-disciplinarity to the picture, the question becomes quite intriguing. We were actually hoping to have certain answers to these and similar questions by now. In June 2020, the Centre was supposed to host the *12<sup>th</sup> Nordic Conference on Bilingualism* (NCB12), which carried the general theme “X-disciplinarity in multilingualism research”. Not surprisingly, the conference was eventually postponed: first one year, to June 2021, and then – when we realized that this pandemic would not give in that easily,



and that many presenters\* and participants from less privileged countries would not get their vaccine until much later – to June 2023. In other words, this conference is yet to be realized, and the above questions are yet to be answered. New calls for abstracts will be sent out during 2022. Something to look forward to.

In February this year (2021), the incredibly sad news reached us that Mike Long, Professor of Second Language Acquisition at the University of Maryland, USA, and Honorary Doctor at Stockholm University since 2009, had passed away at the age of 75. Mike was an enormous inspiration and a good friend to many of us at the Centre, not least those of us working within one of Mike's favorite areas: critical/sensitive period(s) and maturational constraints on language acquisition. The founder and former Director of the Centre, Professor Emeritus Kenneth Hyltenstam, whose professional collaboration and personal friendship with Mike began in the early 1980s, contributes to the present report a text in honor of Mike and his significance to the modern study of Second Language Acquisition.

\* \* \*

Just like with the previous report, we've chosen to let the work of an anonymous (but this time Stockholm-based) graffiti artist adorn the cover. The message – *It's all about perspective* – couldn't have been more timely.

The Swedish PISA 2018 report has been widely criticized, mainly by opposition politicians, but also by the Swedish National Audit Office (Riksrevisionen). The report, compiled by the Swedish National Agency for Education (Skolverket), concludes that the Swedish school results remain at the level reported for 2015, which was higher than in 2012 – a fairly optimistic and bright picture of the Swedish school system. However, what one might consider problematic is the fact that the results for 2018 were based on a sample from which 11 % of the tested pupils had been excluded due to their lack of sufficient knowledge in Swedish, which is more than twice as much as the maximum of 5 % exclusion recommended by the OECD. The National Agency for Education underscores that the main purpose of the PISA test is to measure how well the school systems of different countries work *under ordinary circumstances*, and maintains that the large numbers of immigrants to Sweden during the past decade would have skewed the results significantly without this larger exclusion. Interestingly, after an audit of the report, the OECD concluded that the results were, in fact, reliable, and that the 11 % exclusion rate was acceptable, considering Sweden's disproportionately large number of newly arrived immigrants in recent years.

This conclusion has not stopped anti-immigration agitators from accusing the authorities of trying to cover up the effects of immigration on the Swedish school system – when what the National Agency for Education is actually trying to do is to account statistically for any such effects. It's all about perspective, indeed.

**Niclas Abrahamsson**

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

\* In total 163 presenters from 39 countries and 6 continents.



Front cover image.

# Why Mattering Matters

## *Some Thoughts on the Centre's Pathways to Impact*

**The study of bi-/multilingualism** is firmly positioned within the human sciences which, in turn, are marked by their embeddedness in society. It follows that the Centre for Research on Bilingualism (henceforth, “the Centre”) nourishes on a longstanding relationship to society. Society provides to us not only funding but also impulses, implications, and objects: multilingual individuals and their social practices, state-backed policies, language ideological debates, and so forth. In return, society receives knowledge that can be used to facilitate language learning, understand human activities, and craft apt policies. It is a give and take. It is also a multifaceted and multidirectional process that deserves attention, not least because it prods us to reflect upon our part in the social agreement that effectively regulates our activities. Are we of use or value to society at large, and just what does that even entail? This contribution to this year’s report delves into such questions, apropos of an ongoing project and a recently-published volume. The overarching frame is the pursuit of mattering.

*“Numerous scholars were able to traverse the boundaries between science and politics by utilizing the “cat flap” passage between the two realms. That passage, or so the book argues, has become increasingly difficult to access and pass through.”*

“Making Universities Matter” – MUM for short – is the title of a project in which I am currently involved. Funded by Sweden’s innovation agency Vinnova, MUM explores the activities and governance of universities and their sub-universes. Ample stress is placed on the quest of “mattering”, which is here conceptualized first and foremost in terms of having extra-scientific impact. Accordingly, MUM investigates, among other things, the ways in which the knowledge produced by universities travels into other realms where it is rendered actionable. For the social sciences and the humanities, an example of such a realm is politics, which, at least ideally, bases its policies on the knowledge products and truth-claims of science.

While this ideal might not always be met, Sweden is – or at least used to be – known for its trust in scientific expertise as the backbone of a consensus-based political culture. A component of that trust has been Sweden’s sizeable and widely used commission system, where the organized collaboration between politicians, scientific experts, and state servants has

vouched for the continuous making of knowledge-driven reforms and policies. In this science–policy boundary zone, the knowledge engendered by Swedish universities has undeniably had an impact.

Recently, MUM produced a volume about such issues titled *Humanvetenskapernas verkningar* (Eng. “The Knowledge Effects of the Human Sciences,” Dialogos 2021, Salö ed.). It argues that the above-sketched notion of Swedish rationalism, real or perceived, created a favorable climate for universities to matter. The commission system, alongside other terrains for science–policy interaction, habitually allowed university-based scholars to transmit their ways of knowing into political agendas. It follows that the Swedish human sciences, for an extended time period, operated in something akin to a paradise in terms of the opportunities to have an influence. This was so because numerous scholars were able to traverse the boundaries between science and politics by utilizing the “cat flap” passage between the two realms. That passage, or so the book argues, has become increasingly difficult to access and pass through. The cat flap might not be closed and shuttered up for all eternity, but suffice to say, the preconditions for mattering have changed, coterminous with the growth of a more convoluted knowledge-political topography. The boundary zone, historically situated where science and politics interlace, is nowadays densely populated by think tanks, policy professionals, and other types of agents that compete with university-based scholars.

So, is paradise burning? Is the priesthood of science under siege? Have we lost a knowledge-monopoly of bygone days to a herd of lobbyists and ill-advised policy-makers? No, there is little value in combining nostalgic imaginaries with the urge to assume the worst. Yet, the general reduction in the possibility for scholars to make a difference – to *matter* – is probably real, and it is a worthwhile contemplation for any field within the societally embedded human sciences.

In this light, a set of questions can be posed concerning the societal usability of the Centre. Have we mattered? Do we matter? If



so, how? If not, why? How can we matter in the future? The goal of pondering such questions is to turn insights into future strategies for research and knowledge to have an impact. We have to matter *somehow* in order to endure. But what ways forward are there? The task of answering these questions systematically ought to be a research project in its own right, oriented towards the sociology of knowledge as a field of inquiry. Through such an effort, we would be able to verify or reject a range of tendencies that we sense but do not yet grasp. It may be argued, for instance, that the Centre, as it emerged in the 1980s, profited greatly from the winds of knowledge demand. Phrased as simply as possible, society needed to know certain things about bilingualism. The Centre subsequently grew through a fruitful interplay with non-academic actors, which in turn yielded opportunities to pursue scientific objectives. It continued to grow because the knowledge it produced remained useful in the eyes of those who govern academia, as well as for the taxpayers who ultimately financed its activities. We needed to be of value to the

societies that provided the means for our sustained existence. In this latter regard, not much, if anything, has changed.

Some questions follow. What are the pertinent knowledge voids of today? A limited-size and limited- resource research environment shall have to prioritize, while remaining attentive to the efficacy and perils of doing so. On the one hand, there is a historically manufactured knowledge core that we have a collective responsibility to uphold. Society expects us to house certain forms of bilingualism-related knowledge, and such expectations will change as society changes. Yet, on the other hand, any such national obligations must not straightjacket the progress of innovative thinking, which is key to remaining contemporary. Consequently, then, there are no clear, readily accessible roadmaps to follow. Indeed, the pathways towards mattering have deep ditches on both sides of the road, and it is vital to steer free of reality-divorced snobism as well as instrumentalism, populism, and even nationalism.

Mattering, to begin, cannot equate to producing only applied research, ultimately because knowledge that eventually matters is invariably founded on knowledge that did not appear to matter at the time it was produced. And while the label “basic research” occasionally serves to camouflage an orientation to knowledge production that is of interest to its producer only, a vital scientific milieu might benefit from an odd few whose practices break with utilitarian doctrines. Particularly in fields such as ours’, knowledge effects are standardly prolonged and indirect, and are therefore revealed at a later stage. Hence the perils of shortsightedness, and of turncoat wanderings aligned to the knowledge-political flavor of the day. It follows that the Centre cannot envision its task as being about service to society only, and certainly not only to Swedish society – we must rather maintain confidence in our judgement and sense of responsibility. We are, quite frankly, in the best position of knowing what forms of knowledge on bilingualism society needs and will need in the future. Accounting for the yet-to-come is key. Mattering cannot only be about present-day

*“So, is paradise burning? Is the priesthood of science under siege? Have we lost a knowledge-monopoly of bygone days to a herd of lobbyists and ill-advised policy-makers?”*

imaginaries of knowledge supply or instant problem solving. Moreover, as analysts of societal impact are bound to discover, the relations between knowledge production and knowledge application are complex: frequently auxiliary, interdependent and thus opaque, at times even mysterious.

However, to say that knowledge dynamics are complex is not to say that they cannot be steered and that tactics are superfluous. Quite the contrary: once decoded into strategy, such insights should prod us into thinking carefully. To be sure, the Centre is primarily devoted to *research* on bilingualism. Yet, there are ways of mattering that go beyond the research we conduct. Teaching is, arguably, our best shot at having a formative impact on society; after all, one of the ends of teaching is to equip professionals-to-be with certain ways of relating to science and university-based knowledge. Viewed in this way, research, teaching, and societal collaboration are activities nested within the scope of each other. Appreciating this insight might help us see that the potential for impact does not reside primarily in the texts we produce. Such texts have to be – located, read, and grasped in order to be – even in order to have the *ability* to be – acted upon in ways that matter beyond academia.



**Linus Salö**

*PhD in Bilingualism 2016, Associate Professor in Bilingualism at the Centre, and affiliated with the Division of History of Science, Technology and Environment, KTH Royal Institute of Technology, Stockholm. In 2019, Linus received the Erik Wellander Prize for outstanding research achievements in language policy and planning.*

# Doctoral Alumni

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“After completing my PhD in 2018 I returned to Eduardo Mondlane University, Mozambique, where I am working as an Assistant Professor teaching *Sociolinguistics* and *Introduction to Linguistic Anthropology* in undergraduate courses. I already had the experience of teaching *Advanced Research Methodology* in the Master’s course. In addition to teaching, I have also worked since 2018 as head of the central academic quality-assurance office at Eduardo Mondlane University. Recently, I was appointed Director of the Master’s course in *Bilingualism and Bilingual Education* at this university.

My designation for this new position can be attributed to my PhD in Bilingualism at the Centre for Research on Bilingualism at Stockholm University. My PhD study at this Centre allowed me to acquire solid knowledge in study subjects related to the linguistic landscape and hip hop performances. These are two areas that have been little explored in the Global South, and to make them a little more visible, I was invited to join the group of researchers of *The Catedra of Portuguese as a Second Language* where I am an advisor of the session of the linguistic landscape of Mozambique.

I owe a lot to the Centre for the new lines of research that I am introducing in Mozambique related to the exploration of multilingualism through the linguistic landscape and in hip hop performance.”

**Manuel Armando Guissemo**

*PhD in Bilingualism 2018, currently an Assistant Professor and Director of the Master’s Course in Bilingualism and Bilingual Education at Eduardo Mondlane University, Maputo, Mozambique.*

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“Ever since I started my academic studies in pedagogy, my main interest has been multilingualism. More specifically, I am interested in the complex and varied language use that follows with migration and globalization and how this affects the construction of identities. I am particularly interested in the values that different languages and different ways of speaking are attributed in different contexts. I did my PhD at the Centre for Research on Bilingualism with a thesis that explored the diversity within a specific migrant group in Sweden, and how this diversity affected their everyday communicative practices. Moreover, the multilingual individuals’ experiences of language use and the power relations that affected how they used and devel-

oped their languages made visible some of the conditions for integration in contemporary Swedish society. I intend to continue to conduct research that is relevant to society as a whole as well as to education, where linguistic negotiation processes can be related to language learning.”

**Josefina Eliaso Magnusson**

*PhD in Bilingualism 2020, currently a Senior Lecturer in Multilingualism, University of Borås.*

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“I defended my doctoral thesis in December 2020 and I am currently a postdoc researcher and a part-time lecturer at the Centre for Research on Bilingualism. In my PhD work I investigated how delayed language exposure affects long-term second language acquisition of international adoptees, and I am generally interested in understanding the neural underpinnings of language processing and its development by investigating diverse groups of language users, such as adoptees or bilinguals.

I have benefitted much from doing my PhD at the Centre. Bilingualism is an interdisciplinary research field spanning a wide range of topics and methodologies, from the humanities and social sciences to psychology and neuroscience. Although I have a background in the humanities (linguistics and Chinese studies), during my years at the Centre, I was able to advance into neuroscience through the Multilingualism Laboratory, and this move has fundamentally shaped my present research. Due to the interdisciplinary nature of the PhD program, I have also gained a broad understanding of the many facets of bilingualism research, and I thus find myself well prepared to collaborate with researchers in diverse academic fields.

I am also happy to have conducted my PhD studies at a small international research unit like the Centre, in that I have always been treated primarily as a colleague and only occasionally as a student. This means that I have been expected to conduct all tasks essential for academic life, which, in addition to teaching and publishing, included research administration and applying for travel and research grants. In this way, the transition from being a PhD student to academic employment has been smooth.

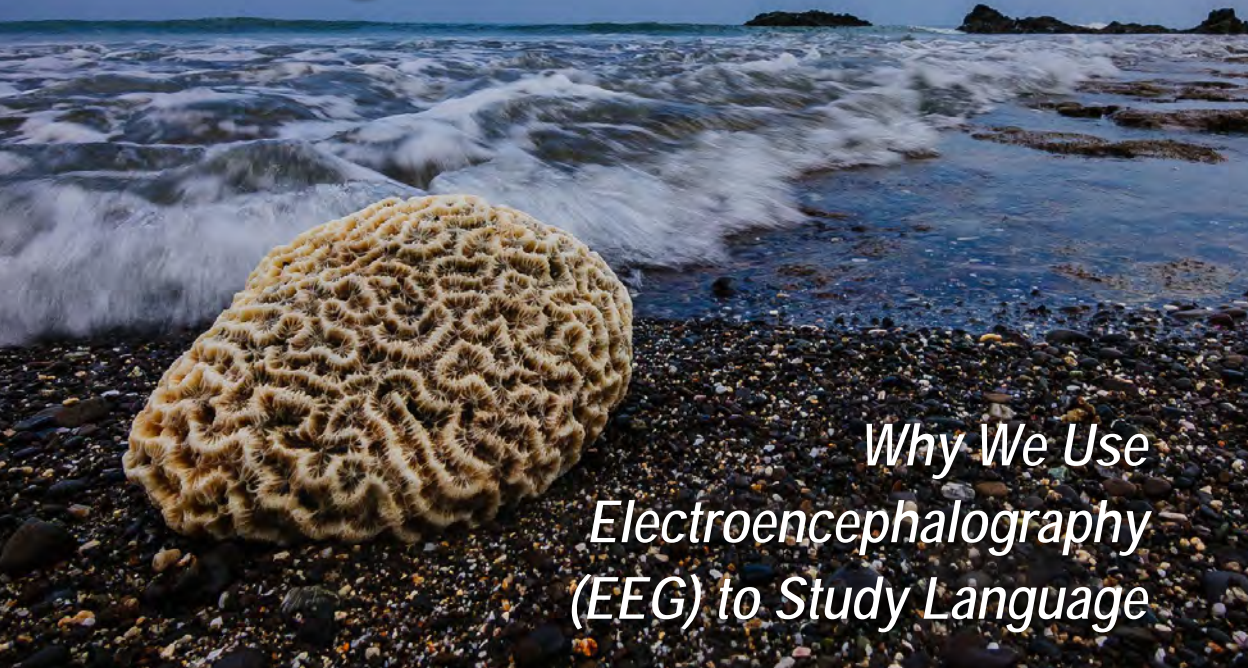
In the coming years, I intend to elaborate on my thesis research on the long-term language development in international adoptees. I also want to advance my skills and knowledge into other areas of neurosciences and developmental research.”

**Gunnar Norman**

*PhD in Bilingualism 2020, currently a Post-doctoral Researcher and Part-time Lecturer at the Centre.*



# Riding the Brain Wave



## Why We Use Electroencephalography (EEG) to Study Language

Photo: "Brain Waves" by Tirthankar Gupta, India (flickr)

Some language researchers share with surfers the fact that they spend a considerable amount of their time staring at waves. The latter typically do so in the salty winds on one of earth's numerous shores, the former are usually confined within the walls of their labs and the waves roll but within the frame of their computer screens. And just as the surfer studies only a fraction of the ocean's infinite aqueous fluctuations, the researcher looks at just a glimpse of the brain's ever flowing current of electrical oscillations.

These fine voltage oscillations are captured by attaching electrodes to a person's head, amplifying the signal, converting the continuous analogue signal into a discrete digital signal, and then recording it on a computer. After a few more processing steps to increase the signal and reduce the noise, these brain waves can reveal the neural activity un-

*"EEG can answer questions that behavioural methods can – at best – answer only indirectly, or not at all."*

derlying human behaviour.

Electroencephalography (EEG) can measure the brain's electrical activity in real time and with a high temporal resolution (significantly less than one millisecond). This is what makes EEG especially powerful in the study of language, since most processes necessary to understand a word in a sentence and form a meaningful interpretation are completed within just one second after perceiving a word. The basic EEG methodology is easy to learn, procurement and maintenance costs are comparably low, almost anyone can participate in a study, and experimental designs range from vowel discrimination to pragmatic inferencing in comic strips – to name just a few of the qualities that make EEG the method of choice for many psycho- and neurolinguistic labs.

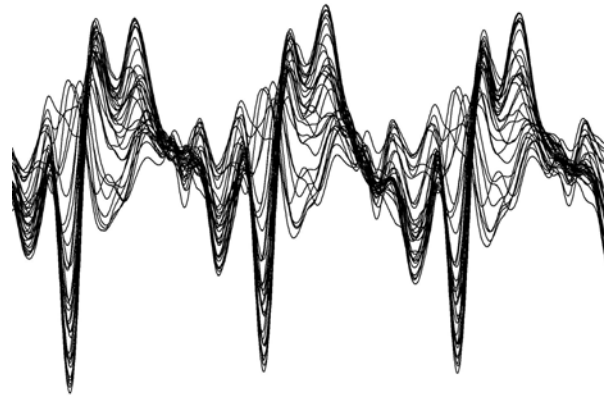
One of EEG's features distinguishes it clearly from behavioural methods: the multi-

dimensionality of the signal. In most behavioural tasks, responses can only vary along one dimension (e.g., number of correct responses in judgment tasks, reaction times in naming studies, a certain score in linguistic assessments, etc.). An EEG signal, on the other hand, can be interpreted along temporal, spatial, frequency, and polarity dimensions. Therefore, EEG can answer questions that behavioural methods can – at best – answer only indirectly, or not at all.

For instance, one could investigate the sensitivity of language learners for a certain grammatical feature in their L2 by asking them to read a number of sentences manipulating a feature of interest and, after they read each sentence, to judge its grammaticality. A possible outcome is that they could identify grammatical sentences and judge them as grammatical, and detect anomalies and judge them as ungrammatical. Statistically, they might be indistinguishable from native speakers at performing this task, and the result would be interpreted as the learners being sensitive to the grammatical feature under investigation – just like native speakers – hence labelling them nativelylike. Yet, the result leaves us in the dark about a range of important questions. When was the anomaly detected? Was it an early automatic neural response or a delayed decision after consciously reanalysing the sentences and comparing it against explicit grammar knowledge? Were the neural mechanisms and systems involved the same or different from native speakers? EEG can shed light on all of these questions, and more.

It is in fact the intriguing situation outlined above that is at the core of an ongoing research project at the Centre: Are there measurable neural differences between native speakers and second language speakers despite (quasi) identical linguistic behaviour? While this question might seem irrelevant to some (“if they behave like native speakers they are like native speakers”), it bears immense importance for theories on brain development, language learning throughout life, and language teaching.

Naturally, EEG has some limitations: It can, for instance, only detect activity of neural



*“Without doubt, EEG has pushed the boundaries of our understanding of how the brain works and has played an important role in many revolutionary scientific findings.”*

populations with a certain orientation in the upper layers of the brain, and it has a low spatial resolution. The easy accessibility of the method has also made it alluring to brush up theories with ‘brain evidence’, often leading to overly theory-specific conclusions that are not always supported by the data. The concurrent rise of ‘neuroskepticism’ is therefore not entirely surprising.

Without doubt, EEG has pushed the boundaries of our understanding of how the brain works and has played an important role in many revolutionary scientific findings. Advances in EEG technology, computing power, and statistical methods are but a few contributors to its ever-increasing popularity, and more and more research fields are utilizing EEG’s manifold possibilities. And so it seems that even a hundred years after its invention, we are just beginning to ride the brain wave.

**Dominik Freunberger**

*PhD in Linguistics 2017, Post-doctoral  
Researcher at the Centre 2018–2021.*

# Staff 2019–2020

## Present but not pictured:

**Josefina Eliaso-Magnusson**, PhD Student in Bilingualism, defended on November 23, 2020.

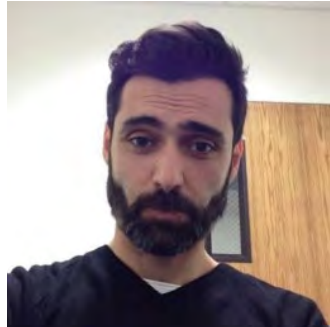
**Anne-Charlotte Rendahl**, Lecturer in Bilingualism and Student Administrator.

During 2019–2020 a total of 22 research/teaching staff members worked at the Centre (10 women, 12 men). In addition, there were 3 external PhD supervisors, 16 external part-time teachers and BA/MA thesis supervisors, 2 international guest PhD students, and 6 research assistants. 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, Staffan Larsson, Samkelo Mabija, Pia Nordin, Mattias Pettersson, and private.*



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



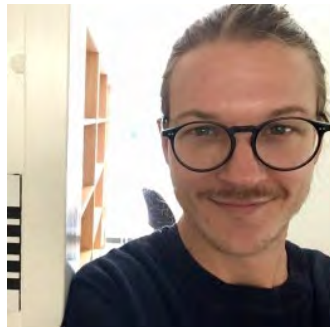
**José Alemán Bañón**, PhD in Linguistics, University of Kansas, USA, 2012. Associate Professor in Bilingualism. Lab Director.



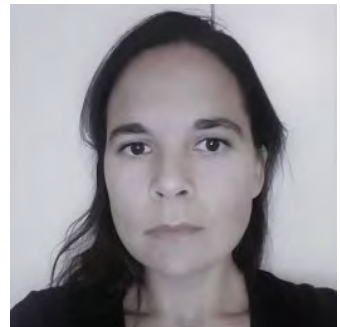
**Tatiana Antontchik**, PhD Student. Administrative Director of Studies of the Master's Programs in Bilingualism and Swedish as a Second Language.



**Emanuel Bylund**, PhD in Bilingualism, Stockholm University, 2008, and in Spanish Linguistics, Stockholm University, 2009. Professor 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. (On leave Jan–July 2019, then left permanently.)





**Linnea Hanell**, PhD in Scandinavian Languages, Stockholm University, 2017. Temporary Assistant Professor in Bilingualism/Swedish as a Second Language.



**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. (On leave 2020, Professor in Educational Work, Umeå University.)



**Caroline Kerfoot**, PhD in Bilingualism, Stockholm University, 2009. Professor in Bilingualism. Director of Studies of the PhD Program. 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.



**Gunnar Norrman**, PhD Student in Bilingualism, defended on December 14, 2020. Lab Technician.



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



**Linus Salö**, PhD in Bilingualism, Stockholm University, 2016. Associate Professor in Bilingualism.



**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.



**Nathan Young**, PhD in Linguistics, Queen Mary, University of London, 2019. Temporary Assistant Professor in Bilingualism/Swedish as a Second Language, and Researcher with the University of Bern.



**Natalia Volvach**, PhD Student in Bilingualism.

### External teachers, supervisors, and examiners:

**Florian Jaeger** (Univ. of Rochester, USA), **Guillaume Thierry** (Bangor Univ., UK), **David Karlander** (Hong Kong Univ.), **Guillermo Montero-Melis** (Max Planck Institute for Psycholinguistics, Nijmegen, Netherlands), **Jaana Kolu** (Univ. of Eastern Finland), **Disa Bergnehr** (Univ. of Borås), **Sabina Ivenäs** (Linköping Univ.), **Ylva Falck** and **Kamilla György Ullholm** (Dept. of Language Education, Stockholm Univ.), **Daniel Bränn**, **Julia Forsberg**, **Hanna Hallmén**, **Nicklas Juncker**, **Marie Nelson**, **Ana Rodriguez Gonzalez**, **Lisa Rudebeck**, **Maria Rydell**, **Gunlög Sundberg**, and **Daria Titarenko** (Dept. of Swedish Language and Multilingualism, unit for Swedish/Scandinavian Languages).

### Guest researchers/PhD students:

**Alessandra Dezi**, PhD Student in Germanic, Romance and Slavonic Languages and Literatures, Univ. of Tartu, Estonia, and **Mahmoud Qaracholloo**, PhD Student in Applied Linguistics at Allameh Tabata-ba'i Univ. of Tehran, Iran.

### Research assistants:

**Petrus Isaksson** (MA Student in Philosophy, Stockholm Univ.), **Pia Järnefelt** (also teacher) and **Rita Simonis** (MA Students in Bilingualism, Stockholm Univ.), and **Anne Marte Haug Olstad** and **Ane Theimann** (MA Students in Language Studies with Teacher Education/Linguistics, MultiLing, Univ. of Oslo, Norway).

# RJ Sabbatical

## *and the Centre*

**With RJ Sabbatical**, a special grant announced yearly since 2014 by Riksbankens Jubileumsfond, researchers can get funding to complete research already at an advanced stage and to write syntheses to the full extent of their employment. The grant enables the researcher to write major works or syntheses (monographs or journal articles) which are likely to be regarded as representing significant scholarship. It also includes a mandatory stay abroad of a minimum of one month.

**Four Centre staff members** (see below) applied for RJ Sabbatical, one per year in 2016, 2017, 2019, and 2020, respectively (no applications from the Centre were submitted in 2014, 2015 and 2018). In these particular four years, a total of 66 sabbaticals were granted to researchers throughout Sweden. The yearly number of accepted proposals was between 15 and 20, with acceptance rates between 21 % and 48 %. Of these 66 successful applications, 17 were from Stockholm University, of which 12 came from researchers at the Faculty of Humanities. In other words, almost one fourth (4 out of 17, or 24 %) of the grants to Stockholm University, and one third (4 out of 12, or 33 %) of the grants to the Faculty of Humanities, went to Centre staff, as follows:

**Niclas Abrahamsson**, 2016 (12 months, used in 2017): *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?* Stay abroad: one month in Canada (two weeks at

the Dept. of Linguistics, Simon Fraser Univ., Vancouver/Burnaby Campus, and two weeks at the Dept. of Educational Psychology, Univ. of Alberta, Edmonton).

**Caroline Kerfoot**, 2017 (12 months, used in 2018–2019): *Postracial Potentials: Language, Identity, and Epistemic Access in Multilingual Schools*. Stay abroad: one month in USA (Graduate School of Education, Univ. of California, Berkeley).

*“Almost one fourth of the grants to Stockholm University, and one third of the grants to the Faculty of Humanities, went to Centre staff”*

**Christopher Stroud**, 2019 (12 months, used in 2019–2020): *Linguistic Citizenship: Decolonial Dialogues*. Stay abroad (still due, because of Covid-19): one month in Brazil (Dept. of Modern Letters, Univ. of Sao Paulo).

**Emanuel Bylund**, 2020 (12 months, to be used in 2021–2022): *New Horizons in the Study of Multilingualism and Thought*. Planned stay abroad: one month in Wales, UK (Dept. of Psychology, Bangor Univ.), and two weeks in Finland (Dept. of Psychology and Speech-Language Pathology, Univ. of Turku).

■

# *Language, Event Conceptualization &* **Eye-Witness Memory**

**Most humans are continually exposed** to different kinds of visual stimuli. On a daily basis, individuals witness countless situations, participate in episodes with different degrees of involvement, and receive input from the environment and other individuals. All this information needs to be encoded and processed to construct a meaningful representation of the situations observed or experienced. Moreover, the potential necessity to communicate and describe events makes language a crucial tool in this process.

In the past decades, the number of studies addressing the influence of language on event conceptualization has increased. One of the main issues has been whether human perception and cognitive processes are universal or constrained by the language or languages an individual knows. Whereas some studies suggest that language is not inherent in the cognitive representations of certain events, there is abundant research that stresses the role of language as crucial. Research that focused on both monolingual and bilingual speakers has shown that even small variations in the type of language used (such as word choice, differences in verb aspect, sentence formulation, verb transitivity, or the specific language used to encode and retrieve certain information) affect event conceptualization and/or memory accuracy. Because languages differ in syntactical, lexical, and semantical features, when individuals must communicate about an event that has occurred, they need to adapt their descriptions of the observed situations into linguistic formulations provided by the speakers' languages.

Our research aims to examine the role of language in the domain of causation in monolingual and bilingual witness memory. More specifically, our aim is to investigate whether Swedish and Spanish

*“Our goal is to expound an agency/intentionality continuum to determine the degree of intransitivity necessary to establish a memory trace.”*





monolinguals show differences in how they encode and recall intentional and accidental actions (e.g., *The actor is sitting at a table, takes a spoon, and bends it by using his hands* vs. *The actor is sitting at a table, and while taking ice cream from a tub mockup bends the spoon*), and to explore the performance of Swedish-Spanish bilinguals in the same tasks, in Swedish and Spanish, respectively. In addition, linguistic differences in the verbal formulation of causal intentionality in Swedish and Spanish, and how these linguistic divergences may affect the accuracy of the subjects' memories for agents (i.e., the specific actor that performed each action) and events (i.e., whether the event was intentional or non-intentional) will be inspected. Our goal is to expound an agency/intentionality continuum to determine the degree of intransitivity necessary to establish a memory trace. In other words, we wish to investigate the impact of very distinctive linguistic formulations on memory (e.g., agentive descriptions *vs.* inchoative descriptions) as well as how sentence construction and other linguistic markers of accidentality might affect recall performance.

It is relevant to scrutinize what types of events, what event aspects, and under which circumstances event conceptualization may lead to variations in cognitive processes due to cross-linguistic differences. Our research aspires to increase our knowledge about the relationship between cross-linguistic differences and memory in the domain of causation, and to evaluate possible implications on practical levels, such as in educational, legal, or communication settings.

**Marta Quevedo Rodriguez**

*PhD Student in Bilingualism at the Centre.*

**"Ögat"**, mosaic at Görvälns Slott  
by Maria Ängquist Klyvare.

Photo: Marta Quevedo Rodriguez.

*A Few Words on*

# Publishing

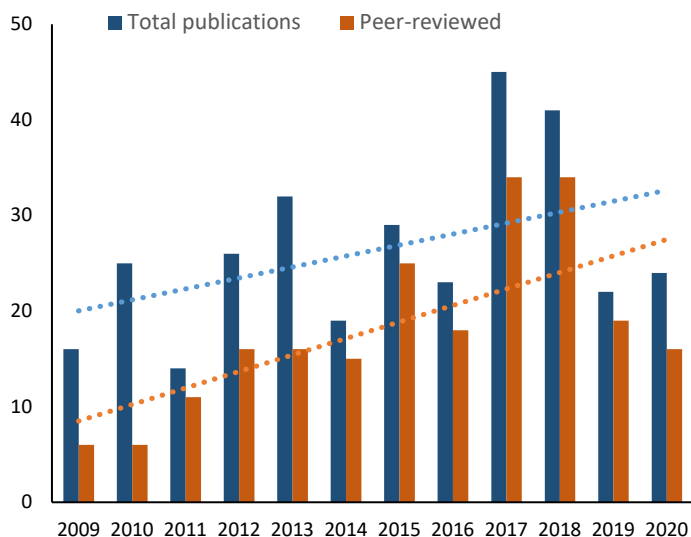
**As stated in our previous biennial report**, the Centre has increased its volume of publications considerably during the past decade, the years 2017/2018 setting a record in our publishing history with 45 and 41 publications, respectively. It was also established that the share of peer-reviewed publications (books, edited volumes, chapters in edited volumes, and articles in international scientific journals) has increased, and that researchers more often than before publish their work in journals outside of the specialized areas of Bilingualism and Second Language Acquisition, in such areas as general Linguistics, Psychology, Sociology, and Education.

These trends very much continue throughout 2019/2020 – with one salient exception: the total number of publications decreased to 22 and 24. We need to go back to 2014 and 2016, respectively, to find similar figures. Should we be worried? Most certainly not, since comparing consecutive years is not the best way to analyze gross changes over time. First of all, believe it or not, researchers’ productivity *does*, in fact, vary over time, which is something that is likely to cause quite large fluctuations in the bibliometric pattern of a small research unit like our Centre. In addition, with a publishing cycle based on the quite arbitrary calendar year, some publishing houses are tempted to push the publication of a book that was originally scheduled for the end of a year, to the beginning of the following year, in order to make the volume seem more recent than it actually is. Furthermore, one can only speculate how much of the dip for 2020 can be attributed to Covid-19-related delays in different publication processes. The fact is, however, that quite a large number of books and book chapters that were “in press” in 2019 remained “in press” during the whole of 2020 (and during a large portion of 2021).

**Peer-reviewed book chapters and edited volumes 2019–2020 were published by:**

- Bloomsbury Academic
- Dialogos
- FLUL, Letras Lisboa
- Institutet för språk och folkminnen, Språkrådet
- John Benjamins Publishing
- Multilingual Matters
- Oxford University Press
- Palgrave Macmillan
- Routledge
- SAGE
- Skolverket
- Studentlitteratur
- Waxmann

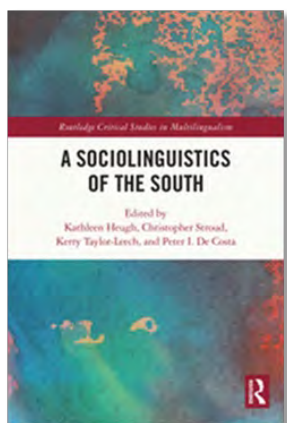
## Publishing trends 2009-2020



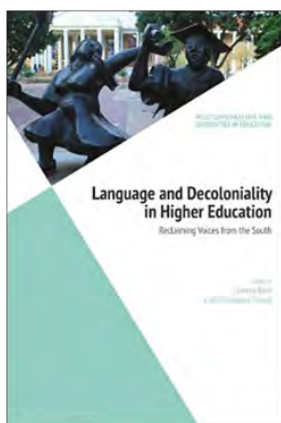
In fact, if one were also to include in our bibliometrics for 2020 the volumes and chapters that were “in press”, online first-view/ahead of print journal articles, as well as the two defended doctoral dissertations, it would all add up to the more flattering figure of 49 publications for 2020 – a figure that somewhat more reasonably reflects the perceived publishing activity during the period in question. In fact, a sneak peek at the publication rate half-way through 2021 confirms that the current dip is, indeed, temporary in nature.

### Peer-reviewed journal articles 2019–2020 were published in:

- Apples – Journal of Applied Language Studies
- Applied Linguistics
- Bilingualism: Language and Cognition
- Classroom Discourse
- Cognition
- Cortex
- Current Issues in Language Planning
- Education Inquiry
- Euxeinos – Culture and Governance in the Black Sea Region
- Frontiers in Psychology
- International Journal of Multilingualism
- International Multilingual Research Journal
- Journal of Multilingual & Multicultural Development
- Journal of Neurolinguistics
- Language and Speech
- Language in Society
- Language Learning
- Multilingua
- Multilingual Margins
- Neuropsychologia
- Quarterly Journal of Experimental Psychology
- Rapporten från Forskningsgruppen för utbildnings- och kultursociologi
- Sakprosa
- Studies in Second Language Acquisition
- Working Papers in Urban Language & Literacies



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Publications from 2017–2018 can be found in our previous biennial report, download at [biling.su.se](http://biling.su.se).

*The Value in*

# Computational Modelling

Any researcher in the social sciences steeped in experimental work would be familiar the crisis which continues to beleaguer the field. The fact that between 25% and 67% of studies in the social and behavioural sciences do not reliably replicate demands reflection by anyone who takes their work seriously. If landmark studies that are meant to inform our understanding are thrown into doubt, then we risk building our theses on weak foundations.

With so much at stake, standards are being raised. Greater data sharing over open-source platforms, pre-registration of studies that declare researcher hypotheses and predictions upfront, and the growing adoption of Bayesian statistics to quantify the degree of confidence in our results in place of the binary  $p$ -value, are but some examples.

To an aspiring PhD in the field of speech science, it is encouraging to see such efforts being put into maintaining the integrity of the field. After all, nobody wants to be a graduate of bunk science.

In my work on adaptation to L2-accented speech, I had my own first-hand experience of failing to replicate experimental results. When working within limited timeframes, this can be a quite distressing but probably not an uncommon event. When something like this happens, one of several steps could be taken to resolve the situation:

- (1) Speculate a lack of experimental power and increase the number of participants and see if the investigated effect materialises.
- (2) Take the null result to be meaningful and hypothesise another explanation for the conflicting finding.
- (3) Try 1 and 2 with no success and retire the study to the file drawer, telling yourself that the original study was probably a Type I error.
- (4) Frantically design a new study with the hope that you did not lose too much time.

Fortunately, I ended up doing none of the above, although my collaborators\* and I did our best to systematically consider these

\* Xin Xie and Florian Jaeger  
of the Human Language  
Processing Lab at the  
University of Rochester  
Brain & Cognitive Sciences  
Department, USA.



Illustration: Cdd20, Pixabay

explanations (for details, download the report available at <https://osf.io/72fkx/>).

One alternative explanation that often slips our minds is that perhaps theory would actually predict a null result. Wouldn't it be worth investigating if that was indeed the case? A null result can be meaningfully investigated via the application of computational modelling. Through modelling the experiment, we were able to show with a high degree of confidence that the null effect was indeed predicted by current theories of spoken word recognition. This result was itself interesting, because researchers by default consider their null results as failures – perhaps a symptom of journals regularly rejecting null findings even if they are interesting.

The word “modelling” makes many researchers in speech perception and second language acquisition squeamish because it triggers images of incomprehensible code and intimidating Greek letters. This reaction is understandable given our background in the humanities. But for those willing to get past that hurdle the payoff is significant. Formulating our hypotheses into computational models forces us to exercise a level of specificity and clarity that can be difficult to achieve otherwise. It rewards us with specific, testable predictions. You may even learn that a result that initially seemed surprising isn't actually surprising after all, or that what you took for granted isn't at all what is predicted.

The larger point is that there is a limit to what can be interpreted from results of a behavioural experiment alone. It is not that empirical data is uninformative to our understanding of human language or theory. It is that the actual work of running fully specified computational models demands that we be explicit about the assumptions that we frequently take for granted; assumptions that may have undesirable consequences for the conclusions we make and publish in the field.

*“After all, nobody wants to be a graduate of bunk science.”*

**Maryann Tan**

*PhD Student in Bilingualism at the Centre.*

# Multilingualism & Thought

Does the language you speak influence the way you think? The relationship between language and thought has been subject to debate since the Antiquities, and in modern times this debate has been quite heated: for instance, cognitive psychologist Steven Pinker maintains that the idea that language influences thought is “wrong, all wrong!”, while philosopher Daniel Dennett argues that language “infects and inflects our thought at every level.” However, neither of these claims are empirically grounded, and it is only recently that experimental paradigms have been developed to actually put these questions to the test. The evidence generated over the past decade shows that the influence of language on thought is more varied and complex than what was previously assumed: linguistic categories may influence specific cognitive and perceptual processes under certain conditions. In view of such findings, research on language and thought has moved away from the simplistic conception that the influence of linguistic categories on thought is an all-or-nothing phenomenon.

The possibility that language may indeed influence our thought processes raises an important follow-up question: What happens if you speak more than one language? Do you perhaps have different modes of thought linked to each of your languages, or do you think in a hybrid fashion? Extending the research on linguistic relativity to the domain of multilingualism has been important for various reasons: first, multilingualism is globally more common than monolingualism, so ecological validity would be compromised if language and thought were studied from a monolingual perspective only. Second, investigating multilingualism and thought offers the opportunity to examine how conceptual representations change during additional language learning, as a natural experiment in real-time.

Despite the theoretical and methodological advantages offered by a multilingual approach to language and thought, it is only in recent years that research on this topic has experienced a surge. A number of studies are now available that investigate multilingual thought processes in domains such as time, motion, colour, objects, and emotions. Important questions that are currently being addressed by these studies include:

- (1) To what extent do multilingual and monolingual thought processes align?

In other words, do multilingual individuals categorise reality in the

*“Do multilingual individuals categorise reality in the same way as monolinguals, or do they exhibit categorisation patterns that merge the specific preferences of the languages they speak?”*

same way as monolinguals, or do they exhibit categorisation patterns that merge the specific preferences of the languages they speak?

- (2) To what extent can multilinguals switch between language-specific patterns of thought?

That is, to the extent that multilinguals exhibit monolingual categorisation preferences, can they also switch between the preferences of the one language to the other, depending on the linguistic context?

- (3) What is the impact of acquisition trajectory and current language experience (e.g., proficiency and daily use) on language-specific patterns of thought?

For instance, is it the case that simultaneous bilinguals are more likely to exhibit merged patterns of language-specific behaviour than foreign language learners, because of the specific circumstances under which they acquired their multilingual competence? Or, are second language learners with greater proficiency more likely to exhibit native-like patterns of categorisation compared to learners with lower levels of proficiency?

Empirical findings on these questions suggest that multilinguals may both align with monolingual behaviour, as well as flexibly switch between the specific behavioural patterns of each of their languages. The extent to which they perform either of these procedures seem to be modulated by different experiential factors, including age of acquisition and proficiency. These findings are, however, somewhat tentative because of the early state of the field, and further evidence is necessary before firm conclusions may be drawn.

Looking ahead, important questions – in addition to those outlined above – concern the following:

- (4) What are the specific mechanisms at stake during cognitive and perceptual processing in multilinguals?

For instance, speaking more than one language arguably provides the individual with a greater set of top-down predictions during categorisation. What, then, determines which language-specific predictions are drawn upon, and how flexibly can they change activation levels? Relatedly, in what instances may language-specific predictions from both languages be over-ridden by perceptual bottom-up input?

- (5) How do the insights generated in a laboratory environment translate to real-life behaviour?

Thus far, almost all evidence on multilingualism and thought comes from psycholinguistic laboratories. While these environments yield highly precise and controlled data, the experimental tasks used may have a limited correspondence to real-life situations. Therefore, in order to arrive at an understanding of multilingual thinking in its full complexity, it will be important to observe language-related thought processes and behaviour during naturalistic, everyday encounters and interactions.

*“Thus far, almost all evidence on multilingualism and thought comes from psycholinguistic laboratories. While these environments yield highly precise and controlled data, the experimental tasks used may have a limited correspondence to real-life situations.”*

**Emanuel Bylund**

*PhD in Bilingualism 2008, PhD in Spanish Linguistics 2009, Professor in Bilingualism at the Centre.*

# 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 in 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 887 during 2019–2020. 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 37 in 2019–2020, and another 49 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, the summer/outreach courses *Språk, mångfald och arbetsliv: Språkvetenskap för rekrytering* ("Language, Diversity and Worklife: Linguistics for Recruitment"), *Kultur, kommunikation och språklig mångfald* ("Culture, Communication and Language Diversity"), *Språkinläring och språkanvändning ur ett flerspråkigt perspektiv* ("Language Learning and Use from a Multilingual Perspective"), and *Tråspråkighet och tvåspråkig utveckling hos barn* ("Bilingualism and Bilingual Development in Children"), attracting a total of 185 students in 2019–2020.





# Defended MA Theses 2019–2020

## Bilingualism

*Investments in heritage language. A comparative case study of Turkish speakers in Sweden and France.*

*Berrak Pinar Uluer*

**Year:** 2019 **Level:** Master

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

*Exploring multilingual selves: Multicultural individuals' perspectives on happiness and changes in personality.*

*Iva Nikolova*

**Year:** 2019 **Level:** Master

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

*Emotions and jokes in a foreign language. A qualitative study on non-native speakers' experiences of emotions and humor in the second language.*

*Maria Limper Nalmpanti*

**Year:** 2019 **Level:** Master

**Supervisor:** [Linnea Hanell](#)

*No tea, no shade: The perceived authenticity of AAVE-enregistered phrases on Twitter.*

*Orakan Leepraphantkul*

**Year:** 2019 **Level:** Master

**Supervisor:** [Linnea Hanell](#)

*Nog är ju viktigt: The role of modal particles nog and ju in responsibility attribution in L1 and L2 speakers.*

*Pia Järnefelt*

**Year:** 2019 **Level:** Master

**Supervisor:** [Guillermo Montero-Melis](#)

*Language ideologies & practices in multilingual contexts: The case of Sub-Saharan African countries.*

*Evado Adjele Arfs*

**Year:** 2019 **Level:** Master

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

*Linguistic legitimacy and L2 speaker identity. The experiences of immigrant L2 speakers in Sweden.*

*Maria Thérèse Ranégie-Ribbås*

**Year:** 2019 **Level:** Master

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

*Motion events categorisation in early bilinguals.*

*Rita Simonis*

**Year:** 2019 **Level:** Master

**Supervisor:** [Emanuel Bylund](#)

*Language requirements for Swedish citizenship.*

*Fredrik Johnsson*

**Year:** 2020 **Level:** Master

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

*Examining pronominal resolution in L1 Greek - L2 Swedish speakers.*

*Eleni Vasileiou*

**Year:** 2020 **Level:** Magister

**Supervisor:** [Emanuel Bylund](#)

*How Chinese-English bilinguals think about time: The effects of language on space-time mappings.*

*Qinjun Zhang*

**Year:** 2020 **Level:** Magister

**Supervisor:** [Emanuel Bylund](#)

## Swedish as a Second Language

*None 2019–2020.*

# PhD Training

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 31 (19 women, 12 men) – that is, a little more than one per year on average. The number of active PhD students in 2019–2020 was 8, one new PhD student entered the program, and two PhD theses were defended (see next page). The director of the PhD program 2019–2020 was Caroline Kerfoot.

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.

Gunnar Norrman defending his PhD thesis on Zoom,  
December 14, 2020. Opponent: Professor Janet Werker,  
University of British Columbia, Canada.

Photo: Maria Rydell



# Defended PhD Theses 2019–2020

## ***Språk, diaspora, makt: Flerspråkiga resurser och diasporaidentiteter bland unga vuxna i Sverige***

*[Language, Diaspora, Power: Multilingual Resources and Diaspora Identities among Young Adults in Sweden]*

*Josefina Eliaso Magnusson*

**Date:** 23 November 2020

**Faculty Opponent:** Professor Tommaso Milani, Univ. of Gothenburg

**Committee:** Professor Nigel Musk (Linköping Univ.), Associate Professor Ellen Bijvoet (Uppsala Univ.), Associate Professor BethAnne Paulsrud (Dalarna Univ.). Substitute: Professor Emanuel Bylund (the Centre)

**Supervisors:** Christopher Stroud (main), Disa Bergnehr (Univ. of Borås)

*Josefina is currently a Senior Lecturer in Multilingualism at the University of Borås.*



## ***Age and Constraints on Language Learning: First Language Retention and Second Language Acquisition in International Adoptees***

*Gunnar Norrman*

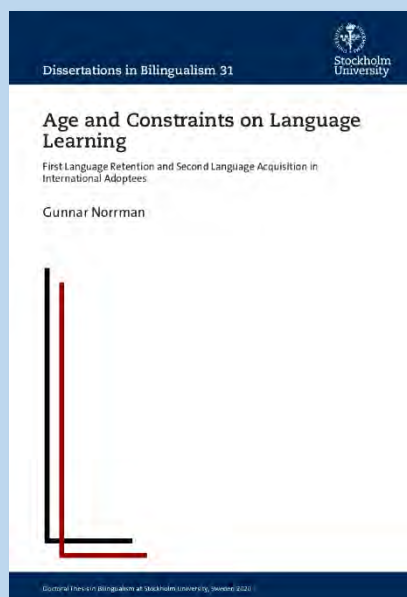
**Date:** 14 December 2020

**Faculty Opponent:** Professor Janet Werker, Univ. of British Columbia, Canada

**Committee:** Professor Robert DeKeyser (Univ. of Maryland, USA), Associate Professor Eric Pakulak (Stockholm Univ.), Associate Professor Elisabet Tiselius (TÖI). Substitute: Professor Natalia Ganuza (Uppsala Univ.)

**Supervisors:** Emanuel Bylund (main), Guillaume Thierry (Univ. of Bangor, UK)

*Gunnar is currently a Postdoctoral Fellow through a 2-year Postdoc grant from Olle Engkvists stiftelse, and a part-time lecturer at the Centre.*



# PhD Projects 2019–2020

## **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, Disa Bergnehr (University  
of Borås)

*“Språk, diaspora, makt. Flerspråkiga resurser och diasporaidentiteter bland unga vuxna i Sverige”*  
[*“Language, Diaspora, Power. Multilingual Resources and Diaspora Identities among Young Adults in Sweden”*] (defended on November 23, 2020)

## **Luke Holmes**

Supervisors: Caroline Kerfoot (main), Linus Salö

*“The Ethics of Internationalisation: Language and Hospitality in Swedish University Life”*

## **Patric Klagsbrun Lebenswerd**

Supervisors: Christopher Stroud (main),  
Caroline Kerfoot

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

## **Gunnar Norrman**

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

*“Age and Constraints on Language Learning. First Language Retention and Second Language Acquisition in International Adoptees”* (defended on December 14, 2020)

## **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)

*“Distributional Learning as a Mechanism for Perceptual Adaptation to Variability in Speech”*

## **Natalia Volvach**

Supervisors: Christopher Stroud (main),  
Caroline Kerfoot

*“On the Other Side? Semiotic Ideologization of the Crimean Space”*

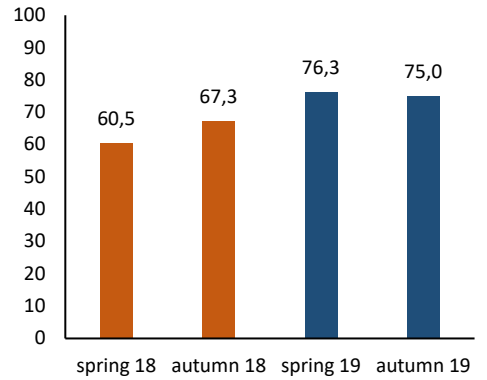
# Grammar Studios

## *Supplemental Instruction within the Teacher Education Program in Swedish as a Second Language*

In 2018, the Centre started several initiatives financed by the chancellor's funding for quality development of education, with the goal of improving the quality and quantity of grammar teaching within the Teacher Education Program in Swedish as a Second Language. One of the most successful initiatives was Supplemental Instruction (SI), in the form of "grammar studios". SI is an internationally used pedagogical model based on collaborative learning. Older students who have already completed a certain course meet with current students in small groups. The older students – called SI leaders – do not act as additional teachers, but as support and role models for the younger students in a more casual and informal environment.

The course *Swedish Grammar in a Cross-linguistic Perspective* was chosen for several reasons, primarily because students can only proceed to the program's next term studies if this course has been successfully completed. In addition, the course suffered from a high number of dropouts, relatively low numbers of passing students, and low achievement grades. The course was perceived by students as challenging and scaring.

First results of the implementation of SI were presented at *Stockholm University's Teacher Conference* in November 2020, and focused on the pre-Covid period (spring and autumn semester 2019). Both the qualitative and the quantitative results were positive throughout: student evaluations showed that students experienced the grammar studios as very positive, and significantly more students passed the final exams when SI was given (spring and autumn term 2019) than when not (spring and autumn term 2018):



Percentages of students passing final grammar exams.

In addition, one of the goals of the grammar studios has been to attract students of diverse grammar proficiency, not only weaker ones. The results of grammar tests in a pretest-posttest design study carried out during the autumn term 2019 showed that, irrespective of their previous knowledge, students who regularly participated in the grammar studios showed on average better results both in post-tests and in final exams than those who never or very rarely participated.

Based on the results of the SI initiative, the Centre has granted funding and implemented the grammar studios as an integral part of the grammar course within the teacher education. The Covid-19-related switch to online grammar studios was initially a challenge, but with the help of already experienced SI leaders, the studios have managed to attract even more students. Over the last five terms, many different students have been trained as SI leaders, and two to three SI leaders have been working simultaneously with two groups of students during each term. The initiative was realized in cooperation between the director of studies, an SI coordinator who trained and mentored the SI leaders, the SI leaders, and the grammar course teacher.

### **Goran Maljan**

*PhD in Linguistics 2016, Temporary Assistant Professor in Bilingualism/Swedish as a Second Language at the Centre, grammar course teacher.*

### **Susan Sayehli**

*PhD in Linguistics 2013, Assistant Professor in Bilingualism at the Centre, Director of Studies of the Teacher Education Program in Swedish as a Second Language.*

# Variationist Investigations

## *amid Linguistic Contact*

**Bilingualism research** is often conceptualized through the lens of individual bilingualism or, at times, through the lens of small groups of speakers. An additional phenomenon of interest, however, is *linguistic contact* and its implications for *population-wide language variation and change*. For approximately twenty years, the Centre has been engaged in research on new linguistic contact varieties in Sweden, the most famous of which is known as “Rinkeby Swedish” or Swedish multi-ethnolect.

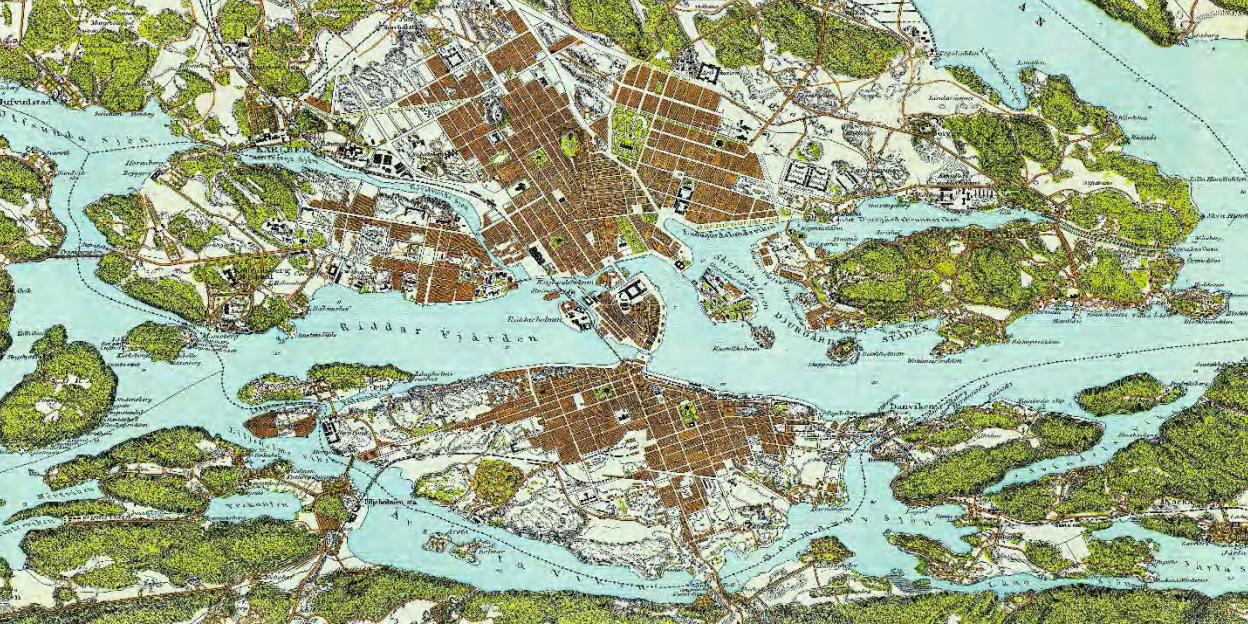
Much of this research has shed light on ideologies and popular constructions of these new urban varieties. Ethnography and interactional discourse analysis have been the principal methods behind this approach – see, for example, the research by Professors Caroline Kerfoot and Christopher Stroud, amongst other Centre collaborators over the years. More recently, the Centre has expanded its focus, investigating the specific lexical, syntactic, and phonetic features that have emerged amid linguistic contact and how these features are part of greater language change. Quantitative analyses of large datasets constitute the methodological approach behind these investigations.

One such investigation was Natalia Ganuza’s doctoral research on verb-second violations among teenagers with foreign-born parents. The innovation is highly emblematic in Sweden today, and Ganuza’s main finding was of significant importance: in her analysis of 127 teenagers, she found they have a high degree of register control. They almost never produce V2 violations in their written work or in formal classroom settings, reserving the feature for high-involvement peer-group discussions.

More recently, we investigated the apparent innovation of “staccato rhythm” in the Swedish of Stockholm’s working-class migrant suburbs, and confirmed that the rhythm is indeed more rhythmically staccato than in mainstream styles, offering evidence from over 40,000 measured vowel sequences. Importantly, the study also found a high degree of register control, similar to Ganuza’s findings. Speakers become less staccato in more formal speech situations. Crucially,

*“More recently, the Centre has expanded its focus, investigating the specific lexical, syntactic, and phonetic features that have emerged amid linguistic contact and how these features are part of greater language change.”*





Stockholm 1861.

we also found that the innovation may be embedding itself into mainstream Stockholm Swedish: younger speakers of *non-migrant* heritage from the higher social classes were also producing radically more staccato speech than their older counterparts. We propose that the current radical transformation of Stockholm Swedish resembles the situation 100 years ago when the city experienced waves of migration from its rural surroundings. This period of dialect contact gave birth to the city's working-class *Ekensnack*, a process by which stigmatized foreign features became redefined as indigenous to Stockholm. In similar fashion, the stigmatized contact features of today are undergoing a similar social rebirth.

The contact phenomena discussed above are not unique to Sweden; rather, these sorts of changes are widespread across Europe. The Centre recently partnered with the University of Bern (with a grant from the Swiss National Science Foundation) to investigate prosodic changes in Southern British English and whether these changes might be transmittable by means of social media. Researchers typically think of linguistic contact in terms of face-to-face contact, but this project pushes the envelope by investigating the extent to which contact through social media can *activate* change in spoken language. The project is still ongoing, but we anticipate interesting results.

In tandem, these endeavors reflect the greater aim of the Centre, which is to describe and explain linguistic phenomena connected to bi-/multilingualism. As our world becomes increasingly diverse, these phenomena are becoming more and more relevant to our daily lives. For everyday people who might encounter the contact-related change we describe above, having reliable explanations rooted in evidence-based science will be paramount.

### **Nathan Young**

*PhD in Linguistics 2019, currently a Marie Skłodowska-Curie Post-doctoral Fellow at the University of Oslo, Norway, and a Part-time Lecturer at the Centre.*

*“We propose that the current radical transformation of Stockholm Swedish resembles the situation 100 years ago when the city experienced waves of migration from its rural surroundings.”*

# The Higher Seminar

## *in Bilingualism*

### **Spring 2019**

Tuesday 5 February, 15.00-16.30

#### **Alia Amir**

Department of Language Education,  
Stockholm University

*English language in bilingual  
educational contexts: L1,  
English, or both?*

Thursday 7 February, 15.00-16.30

(special seminar)

#### **Estêvão Cabral**

Babylon Center for the Study of  
Superdiversity, Tilburg University,  
The Netherlands

#### **Marilyn Martin Jones**

School of Education, University of  
Birmingham, UK

*Football in the diaspora:  
Diverse semiotic resources in  
the construction of trans-  
national identities*

Tuesday 19 February, 15.00-16.30

#### **Liliam Prytz Nilsson**

Instituto de Políticas Lingüísticas,  
Ministerio de Cultura, Educación,  
Ciencia y Tecnología de la Provincia  
de Misiones, Argentina

*Between worlds: Two bilin-  
gual programs in Misiones*

Tuesday 5 March, 15.00-16.30

#### **Marit Westergaard**

Department of Language and  
Culture, UiT The Arctic University of  
Norway, Tromsø, and Department  
of Language and Literature, NTNU  
Norwegian University of Science  
and Technology, Trondheim,  
Norway

*Micro-variation in multilin-  
gual situations: The impor-  
tance of linguistic proximity  
and property-by-property  
acquisition*

Tuesday 19 March, 15.00-16.30

#### **Ute Bohnacker**

Department of Linguistics and  
Philosophy, Uppsala University

*Multilingualism in preschool-  
ers and first-graders: Typical  
development vs. language  
impairment*

Tuesday 9 April, 15.00-16.30

#### **Xolisa Guzula**

School of Education, University of  
Cape Town, South Africa

*Creating linguistic third  
spaces as step towards  
decolonising language and  
literacy pedagogies in initial  
teacher education*

Tuesday 16 April, 15.00-16.30

#### **Julia Uddén**

Department of Psychology,

Stockholm University

*Neurobiological constraints  
on sentence processing and  
artificial grammar learning*

Tuesday 14 May, 15.00-16.30

#### **Derek Pardue**

School of Culture and Society,  
Aarhus University, Denmark

*Creole emplacement: How  
languages make place and  
how speakers make politics*

Tuesday 11 June, 15.00-16.30

#### **Luke Holmes**

Centre for Research on Bilingualism,  
Stockholm University

*Disrupting dual mono-  
lingualisms? Towards a  
multilingual approach to  
internationalisation in  
Swedish university life*

### **Fall 2019**

Tuesday 3 September, 15.00-16.30

#### **Ingela Holmström**

Department of Linguistics,  
Stockholm University

*Learning a language in  
another modality: A case  
study of bimodal L2 learning*



Tuesday 17 September, 15.00-16.30

**Alexandra Dylman**

Department of Special Education,  
Stockholm University

*The interaction between  
language and emotion in  
bilinguals*

Tuesday 1 October, 15.00-16.30

**Nathan Young**

Centre for Research on Bilingualism,  
Stockholm University

*“Benim” – a new first-person  
pronoun in Swedish*

Tuesday 15 October, 15.00-16.30

**Kamilla Kraft**

Centre for Internationalization and  
Parallel Language Use, University of  
Copenhagen, Denmark

*Stereotypes and norms in a  
Norwegian construction site*

Tuesday 22 October, 15.00-16.30

**Tanja Kupisch**

Department of Romance Linguistics,  
University of Konstanz, Germany

*Formal and semantic gender  
cues in the acquisition of*

*German in German-Russian  
bilinguals*

Tuesday 12 November, 15.00-16.30

**Carla Jonsson**

Centre for Research on Bilingualism,  
Stockholm University

**Mona Blåsjö**

Scandinavian Languages, Depart-  
ment of Swedish Language and  
Multilingualism, Stockholm  
University

*Translanguaging or not in  
workplace texts and writing*

# The 12<sup>th</sup> Nordic Conference on Bilingualism

Stockholm, Sweden

~~June 10–12, 2020~~

June 14–16, 2023

*New call for abstracts will be  
announced in September 2022!*

Tuesday 26 November, 15.00-16.30

**Goran Maljan**

Centre for Research on Bilingualism,  
Stockholm University

*The role of explicit  
knowledge in written L2  
production*

Tuesday 10 December, 15.00-16.30

**Maryann Su Lin Tan**

Centre for Research on Bilingualism,  
Stockholm University

*Understanding speech  
perception (research):  
Modeling adaptation to  
foreign accents*

## Spring 2020

Tuesday 4 February, 15.00-16.30

**Alessandra Dezi**

Institute of Germanic, Romance and  
Slavonic Languages and Literatures,  
University of Tartu, Estonia.

*Grammatical competence in  
Swedish of Finnish immer-  
sion students: Starting  
points and preliminary  
results*

Tuesday 18 February, 15.00-16.30

**Niclas Abrahamsson**

Centre for Research on Bilingualism,  
Stockholm University

*The non-nativeness of near-  
nativeness: An effect of age  
of L2 acquisition or an inher-  
ent trait of bilingualism?*

Tuesday 3 March, 15.00-16.30

**Josep Soler Carbonell**

English Department, Stockholm  
University

**Iker Erdocia**

Dublin City University, Ireland

*The place/role of 'science' in  
(socio)linguists' engagement  
in language-in-society  
debates*

**Seminars in March, April and May  
were canceled due to the outbreak  
of the Covid-19 pandemic. From late  
May, the higher seminar was moved  
to Zoom throughout the year.**

Scheduled seminars with the follow-  
ing invited guests were canceled:

**Janet van Hell**

Department of Psychology, Center  
for Language Science, Penn State  
University, USA

**Patricia Baquedano López**  
Graduate School of Education, UC  
Berkeley, USA

**Peter De Costa**

Department of Linguistics,  
Languages, and Cultures, Michigan  
State University, USA

Tuesday 26 May, 15.00-16.30

**Linnea Hanell**

Språkrådet/Swedish Language  
Council, Institutet för språk och  
folkminnen

**Maria Rydell**

Scandinavian Languages, Depart-  
ment of Swedish Language and  
Multilingualism, Stockholm  
University

*"Domestic position sought to  
help the lady of the house,  
to learn Swedish". Language  
learning as self-promotion in  
ads concerning domestic  
work*

Tuesday 9 June, 15.00-16.30

**Nathan Young**

Centre for Research on Bilingualism,  
Stockholm University

*The social and stylistic varia-  
tion of rhythm in Stockholm  
Swedish*

## Fall 2020

Tuesday 15 September, 15.00-16.30

**Caroline Kerfoot**

Centre for Research on Bilingualism,  
Stockholm University

*Towards epistemic justice:*

*Constructing knowers in  
multilingual classrooms*

Tuesday 29 September, 15.00-16.30

**Tatiana Antontchik**

Centre for Research on Bilingualism,  
Stockholm University

*Compounds in second  
language development and  
use: Individual differences  
and cross-learner similarities*

Tuesday 27 October, 15.00-16.30

**Guillermo Montero Melis**

Max Planck Institute for Psycholin-  
guistics, The Netherlands, and  
Department of Linguistics, Stock-  
holm University

*A jungle of colors: The devel-  
opment of color knowledge  
throughout childhood*

Tuesday 10 November, 15.00-16.30

**Natalia Volvach**

Centre for Research on Bilingualism,  
Stockholm University

*Performing politics of differ-  
ence through linguistic  
citizenship: Constructing  
"spaces of otherwise"*

Tuesday 24 November, 15.00-16.30

**José Alemán Bañón**

Centre for Research on Bilingualism,  
Stockholm University

*Using event-related poten-  
tials to examine predictive  
processing at the level of the  
discourse among L1 and L2  
speakers of English*

Tuesday 8 December, 15.00-16.30

**Linus Salö**

Centre for Research on Bilingualism,  
Stockholm University

*Making bi/multilingualism  
research matter? The inno-  
vation of mother tongue  
instruction through science-  
policy interaction*

*In Memoriam*

Honorary Doctor

**Mike Long**

1945–2021

**Michael H. Long**, Professor of Second Language Acquisition (SLA) at the University of Maryland, passed away on February 21, 2021, at the age of 75. Mike was awarded a Stockholm University Doctorate Honoris Causa in 2009 on the initiative of the Centre for Research on Bilingualism. His collaboration with the Centre lasted for almost forty years and centered around the correlation between age of onset and ultimate attainment in a second language and the explanatory power of maturational constraints. Other influential aspects of his research, especially those related to the second-language classroom (the Interaction Hypothesis, Task-Based Language Teaching, and the Focus-on-Form Hypothesis) had an immediate impact on research at the Centre, especially in the 1990s.

Mike had an immense capacity for theory development and transformed both cognitive and educational aspects of SLA. His omnipresence for four decades – as a plenary speaker at major conferences, as a summer-school instructor, as editor of journals, handbooks, and anthologies, and as an author of books, journal articles, and chapters made him one of the leading figures in the field of SLA. He was often the most cited researcher of SLA in annual reviews and was justifiably even sometimes referred to as Mr. SLA.

All Mike's research was governed by his profound interest in epistemological issues and theory development, which is evidenced by his many titles concerned with the scope and goals of SLA, the use and evaluation of SLA theories, and the explanatory requirements of SLA theory. He was the single most influential researcher in the resumed interest in the Critical Period Hypothesis and early versus late SLA that occurred during the latter decades of the 20th century, largely due to his decisive distinction between rate and ultimate attainment

*(continued on next page)*



differences between child and adult learners, a distinction presented in articles as early as 1979 and, most influentially, again in 1990. His central position related to this research topic was confirmed both through his persistent follow-through of the issue in his own research, and through his continuously published updated reviews of the field.

In addition to the Interaction Hypothesis, according to which second language proficiency is boosted by face-to-face interaction, Mike introduced and experimented with many game-changing concepts for language teaching. One of these concepts, ‘Focus-on-Form’, was able to settle the largely unproductive debate about content-based versus form-based language teaching. Focus-on-Form involves techniques of exposing and making students aware of linguistic form in an otherwise content-guided approach to language teaching, as opposed to the traditional ‘focus on forms’, i.e. language teaching that has linguistic structure as its guiding principle.

Mike’s deep engagement with language teaching as a research object was grounded in his own experiences of second or foreign language teaching of English to adults in Latin America, a career he pursued before training as a researcher. He revolted against many of the taken-for-granted but – in his opinion – ineffective methods that he was supposed to follow. He continuously based his research agenda on links between his own experience and the massive developments provided by the academic discourse.

Mike Long received his first academic degree in Law from the University of Birmingham, followed by degrees in Applied Linguistics and Education from the Universities of Essex and London respectively. He then moved from the UK to the US where he

received his Ph.D. in Applied Linguistics from UCLA. He was then hired by the University of Hawai’i in 1985, became a professor there in 1990, and then became Professor of SLA at the University of Maryland in 2003. At both Hawai’i and Maryland, he developed world-leading SLA programs.

Mike was extremely kind, and a considerate and caring person, which is well demonstrated by the many stories and memories that have appeared on the internet after his passing away. At the same time, with his analytic intensity, and, indeed, with his passion for and loyalty to scholarship, he never hesitated to air his opinion on the quality of academic thought. With his sharp tongue – and sharp pencil – he made many conference presenters and authors nervous. However, many heated discussions resulted in long-term friendship and respect, and, primarily, in methodological and theoretical improvements of individual research projects.

Mike was an extraordinary person in many respects. His overview of the field of SLA was astonishing. He remembered everything he read and could, on the go, give exact publication references, down to page numbers, on any topic within the field. His devotion to SLA theory was coupled with a deep concern for societal action, especially in supporting the underprivileged. One example is “the CASA de Maryland”, a project for the Latino community in Silver Spring, Maryland, to advance a Task-Based Language Teaching program. Another is his testimony in support of Hawaiian immersion at the Hawai’i Board of Education in 1992.

His expertise and profound insights were not limited to SLA; he was extremely knowledgeable in the widest range of topics, including politics, sports (especially soccer), food and drink, and the arts, to mention but a few.

*“Mike was an extraordinary person in many respects. His overview of the field of SLA was astonishing. He remembered everything he read and could, on the go, give exact publication references, down to page numbers, on any topic within the field. His devotion to SLA theory was coupled with a deep concern for societal action, especially in supporting the underprivileged.”*



*“Mike was extremely kind, a most considerate and caring person. At the same time, with his analytic intensity, and, indeed, with his passion for and loyalty to scholarship, he never hesitated to air his opinion on the quality of academic thought. With his sharp tongue – and sharp pencil – he made many conference presenters and authors nervous.”*

For instance, on the topic of arts, I had the opportunity to enjoy, on the spot, his perceptive comments on paintings in his own home in Maryland and in the van Gogh Museum in Amsterdam. Most amusingly, at the Stockholm University vice chancellor reception in the Scheffler Palace (commonly known as the Ghost Castle) on the occasion of Mike’s honorary doctorate celebration in 2009, he astonished many people when he enthusiastically and insightfully made remarks on various pieces of the palace’s collection of older paintings of Flemish, Dutch, Italian, French, German and English origin.

Mike is no longer among us. It is a terrible loss. We will always miss him as a friend, as a source of inspiration, and as a role model.

**Kenneth Hyltenstam**

# On the Role of Prediction

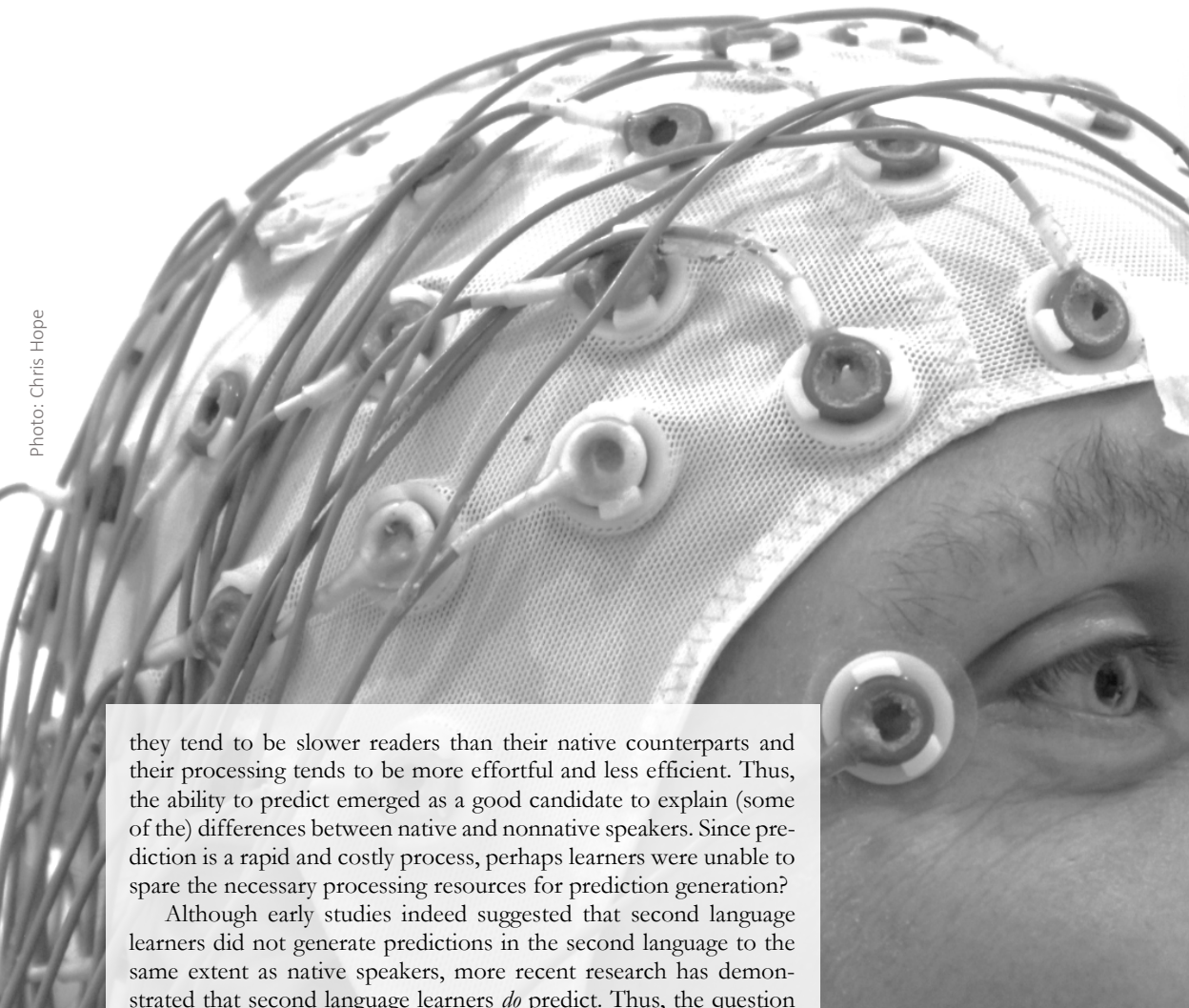
## *in Second Language Acquisition*

A central question in psycho- and neurolinguistics concerns the types of mechanisms that listeners and readers rely on during language comprehension. One mechanism that has spurred abundant interest in the field is *prediction*, the ability to use different types of linguistic and non-linguistic cues to anticipate what is likely to come up in the bottom-up input. Although many questions remain open, a wealth of research has demonstrated that native speakers of a language do not simply integrate words as they become available in the input. Instead, they actively predict upcoming words or sentence continuations. For example, studies using eye-tracking have shown that, upon hearing a sentence such as “the boy will eat...” native listeners tend to look at an edible object in a visual display even before the object is mentioned. Likewise, studies using EEG (electroencephalography; see *Riding the Brain Wave* by D. Freunberger in this report) have demonstrated that, when Spanish speakers read sentences such as “Little Red Riding Hood carried food for her grandmother in...” they anticipate not only the word “basket” but also its grammatical gender, as realized in the preceding article (*una canasta*).

*“The question is no longer whether learners can generate predictions, but rather under what circumstances they do so.”*

Importantly, this ability to predict words/structure has been argued to play a fundamental role in the development of the first language. The idea is that when predictions go wrong, children are forced to update their linguistic system to make sense of the input. Predictive processing has also been used to explain why language processing is as fast and efficient as it is. For that reason, it is unsurprising that researchers in Second Language Acquisition, too, have recently become interested in whether second language learners also engage in this type of predictive processing. Research from the past two decades has shown that, although second language learners follow grammatical constraints while processing the second language,





they tend to be slower readers than their native counterparts and their processing tends to be more effortful and less efficient. Thus, the ability to predict emerged as a good candidate to explain (some of the) differences between native and nonnative speakers. Since prediction is a rapid and costly process, perhaps learners were unable to spare the necessary processing resources for prediction generation?

Although early studies indeed suggested that second language learners did not generate predictions in the second language to the same extent as native speakers, more recent research has demonstrated that second language learners *do* predict. Thus, the question is no longer whether learners can generate predictions, but rather under what circumstances they do so. The contribution of prediction to second language processing is one of the lines of research undertaken by the Centre. A number of ongoing projects are currently using EEG to investigate the role of predictive processing across different domains of the second language grammar. These projects aim to further our understanding of the types of linguistic cues that second language learners use predictively; the types of linguistic representations that they can activate; the domains of grammar where they are most likely to generate predictions; how the properties of their native language affect the predictions they generate; and what the relationship between prediction and learning is. A better understanding of the predictive abilities of learners will make an important contribution to current theories of second language acquisition and processing.

*“A number of ongoing projects are currently using EEG to investigate the role of predictive processing across different domains of the second language grammar.”*

**José Alemán Bañón**

*PhD in Linguistics 2012, Associate Professor  
in Bilingualism at the Centre.*

# Presentations

and conference organization

# 2019–2020

(including invited/accepted presentations and conferences that were cancelled due to Covid-19)

**Abrahamsson, N.** (chair), **Salö, L.** (vice chair), **Alemán Bañón, J.**, **Bylund, E.**, **Jonsson, C.**, **Kerfoot, C.**, **Sayehli, S.** & **Stroud, C.** formed the local organizing committee and were all part of the scientific committee of the *12th Nordic Conference on Bilingualism (NCB12)*, Stockholm Univ., June 10–12, 2020. *Cancelled due to Covid-19.*

**Abrahamsson, N.** “The non-nativeness of near-nativeness – an effect of age of L2 acquisition or an inherent trait of bilingualism?” Invited talk at the *Language Acquisition Seminar*, Centre for Languages and Literature, Lund Univ., February 12, 2019.

**Abrahamsson, N.** “Interrim-språket – ett språk som andra?” Invited talk at *Språklärdagen – vetenskapliga perspektiv på språkinlärning och språkundervisning*, Centre for Languages and Literature, Lund Univ., February 12, 2019.

**Abrahamsson, N.** “Ligger ’nästan inföddlighet’ i tvåspråkighetens natur? En faktoriell studie av inlärningsålderns vs tvåspråkighetens effekter på

L2-inlärning”. Invited talk at the *Higher Seminar in Scandinavian Languages*, Dept. of Scandinavian Languages, Uppsala Univ., February 27, 2019.

**Abrahamsson, N.** “The elephant in the room: Is language aptitude innate or acquired through experience?” Invited keynote talk at the *International Round Table Forum on Language Aptitude: Pushing the Boundaries*, Center for Linguistic Sciences of Beijing Normal Univ. and School of Chinese, Beijing Normal Univ., Zuhai, China, November 8–10, 2019.

**Abrahamsson, N.** “Is nativelike attainment not relevant to the CPH debate?” Invited talk at the colloquium ‘Furthering the Debate: The Critical Period Hypothesis in Second Language Acquisition’, *American Association for Applied Linguistics (AAAL)*, Denver, USA, March 2020. *Cancelled due to Covid-19.*

**Abrahamsson, N.**, **Bylund, E.** & **Hyltenstam, K.** “The non-nativeness of near-nativeness – an effect of age of L2 acquisition or an inherent trait of

bilingualism?” Session talk at the *12th Nordic Conference on Bilingualism (NCB12)*, Stockholm Univ., Sweden, June 10–12, 2020. *Cancelled due to Covid-19.*

**Abrahamsson, N.** 2020: “The subtle non-nativeness of near-nativeness – an effect of age of L2 acquisition, or simply an inherent characteristic of bilingualism?” Guest seminar within *The Graduate Program in Second Language Acquisition*, School of Languages, Literatures, and Cultures, Univ. of Maryland, USA, October 1, 2020.

**Alemán Bañón, J.** & **Martin, C.** “Examining prediction at the level of the discourse: An ERP study”. Poster presented at the *11th Neurobiology of Language Conference*, Helsinki, Finland, August 20–22, 2019.

**Alemán Bañón, J.**, **Miller, D.** & **Rothman, J.** “Markedness modulates prediction in person agreement for L1 but not L2 speakers. Evidence from event-related potentials (ERP)”. Paper presented at the *44th Boston Univ. Conference on Language Development*, Boston, MA, USA,



- November 7–10, 2019.
- Alemán Bañón, J.**, Miller, D. & Rothman, J. “Markedness modulates person agreement differently in L1 and L2 speakers. An ERP study”. Poster presented at the *11th Neurobiology of Language Conference*, Helsinki, Finland, August 20–22, 2019.
- Alemán Bañón, J.** & Martin, C. “L1 and L2 speakers predict at the level of the discourse, but differently: Evidence from ERP”. Session talk at the *12th Nordic Conference on Bilingualism (NCB12)*, Stockholm Univ., Sweden, June 10–12, 2020. *Cancelled due to Covid-19*.
- Alemán Bañón, J.** & Martin, C. “Crosslinguistic differences can obscure L2 learners’ ability to generate predictions: Evidence from ERP”. Poster at the *44th Neurobiology of Language Conference* (virtual edition, originally planned for Philadelphia, USA), October 21–24, 2020.
- Antontchik, T.** “Investigating the mediating role of personality in input effects on L2 compound development using computerized language analysis”. Poster presented at *Capturing and Quantifying Individual Differences in Bilingualism*, The Arctic Univ. of Norway (UiT), Tromsø, Norway, September 2–3, 2019.
- Antontchik, T.** “Investigating the mediating role of personality in input effects on L2 compound development using computerized language analysis”. Session talk at the *12th Nordic Conference on Bilingualism (NCB12)*, Stockholm Univ., Sweden, June 10–12, 2020. *Cancelled due to Covid-19*.
- Blåsjö, M., **Jonsson, C.**, Johansson, S. “Nexus analysis of language policy work”. Presentation within the research network *Kommunikation i arbetslivet*, Stockholm Univ., February 2019.
- Blåsjö, M., **Jonsson, C.**, Johansson, S. “Parallella språk och hotad privatsfär. Kommunikation på kommersiella företag”. Paper presented at *FALF 2019: Hållbar utveckling i organisationer*, Forum för arbetslivsforskning, Norrköping, June 10–12, 2019.
- Bylund, E.** Organizer of the panel “Multilingualism and justice” at the *12th Nordic Conference on Bilingualism (NCB12)*, Stockholm Univ., Sweden, June 10–12, 2020. *Cancelled due to Covid-19*.
- Bylund, E.**, Parshotam, M. & Athanasopoulos, P. “L2 experience influences semantic memory but not mapping of L1 colour terms. Paper presented at *EuroSLA 29*, Lund Univ., August 28–31, 2019.
- Freunberger, D.**, **Bylund, E.** & **Abrahamsson, N.** “Is native-like grammatical processing possible in an L2? A large-scale ERP study with highly proficient, long-time residence L2 speakers of Swedish”. Session talk at the *12th Nordic Conference on Bilingualism (NCB12)*, Stockholm Univ., Sweden, June 10–12, 2020. *Cancelled due to Covid-19*.
- González Alonso, J., **Alemán Bañón, J.**, DeLuca, V., Miller, D., Pereira Soares, S.M., Puig Mayenco, E., Slaats, S., & Rothman, J. “ERPs and artificial mini-grammars in third language transfer/learning”. Poster presented at the *32nd Annual CUNY Sentence Processing Conference*, Univ. of Colorado Boulder, USA, March 29–31.
- González Alonso, J., **Alemán Bañón, J.**, DeLuca, V., Pereira Soares, S.M., Puig Mayenco, E., Slaats, S. & Rothman, J. “Typological similarity affects attention in L3 mini grammar learning: An ERP study”. Poster at the *26th Annual Conference on Architectures and Mechanisms for Language Processing (AMLaP)* (virtual edition, Univ. of Potsdam), September 3–5, 2020.
- Granfeldt, J., Bardel, C., Erickson, G., **Sayehli, S.**, Ågren, M. & Österberg, R. “Muntlig språkfärdighet i främmande språk – en studie av samspelet mellan lärande, undervisning och bedömning”. Talk at *Vetenskapsrådets Resultatdialog 2019*, Gothenburg, December 3–4, 2019.
- Hanell, L.** “För att lära sig svenska’: Migration, arbete och språkinläring i arbetsökandes platsannonser under 1900-talet”. Invited talk at *the Higher Seminar in Swedish*, Södertörn Univ., December 19, 2019.
- Holmes, L.** “The joy of internationalisation: ‘This is why I come to class’”. Talk given at mini-conference as part of the doctoral course *Dynamics of Multilingualism: Encounters*, Stockholm Univ., November 28, 2019.
- Holmes, L.** “Duels of dual monolingualisms: discursive erasure and fractal recursivity in Swedish higher education”. Poster at *Ideologies, Attitudes, and Power in Language Contact Settings*, Stockholm Univ., May 16–17, 2019.
- Holmes, L.** “The joy of internationalisation: A (hospitable) call and response”. Talk at *Explorations in Language, Communication and Language 8*, Oslo, 24–25, 2020.
- Holmes, L.** Invited panel mem-

ber in 'Approaching the unthinkable in unthinkable ways: researching multilingualism through X-disciplinarity', *The 12th Nordic Conference on Bilingualism (NCB12)*, Stockholm Univ., June 10–12, 2020. *Cancelled due to Covid-19.*

**Holmes, L.** Invited panel member in 'Universities as sites of tensions between monolingualism and multilingualism', *The 12th Nordic Conference on Bilingualism (NCB12)*, Stockholm Univ., June 10–12, 2020. *Cancelled due to Covid-19.*

**Holmes, L.** "An internationalisation to come: A (hospitable) call and response". Session talk at the *Sociolinguistics Symposium (SS23)*, Hong Kong, June 16–19, 2020. *Cancelled due to Covid-19.*

**Holmes, L.** Invited presenter at the symposium 'Tensions between monolingualism and multilingualism across Univ. contexts', *AILA 2020*, Groningen, Netherlands, July 20–23, 2020. *Cancelled due to Covid-19.*

**Holmes, L. & Pourkiani, N.** Invited presenter at the symposium 'Internationalization, digitization and the changing language and literacy landscapes of universities', *AILA 2020*, Groningen, Netherlands, July 20–23, 2020. *Cancelled due to Covid-19.*

**Hyltenstam, K.** "Does age matter? The effect of age and bilingualism for native-like attainment in a second language". Invited plenary talk at the conference *Communication Disorders in Multilingual and Multicultural Populations*, Hadassah Academic College, Jerusalem, Israel, November 15, 2019.

**Hyltenstam, K.** "Language apti-



Invited keynote speakers at the *International Round Table Forum on Language Aptitude: Pushing the Boundaries*, Beijing Normal Univ., Zhuhai, November 8–10, 2019. From left to right: Peter Skehan (Birkbeck College, Univ. of London), Niclas Abrahamsson (the Centre), Kenneth Hyltenstam (the Centre), Richard Sparks (Mount. St. Joseph Univ. in Cincinnati, Ohio), and Patrick Wong (The Chinese Univ. of Hong Kong). Photo: Beijing Normal Univ.

tude and polyglots". Invited keynote talk at the *International Round Table Forum on Language Aptitude: Pushing the Boundaries*, Center for Linguistic Sciences of Beijing Normal Univ. and School of Chinese, Beijing Normal Univ., Zhuhai, China, November 8–10, 2019.

**Hyltenstam, K.** "Practical implications – discussion". Discussant at *The Language Learning Roundtable: 'SLA and Migration: Implications for Theory and Practice'*, *EuroSLA 29*, Lund, August 28–31, 2019.

**Hyltenstam, K.** "Ett flerspråkighetsperspektiv på språkstest och medborgarskap – inledande synpunkter". Invited introduction to panel on language testing and citizenship, *LU Futura Think-Tank*, Lund Univ., August 27, 2019.

**Hyltenstam, K.** "Modersmålsundervisning i minoritetspråk – glimtar av 40 års ifrågasättande, ambivalens och uthållighet". Invited guest lecture, Dept. of Swedish Language, Gothenburg Univ., May 20, 2019.

**Hyltenstam, K.** "Modersmålsundervisning i Sverige – en

ständig ifrågasatt men ihärdigt stödd och uthållig 40-åring". Invited talk at *Undervisning och flerspråkighet*, Educational Linguistics Research Group, Linneaus Univ., Växjö, September 3, 2019.

**Hyltenstam, K.** "Forskning och utbildningspolitiskt engagemang". Invited talk at the conference *Vadan och vart-hän? Dåtids, nutids och framtid för svenska i ett andraspråksperspektiv*, The National Centre for Swedish as a Second Language (NC), Stockholm Univ., January 16, 2020.

**Hyltenstam, K.** "Varför modernmålsundervisning?" Invited talk at *Romani chib – nu och i framtiden*, The Language Council of Sweden, Institute for Language and Folklore & National Agency for Education, Solna, February 21, 2020.

**Hyltenstam, K.** "Argumenten för modersmålsundervisning". Invited talk at a seminar at *Riskdagens utbildningsutskott/The Parliamentary Committee on Education*, May 6, 2020. *Cancelled due to Covid-19.*

**Jonsson, C.** "Flerspråkighet och

- identitet". Invited talk at *Seni-  
oruniversitetet*, Stockholm,  
March 28, 2019.
- Jonsson, C.** "Translanguaging i  
texter och etnografiska meto-  
der på arbetsplatser". Presen-  
tation at *Language and Eth-  
nography Research Group*,  
Stockholm Univ., April 5,  
2019.
- Jonsson, C.** "'You should be  
able to hold your presenta-  
tions in both languages': Mul-  
tilingual literacies in the  
workplace". Invited talk at  
*Seminari Neophon*, Universi-  
tat Oberta de Catalunya, Bar-  
celona, June 25, 2019.
- Jonsson, C.** "Meet me for lunch:  
Languaging and translanguag-  
ing in informal work place  
settings". Invited talk at  
*Workshop on Work Migration  
and Multilingualism*, Söder-  
törn Univ., August 29, 2019.
- Jonsson, C.** Panel member in  
*Samtal om språk och identi-  
tet*, Koreografin & ABF, Stock-  
holm, October 8, 2019.
- Jonsson, C.** Panel member in  
*100 år av humaniora: Språk i  
teori och praktik*, The Faculty  
of Humanities, Stockholm  
Univ., Goethe Institut – Insti-  
tuto Cervantes, Stockholm,  
October 9, 2019.
- Jonsson, C.** "Pride and preju-  
dice: Languages in the work-  
place". Invited talk at the  
symposium *Language and  
Prejudice*, Örebro Univ.,  
November 13–15, 2019.
- Jonsson, C.** Organizer of the  
panel "Researching multilin-  
gually in linguistic ethnogra-  
phy: Challenging the monolin-  
gual norm in research" at the  
*12th Nordic Conference on  
Bilingualism (NCB12)*, Stock-  
holm Univ., Sweden, June  
2020. *Cancelled due to Covid-  
19.*
- Jonsson, C., Blåsjö, M. &  
Johansson, S.** "Discourses  
about a global intranet: Lan-  
guage ideologies and atti-  
tudes in an international com-  
pany". Paper presented at  
*Ideologies, Attitudes, and  
Power in Language Contact  
Settings*, Stockholm Univ.,  
May 16–17, 2019.
- Kerfoot, C.** "Languaging race  
and ethnicity: reconstructing  
raciolinguistic orders in post  
apartheid schools". Invited  
talk at *Graduate School of  
Education*, UC Berkeley, USA,  
March 12, 2019.
- Kerfoot, C.** "Linguistic ethnog-  
raphy and the public good:  
Constructing cosmopolitanism  
from below in South Afri-  
can primary schools". Invited  
talk at *Georgetown  
Roundtable on Languages  
and Linguistics (GURT)*,  
Georgetown Univ., Washing-  
ton DC, USA, March 29–31,  
2019.
- Kerfoot, C.** "Transcribing and  
analysing multilingual data".  
Session talk at *Linguistic Eth-  
nography Network Meeting*,  
Stockholm Univ., October 16–  
17, 2019.
- Kerfoot, C.** "Making absences  
present: Language policy  
from below". Invited talk at  
symposium on *Voicing partici-  
pation: Linguistic citizenship  
beyond educational policy*,  
Univ. of Eduardo Mondlane,  
Maputo, Mozambique,  
November 25–28, 2019.
- Kerfoot, C.** Discussant for two-  
day workshop on Christopher  
Stroud's VR project *Voicing  
Participation: Linguistic Citi-  
zenship Beyond Educational  
Policy*, Macaneta Province,  
Mozambique, November 26–  
27, 2019.
- Kerfoot, C.** "Epistemic justice  
from below: Constructing  
knowers in multilingual class-  
rooms". Session talk at  
*Georgetown Univ. Round  
Table on Languages and Lin-  
guistics (GURT)*, Georgetown  
Univ., Washington DC, USA,  
March 2020. *Cancelled due to  
Covid-19.*
- Kerfoot, C.** "Towards epistemic  
justice: Constructing knowers  
in multilingual classrooms".  
Session talk at *Ameri-  
can Association for Applied  
Linguistics (AAAL)*, Denver,  
USA, March 2020. *Cancelled  
due to Covid-19.*
- Kerfoot, C.** Organizer of the RJ  
funded symposium "'Spaces  
of otherwise'? South-North  
dialogues on language, mobil-  
ity, and diversity in educa-  
tion", Stockholm Univ., May  
2020. *Cancelled due to Covid-  
19.*
- Kerfoot, C.** "Towards epistemic  
justice: Constructing knowers  
in multilingual classrooms".  
Session talk at the *12th Nor-  
dic Conference on Bilingual-  
ism (NCB12)*, Stockholm  
Univ., Sweden, June 10–12,  
2020. *Cancelled due to Covid-  
19.*
- Kerfoot, C.** "Constructing cos-  
mopolitanism from below:  
Spaces of otherwise in South  
African primary schools". Ses-  
sion talk at *AILA 2020*, Univ.  
of Groningen, Netherlands,  
August 2020. *Cancelled due to  
Covid-19.*
- Kerfoot, C.** Organizer of the  
symposium "'Spaces of other-  
wise'? South-North dialogues  
on language, mobility, and  
diversity in education" at *AILA  
2020*, Univ. of Groningen,  
Netherlands, August 2020.  
*Cancelled due to Covid-19.*
- Kerfoot, C.** "Towards epistemic  
justice: Constructing knowers  
in multilingual classrooms".  
Invited talk at *Educational  
Linguistics Opening Day Sym-  
posium*, Linnaeus Univ.,  
Växjö, September 15, 2020.
- Kerfoot, C.** Co-convenor, *Lin-*

- guistic Ethnography Network Meeting*, Stockholm Univ., October 16–17, 2019.
- Kerfoot, C.** Member of scientific board, *Sociolinguistics Symposium (SS23)*, Hong Kong 2020. *Cancelled due to Covid-19*.
- Kerfoot, C.** Member of scientific board, *International Symposium on Bilingualism (ISB13)*, Univ. of Warsaw (Poland). *Cancelled due to Covid-19*.
- Maljan, G.** “Swedish as a foreign language: learnability of the Swedish word order. Paper presented at *Den 14:e konferens om Nordens språk och andetsprog (NORDAND 14)*, Copenhagen, May 27–29, 2019.
- Maljan, G.** “Application of explicit knowledge in written L2 production”. Poster presented at *Bilingualism Matters Research Symposium*, Edinburgh, UK, September 21, 2019.
- Maljan, G.** “Constructing mutual (un)intelligibility within dialect continua”. Session talk at the *12th Nordic Conference on Bilingualism (NCB12)*, Stockholm Univ., Sweden, June 10–12, 2020. *Cancelled due to Covid-19*.
- Norrman, G., Bylund, E. & Thierry, G.** “How early language development of international adoptees stands the test of time”. Poster presented at *Society for the Neurobiology of Language*, Helsinki, Finland, August 22, 2019.
- Romøren, A. S., Ambrazaitis, G., **Sayehli, S.** & Althaus, N. “Acquiring prosodic prominence in Swedish”. Poster at *Child Language Symposium*, Sheffield, UK, June 11–12, 2019.
- Sayehli, S.** “V2 word order in second and first language production and processing.” Invited talk at *ACQVA Workshop on V2 and Related Phenomena in Acquisition, Variation, and Attrition*, Univ. of Oslo, Norway, October 22–23, 2019.
- Sayehli, S., Österberg, R., & Granfeldt, J.** “Attitudinal and motivational profiles of second foreign language learners in multilingual contexts”. Poster at *EuroSLA 29*, Lund Univ., August 28–31, 2019.
- Stroud, C.** “Language and pluralities for new futures”. Invited plenary talk at *Gender and Education in a Local and Global Context: Turkish and Swedish Perspectives and Beyond*, Istanbul, April 21–28, 2019.
- Stroud, C.** “Transnational futures”. Session discussant at *Talking Tongues*, Human Sciences Research Council, Cape Town, September 15–18, 2019.
- Stroud, C.** “Magical multilingualism: Linguistic citizenship and interculturality”. Invited keynote talk at *Multilingualism in Greater China, Asia and Beyond: Policies, Mobility and Transculturality*, UNESCO Chair in Multilingualism and Language Policy, Macau, September 23–29, 2019.
- Stroud, C.** Convenor of workshop session “Multilingualism: Theory and research methodology” at *Multilingualism in Greater China, Asia and Beyond: Policies, Mobility and Transculturality*, UNESCO Chair in Multilingualism and Language Policy, Macau, September 23–29, 2019.
- Stroud, C.** “Linguistic citizenship and language planning”. Invited seminar presentation at *Research School of Languages and Cultures*, Univ. of Western Australia, October 23, 2019.
- Stroud, C.** “Multilingualism through linguistic citizenship”. Introductory keynote at *Voicing Participation: Linguistic Citizenship beyond Educational Policy*, Maputo, November 24–30, 2019.
- Stroud, C.** “Roots and routes: The multilingualism of a migrant”. Keynote at *INTPART Workshop on Multilingualism and Vulnerability*, Lagoon Beach, South Africa, December 9–13, 2019.
- Stroud, C.** Co-organizer (with Prof Quentin Williams, UWC and Prof Lynn Mario de Souza, Univ. of Sao Paulo) of *Think Tank on Multilingualism, Vulnerability and Linguistic Citizenship* (monthly Zoom seminars 2020–2021, including participants from three South African universities, three Brazilian universities, Stockholm and Argentine). Funded by National Insitute for the Humanities and Social Sciences, South Africa.
- Tan, M., Xie, X. & Jaeger, F.** “Analysing L2 Swedish word-final stops”. Poster presented at *ExLing 2019: 10th Tutorial and Research Workshop on Experimental Linguistics*, Lisbon, Portugal, September 25–27, 2019.
- Tan, M., Xie, X. & Jaeger, F.** “A single-case study of L2 Swedish word-final stop voicing pronunciations”. Poster presented at *L2 Pronunciation Research Symposium*, Univ. of Jyväskylä, Finland, November 6–7, 2019.
- Tan, M., Xie, X. & Jaeger, F.** “Accent adaptation as distributional learning”. Session talk at the *12th Nordic Conference on Bilingualism (NCB12)*, Stockholm Univ., Sweden, June 10–12, 2020. *Cancelled due to Covid-19*.
- Volvach, N.** “Constructing Rus-

- sian nationalism in the cityscape of Sevastopol". Paper presented on the panel "Appropriating Public Spaces, Producing Russian Places", 24th Annual World Convention, Harriman Institute, Columbia Univ., New York, USA, May 2–4, 2019.
- Volvach, N.** "Erasing the past, constructing the present: linguistic landscape of the 'Russian hero-city'". Poster presented at *Ideologies, Attitudes, and Power in Language Contact Settings*, Stockholm Univ., May 16–17, 2019.
- Volvach, N.** "Erasing the past, constructing the present: Ukrainian zombie landscape in the contested Crimea". Paper presentation at the *Sociolinguistic Symposium 2020 (SS23)*, Hong Kong, June 9–12 June, 2020. *Cancelled due to Covid-19*.
- Volvach, N.** "Breaking the silence in 'spaces of otherwise'". Paper presentation at the *World Congress of Applied Linguistics AILA 2020*, panel 'Spaces of otherwise? South-North dialogues on languaging, race, (im)mobilities', Groningen, the Netherlands, August 9–14, 2020. *Cancelled due to Covid-19*.
- Volvach, N.** "Understanding the material conditions of space production in Crimean Tatar peripheral 'spaces of otherwise'". Paper presentation at the *12th Linguistic Landscape Workshop*, Univ. of Gothenburg, Sweden (9–11 September 2020). *Cancelled due to Covid-19*.
- Volvach, N.** Organizer of the panel "Approaching the unthinkable in unthinkable ways: researching multilingualism through X-disciplinarity" at the *12th Nordic Conference on Bilingualism* (NCB12), Stockholm Univ., Sweden, June 10–12, 2020. *Cancelled due to Covid-19*.
- (NCB12), Stockholm Univ., Sweden, June 10–12, 2020. *Cancelled due to Covid-19*.
- Volvach, N.** Three guest lectures and data sessions in a HEI in Simferopol, Crimea, on BA level, *Linguistic Landscape*. *Short introduction*, September 2019.
- Volvach, N.** "(Re)inscribing the Crimean Tatar nation into the semiotic landscape as a way to remember". Talk given as delegate to represent Stockholm Univ. at the *Cambridge AHRC DTP Conference 2020: Forms and Forgetting*, Cambridge, UK, September 22, 2020.
- Volvach, N.** "'Our nation trying to rebirth right now': transformative walking through Crimean Tatar 'spaces of otherwise'". Paper presented at *Explorations in Ethnography, Language and Communication 8*, Univ. of Oslo, Norway, September 25, 2020.
- Young, N.** "Talrytmens sociala och stilistiska variation i Stockholm". Invited talk at *Higher Seminar in Nordic Languages*, Uppsala Univ., January 22, 2020.
- Young, N.** "Multiethnolsects and the Founder Principle – the dominance of Romani and Turkish loans in Low Stockholmanian". Invited talk at the *Department of English, Univ. of Bern*, Switzerland, March 11, 2020. *Cancelled due to Covid-19*.
- Young, N.** "The 'ethnic' advancement of the Central Swedish chain shift in Stockholm". Session talk at the *12th Nordic Conference on Bilingualism (NCB12)*, Stockholm Univ., Sweden, June 10–12, 2020. *Cancelled due to Covid-19*.
- Young, N.** "The social and stylistic variation of rhythm in Stockholm Swedish". Paper presentation at *Symposium on The Sounds of Multiethnolsects in Western Europe*, Department of Computational Linguistics, Univ. of Zurich, Switzerland, June 11–12, 2020. *Cancelled due to Covid-19*.
- Young, N.** "African-American vernacular features and social-media listening". Invited talk at *First and First Consulting*, New York, USA, September 14, 2020.
- Young, N.** "Acoustic and sociophonetic analyses in Nordic languages". Invited lecture at *The Department of Language and Culture*, Univ. of Tromsø, Norway, November 12, 2020.
- Young, N.** "Sociolectal stratification among men in Stockholm: Critically interpreting correlates of age, race, class, and network". Invited talk at *Sociology of Education and Culture Higher Seminars at Uppsala Univ.*, Uppsala, November 25, 2020.
- Young, N.** Panel member for *Symposium on Variation Research*. Department of Scandinavian Languages, Uppsala Univ., December 3–4, 2020. *Cancelled due to Covid-19*.

# Frequency, Register, Personality

## *Connecting the Dots with L2 Compounding*

**Compounds can be defined** as words formed of two or more existing words (e.g., *textbook* or *second language acquisition*). They have been found in virtually all languages. At the same time, this word formation strategy is more frequent and productive in some languages (e.g., Swedish and other Germanic languages) than others (e.g., Romance and Slavic languages). This makes compounds an interesting case for testing the effects of well-established factors in second language (L2) acquisition such as cross-linguistic influence, quantity and quality of language input, and proficiency level.

During the last decades, compounds have attracted much attention among researchers in psycho- and neurolinguistics who are interested in frequency effects on language processing. At present, there is vast empirical evidence of the facilitative role of frequency of whole compounds and their constituents in both first and second language compound processing. By extension, this evidence also points to the role of frequency in compound learning, which, from the perspective of emergentist accounts of language learning, occurs during processing. Despite the bulk of research, our knowledge of the effects of this important variable is still incomplete, not only in regard to compounds, but also in regard to processing and learning of other constructions. One issue that has been recently raised is that the studies have been done with the underlying assumption of homogeneous frequency distributions of constructions in a language. However, factors such as the well-attested variation in language use between different registers and variation in exposure to different registers among learners call for a more fine-grained treatment of frequency.

From corpus research comparing language use in different registers, we know that compounds are considerably more frequent in writing than in speech. With their capacity to deliver complex meanings in compact packages, compounds present a highly effective way

*“During the last decades, compounds have attracted much attention among researchers in psycho- and neurolinguistics ...”*





Photo: "Compound" by Nick Youngson (Alpha Stock Images)

of referent specification in newspaper texts and academic prose where both preciseness and the ratio of informativeness to space need to be high. However, this economy of form comes at a cognitive cost, since the inexplicitness of the exact nature of semantic relation between the constituents of compounds makes them more difficult to process than synonymous periphrastic constructions. (Consider, e.g., the compound *paper box* which does not in itself reveal if it refers to a *box made of paper* or a *box in which you keep papers*). This difficulty is possibly one of the reasons that speakers favor periphrastic constructions over compounds for specification of referents in conversation, since, as research in pragmatics shows, speakers normally tend to avoid ambiguity.

This uneven distribution of compounds between the written and spoken registers suggests that more exposure to either the former or the latter will result in respectively higher or lower subjective frequencies of compounds (i.e. individual experience with the construction) in language learners. Experience with different types of language input can be measured with the help of questionnaires. However, in the case of experience with the two particular registers in question, there is a well-known and empirically well-supported individual variation associated with differences in the personality dimension of extraversion. This makes individuals with differential levels of extraversion a highly relevant group for investigating more fine-grained frequency effects on the learning of compounds, and, at the same time, for exploring the role of personality as a mediating variable. Such investigation can also help to shed a broader light on the issue of how subjective frequency of constructions with distinct patterns of distribution over different registers affects their acquisition and use, as well as what factors can mediate this effect.

*“At present, there is vast empirical evidence of the facilitative role of frequency of whole compounds and their constituents in both first and second compound processing.”*

**Tatiana Antontchik**

*PhD Student in Bilingualism at the Centre.*

# Polyglots

## – *the Jaguars of Language Learning*

**People learn second or foreign languages** for many reasons: desire, necessity, obligation, convention, etc. In the majority of cases, the learner has a functional aim for their effort: for example, to attain integration in a new country, to be able to communicate with people from different parts of the world, to attain a certain job, or to be able to follow an educational program. This is also true for polyglots, the category of language learners that this small text is about, but for many of them language per se – or the opportunity to be cognitively engaged with vocabulary, language structure, and a system of communication – is a primary objective of language learning.

Who are polyglots? Polyglots (sometimes called hyperpolyglots) are people who have learnt and know many languages. New Zealand journalist Harold Williams (1876–1928) was fluent in 58 languages; novelist J.R.R. Tolkien (1892–1973) knew 13; French linguist André Martinet (1908–1999) spoke 12; Pope John Paul II (1920–2005) learnt 11 languages during his lifetime; and translator Alexander Schwartz (1926–), employed at the UN in New York 1962–1986, translated professionally from 31 languages to English. It has been suggested that people who know minimally six languages should be included in the category polyglot. It can surely be claimed that polyglots are extremely rare.

Surprisingly little research attention has been paid to polyglots, even if a recent increase in interest can be noted. In addition to the recent research carried out at the Centre, there are only a handful of internationally-recognized, formal empirical studies. However, polyglots have quite frequently been described or commented upon in non-scientific texts, which, if treated with caution, can be a source for controlled research hypotheses. Existing empirical research explores, in particular, whether this exceptional group of learners exhibits distinctive cognitive characteristics or abilities or a specific brain organization that may explain their language learning achievements.

*“A notable fact is that by far the most reported polyglots are men.”*

So, what do we know about polyglots currently? First, many polyglots have an extreme fascination with language and are strongly motivated, even driven, to learn languages. Some polyglots are able to attain advanced proficiency levels in a language in a relatively brief time span. This accelerated timeframe does not mean, however, that



Photo: Peter Herrmann (Pixabay)

language acquisition is always effortless. On the contrary, many polyglots spend an immense amount of time and energy learning a language. Polyglots seem to take responsibility for their own language learning; they are mostly self-taught and do not often attend language courses. Polyglots often have a particular interest in linguistic form and in the majority of cases, it seems, polyglots prefer explicit approaches to language learning even though some polyglots claim that they learn additional languages primarily naturalistically by engaging in conversation with speakers of those languages. Related to their preference for explicit learning, perhaps, many polyglots work in language-related professions, for instance as professional linguists or interpreters/translators (though seldomly as language teachers). A notable fact is that by far the most reported polyglots are men. Among ninety-four cases reviewed in one of our studies, which included all existing case descriptions that complied with a reliability criterion, only three cases were women. In another survey of 157 polyglots (defined as people who said they knew more than six languages and who claimed that language learning was easier for them than for others), 75% were men.

According to an interpretation of the characteristics in terms of constructs related to language acquisition or general/linguistic cognition, polyglots have:

- a high level of language (learning) aptitude
- high levels of language awareness
- a high degree and a specific type of motivation (drive, grit, etc.)
- a high level of learner autonomy/self-regulation
- high levels of general systemizing ability

The combination of outstanding abilities in each of these constructs, especially motivation, aptitude, and self-regulation, may have synergistic effects that boost the process of learning additional languages to the exceptional level that can be seen among polyglots. It can be claimed that this synergy is what makes polyglots the Jaguars of language learning.

**Kenneth Hyltenstam**

*PhD in Linguistics 1978, Professor Emeritus in Bilingualism  
at the Centre.*

*“Polyglots seem to take responsibility for their own language learning; they are mostly self-taught and do not often attend language courses.”*

# Projects

## ***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 (extra year 2019)  
**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.

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

**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

**Project leader:** Jonas Granfeldt (Lund University)

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

**Other participants:** Malin Ågren (Lund University), Camilla Bardel (Stockholm University), Gudrun Erickson (University of Gothenburg), Raket Österberg (Stockholm University)

**Duration:** 2016–2018 (extra year 2019)

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

### ***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

(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 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 study is conducted in close cooperation with

***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

(postdoc researcher); Pia Järnefelt

(research assistant), Victor Norrman

(research assistant 2021)

**Duration:** 2017–2019

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

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

**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

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.

**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 develops the insights emerging in recent sociolinguistics in which diversity is understood as the multifaceted entanglement of various forms of multilingualism, multisemioticity and interaction, including the increased use of digital media, diversified forms of migration, and new forms of conviviality. Drawing on such insights,



(Stockholm University); Samu Kytölä, Elina Westinen, Saija Peuronen, Sonya Sahradyan, Piia Jäntti, 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

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 multisemiotic 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, multisemioticity, 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**

**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 understand-

**Project leader:** Christopher Stroud  
**Participant:** Feliciano Chimbutane  
(Eduardo Mondlane University,  
Mozambique)  
**Duration:** 2017–2019  
**Funding:** Vetenskapsrådet (VR) – The  
Swedish Research Council

ings 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.

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

**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 soci-

olinguistic 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.

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

**Project leader:** José Alemán Bañón

**Participants at the Centre:** Pia Järnefelt, Victor Norrman, and Rita Simonis (research assistants)

**Duration:** 2019–2021

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

**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 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 qualitative 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***

**Project leader:** Christopher Stroud

**Duration:** 2019–2020 (August–July)

**Funding:** Riksbankens Jubileumsfond

**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.

### ***Making Universities Matter: A Knowledge Platform on the Role of Universities in Society***

**Project leaders:** Eugenia Perez Vico (Halmstad University), and Pauline Mattsson (Lund University)

**Participant at the Centre:** [Linus Salö](#)

**Other participants:** Mats Benner (Lund University, and KTH Royal Institute of Technology), Sverker Sörlin, Ulrika Bjare, Nina Cyrén Wormbs, and Klara Müller (KTH Royal Institute of Technology), Anders Hylmö, Emily Wise, Farzana Bashiri, and Annika Ralfs (Lund University)

**Duration:** 2019–2023

**Funding:** Vinnova

**Learning and knowledge** development activities are an essential part of policy and programme development at Vinnova. To embed the latest knowledge and academic ‘state of the art’ in their work, Vinnova decided to initiate new knowledge platforms for research and analysis around topics relevant to Vinnova’s activities. At the end of 2015, Vinnova initiated the first of these knowledge platforms – focusing on the knowledge triangle (K3) and the role of universities in society. The concept of the knowledge triangle is understood as the principle of strengthening the linkages between research, education and innovation at universities. The purpose of the *Making Universities Matter (MUM)* knowledge platform is to collect expertise (from Sweden and internationally) and develop knowledge on the role of universities in society to support Vinnova’s function as an expert agency and contribute to the policy developments in Sweden. More concretely, the MUM platform aims to (1) be a nationally and internationally recognised node for research on the role of universities’ interaction with surrounding society; (2) examine and provide recommendations on particular topics related to the functioning of universities within the broader research, innovation and higher education system, such as funding streams to universities, leadership inside universities, incentives and support structures for interaction with society, the impact of societal interaction on the quality of education and research; and (3) maintain continual dialogue with Vin-

nova (and other relevant actors) to follow policy developments and contribute with input and reflections to the current debate. The MUM platform does this through various research projects and policy engagement activities – conducted in close interaction with Vinnova.

### ***Educational Pathways to Multilingual Citizenship: The Case of Mozambique***

**Project leader:** [Christopher Stroud](#)

**Participant:** Feliciano Chibutane (co-investigator, Eduardo Mondlane University, Mozambique)

**Duration:** 2020–2022

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

**Breaking generational cycles** of poverty, inequity and lack of agency in vulnerable populations in the geopolitical South requires an approach that recognizes the persistence of coloniality in the postcolony and the need to rupture of circuits of colonial transmission. Language and multilingualism are at the nexus of vulnerability, and subsequently comprise sites for the production of disadvantage and its remedy. The project seeks to develop and theorize an advocacy program for community involvement in MTBBE provisions. It will mobilize stakeholder (parents, teachers, local educational functionaries) praxes around a construct of linguistic/multilingual citizenship by (a) exploring the principles and practices used around childcentered, community-driven language education activities; (b) attending to how enhancing voice and participation of stakeholders in language educational contexts may find amplification in democratic value and agency across other sectors of society; (c) investigate how findings from (a) and (b) can be imported into policy. The project will comprise 4 work packages over 3 years. The general methodological approach taken is linguistic ethnography and interactional sociolinguistics, and the principle design is cooperative ethnographic monitoring that opens for a critical engagement of stakeholders in program design and delivery. The project will contribute to multilingualism as a strategic component for participatory redress of vulnerabilities.

### ***The Multilingual Lexicon – a Meta-Analytic Approach***

**Project leader:** [Emanuel Bylund](#)

**Participants at the Centre:** [Niclas Abrahamsson](#) (co-investigator), [Gunnar Norrman](#) (co-investigator, postdoc researcher)

**Other participants:** Jan Antfolk (co-investigator, Åbo Akademi University, Finland), Minna Lehtonen (co-investigator, University of Oslo,

**Bilingualism has been argued** to come with certain advantages and certain costs: while it boosts high-level cognitive control functions, it also brings about smaller vocabulary knowledge and slower word retrieval. However, a series of recent studies have shown that the bilingual advantage in cognitive control finds no systematic support in the evidence available to date. Surprisingly, the view that bilingualism produces a lexical deficit has not yet been subjected to the same degree of scrutiny, even though knowledge about the potential effects of bilingualism on linguistic abilities is crucial for advancing our understanding of the human capacity for language. This study aims to implement a com-

Norway, and Åbo University, Finland); Anne Marte Haug Olstad, Ane Theimann (research assistants, University of Oslo, Norway)

**Duration:** 2020–2021

**Funding:** Olle Engkvists Stiftelse

## ***Are Physically Attractive People Leaders of Linguistic Change?***

**Project leader:** Adrian Leemann (Bern University)

**Participant at the Centre:** [Nathan Young](#) (research fellow, de facto project lead)

**Other participant:** David Britain (co-investigator, Bern University)

**Duration:** 2020–2021 (February to March)

**Funding:** Swiss National Science Foundation

prehensive meta-analysis to address this gap. Specifically, we plan to run a multi-level meta-analysis, which will allow us to use more than one effect size from each study, and thus maximize statistical power and increase generalizability. In this analysis, we will correct for publication bias and assess the influence of task-related and participant-related moderator variables.

**This research project** will investigate the influence of conventional beauty on the transmission of linguistic innovations in a community. When linguistic innovations – specifically those related to sound – spread throughout a community, the conduits are the momentary interactions between two speakers. In these situations, interlocutors will typically align (or dis-align) with one another’s speech. This process is referred to as “accommodation”. The accumulation of speech-accommodation events facilitates the cognitive embedding of certain innovations, which solidifies their (re)production among speakers in a community. That solidified production among incrementally growing numbers of speakers results in community-wide change. Research has shown that social factors (e.g., nationality, race, social status, dialect attitude, relationship strength) can influence whether two interlocutors accommodate each other’s speech – that is to say, whether they produce phonetic features more close to one another’s features. However, no study has examined the effects of physical attractiveness, despite the fact that research has shown it to be influential in many other domains (e.g., purchasing decisions or teacher assessments of students). We propose a new experimental approach that will examine the effects of conventional beauty on the person to person transmission of a new feature in London English: the “high rising terminal” (HRT). HRT involves ending a declarative statement with a question-like fundamental-frequency contour. Research has shown that fundamental frequency is especially sensitive to accommodation, which makes HRT a befitting linguistic variable to test. This project has the potential to make an important theoretical contribution. Fields like Psychology and Economics have identified conventional beauty to be an important social factor for predicting a number of material outcomes. Meanwhile, Linguistics has more or less ignored the effects conventional beauty might have on transmitting change, which means the project would offer a much-needed theoretical update.



**RJ Sabbatical:**  
***New Horizons in the  
Study of Multilingualism  
and Thought***

***(granted in 2020)***

**Project leader:** Emanuel Bylund  
**Duration:** 2021–2022 (July–June)  
**Funding:** Riksbankens Jubileumsfond  
(RJ) – The Swedish Foundation for  
Humanities and Social Sciences

**The purpose of this sabbatical** is to synthesise the substantial body of conceptual and empirical research on the relationship between language and thought that I have carried out together with my team over the past decade. Our programme deals with whether the lexical and grammatical categories of the language you speak influence the way you think, and if so, whether learning a new language involves learning new ways of thinking. To gain insight into these fundamental questions, we have implemented new standards of methodological rigor and applied these to the study of under-researched languages and multilingual populations. In this way, it has been possible to better understand the internal (e.g., lexical frequency) and external (e.g., age of acquisition) factors that modulate the way in which language influences cognitive processing. The time is now ripe to spell out the broader implications of these findings and chart the directions for future research. Four journal articles generated during the sabbatical will be dedicated to this task, focusing on topics such as epistemological scope and validity. Two stays (tot 1.5 months) are planned at Bangor University (UK) and Turku University. These will serve to gauge the state of the field with world-leading scholars and initiate collaborative projects between our universities, involving both staff and students.





*Appearances in the*

# Media

and Other Third Stream Activities

## **Niclas Abrahamsson:**

- September 25, 2019, interview in The Local: *"Do you really need to learn Swedish in Sweden?"*
- October 23, 2019, interview in Svenska Dagbladet: *"Yngre barn värdelösa på att lära sig språk i skolan"*
- April 14, 2020, interview on Sisuradio, Sveriges Radio: *"Pienen lapsen aivot eivät sovellu kielten pänttämiseen"*
- February 12, 2019, talk at Språklärardagen – vetenskapliga perspektiv på språkinläring och språkundervisning, Centre for Languages and Literature, Lund University: *"Interrimspråket – ett språk som andra?"*

## **Kenneth Hyltenstam:**

- January 16, 2020, invited talk at Vadan och vart-hän? Dåtid, nutid och framtid för svenska i ett andraspråks-perspektiv, The National Centre for Swedish as a Second Language (NC), Stockholm University: *"Forskning och utbildningspolitiskt engagemang"*
- February 21, 2020, Invited talk at Romani chib – nu och i framtiden, The Language Council of Sweden, Institute for Language and Folklore and National Agency for Education, Solna: *"Varför modernmålsundervisning?"*
- May 6, 2020, invited talk at a seminar at Riskdagens utbildningsutskott/The Parliamen-

tary Committee on Education: *"Argumenten för modersmålsundervisning"* (cancelled due to Covid-19)

- August 27, 2019, invited introduction to panel on language testing and citizenship, LU Futura Think-Tank, Lund University: *"Ett flerspråkighetsperspektiv på språktest och medborgarskap – inledande synpunkter"*
- 2019–2020: Consultant in the development of *Handlingsprogram för bevarande av de nationella minoritetsspråken finska, jiddisch, meänkieli och romska* [Action Program for the Preservation of the National Minority Languages Finnish, Yiddish, Meänkieli and Roma] for the Swedish Language Council, the Institute for Language and Folklore. Author of *Språkrevitalisering i teori och praktik* [Language Revitalization in Theory and Practice], Appendix 1 in the report.
- From 2020: Appointed by the Swedish Government as member of the governmental committee *Sannings- och försoningskommissionen för tornedalingar, kväner och lantalaiset* [Truth and Reconciliation Commission for Tornedalians, Kvens and Lantalaiset].

## **Carla Jonsson:**

- March 28, 2019, invited talk at Senioruniversitetet, Stockholm: *"Flerspråkighet och identitet"*
- October 8, 2019, panel member in Samtal om

språk och identitet, Koreografin and ABF, Stockholm.

- October 9, 2019, panel member in 100 år av humaniora: Språk i teori och praktik, The Faculty of Humanities, Stockholm University and Goethe Institut – Instituto Cervantes, Stockholm.

#### **Goran Maljan:**

- March 10, 2020, article in Skolverkets forskningsbevakning: "Exponering för språket avgörande för hur vi tolkar sammansatta ord"

#### **Gunnar Norrman:**

- 2019, interview in A: Tidskrift om adoption, 2019/3: "Bär du på språkrester?"

#### **Linus Salö:**

- February 6, 2020, interview in KTH Magazine: *Forskarframgång eller samhällsnytta?*
- May 11, 2019, interview in Curie – en tidning från Vetenskapsrådet: "Linus Salö ny bloggare i Curie"
- November 5, 2019, guest blog in Curie – en tidning från Vetenskapsrådet: "Universiteten borde betyda mer"
- December 2, 2019, Guest blog in Curie – en tidning från Vetenskapsrådet: "Forskningens kroppbyggnad"
- January 20, 2020, guest blog in Curie – en tidning från Vetenskapsrådet: "Leve ordet avnä-

mare!"

- January 22, 2020, article on Språkpolitikbloggen: "Kan svenskan användas som vetenskaps-språk?"
- February 11, 2020, guest blog in Curie – en tidning från Vetenskapsrådet: "Rusta studenter med användbart språk"
- March 9, 2020, guest blog in Curie – en tidning från Vetenskapsrådet: "Fjuttig engelska eller mossig svenska?"
- March 30, 2020, guest blog in Curie – en tidning från Vetenskapsrådet: "Böcker vi låtsas ha läst"
- April 27, 2020, guest blog in Curie – en tidning från Vetenskapsrådet: "Min bok! Om att flärpa sin läsning"

#### **Susan Sayehli:**

- June 22, article in Skolverkets forskningsbevakning: "Goda relationer underlättar språkinläring"
- October 1, 2020, article in Skolverkets forskningsbevakning: "Gester hjälper elever att minnas ord"

#### **Nathan Young:**

- 2019, article in Språktidningen, 8/2019: "Benim är vårt nya jag"
- 2019, article in Fokus, 48: "Benim – det nya ordet för 'jag' i förorten"

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