Visual prompts and visual methods in multilingualism research:
Reflecting on the use of pictures in language-based disciplines

ABSTRACTS

Organized by Judith Purkarthofer, Pernille Hansen and Unn
Røyneland

Elizabeth Lanza and Unn Røyneland: Welcome to MultiLing!

Keynotes:

M2 Annelies Kusters and Maartje De Meulder

The use of language portraits in the study of multilingual and multimodal repertoires

In this presentation, we discuss the use of language portraits (LP) as a research method in investigating embodied multilingual repertoires of people who use both spoken languages and signed languages. LP are empty whole-body silhouettes in or around which research participants color or draw languages, language variants or other aspects or modalities of communication (see below for one empty and two completed examples). Usually, the drawing/coloring of a LP is accompanied or succeeded by a narrative explaining the portrait. LP have been called a multimodal research method because of combining drawing and coloring with narratives. We will show how the study of linguistic repertoires of signers takes the multimodal aspect of the method to a new level, in two ways. First, by signers' insistence on specifying and separating modalities (speech, signing, writing) and mapping them on the portrait. Second, people not only map forms of communication on the LP but also on their own body through specific ways of signing and gesturing in their narratives, thus performing and *becoming* their language portrait. The study of body language and signing/gesturing/pointing in the verbal narrations accompanying the LP expands the multimodal aspect of the analysis of LP, probably also when working with non-signers.

M3 Eva Soroli

The relationship between language and our visual perception
There is a growing interest in studying how the human mind works and what are the factors that influence its function, especially in some fundamental domains linked to vital aspects such as the perception of visual objects and events and the conceptualization of their spatial or temporal aspects. Such aspects have been described as central for human cognition: all humans capture and understand spatial and temporal components such as object configurations, orientation, changes in trajectory or temporal relations very early in life. Our spatiotemporal understanding is viewed as determined mostly by developmental factors and by a common set of biological characteristics (e.g., the visual and the haptic-kinesthetic systems) that make cognitive processes to function in a universal way for all humans. Ideas of universality have been strengthened recently by genetic theories supporting the existence of a common genetic basis of the cognitive system, as well as by the Minimalist Program according to which humans are all equipped with the same set of general conceptual categories that cognitively allows for processing of some core features (primitives), irrespective of linguistic or cultural background. However, the domain of events is characterized by great crosslinguistic and cultural variability. For example, it is well established that the languages of the world differ strikingly in the lexicalization patterns they allow for the encoding of spatial and temporal information. But, are such typological differences enough to make speakers of different linguistic backgrounds explore events differently when observing them? And analogously, is gaze behavior a good predictor of linguistic variation? This talk provides an overview of the relationship between language and our visual perception of scenes through examples of experimental studies that all aim to determine if, and to what extent, linguistic properties are involved in perceptual and more generally in low-level processing mechanisms.

Material Session:

M4 Kristin Vold Lexander and Jannis Androutsopoulos

Mediagrams: a methodology for collaborative research on mediational repertoires

This paper presents mediagrams as a methodology for research on transnational interaction. Based on a study of communication in families with Senegalese background living in Norway, we develop a visualization scheme for the analysis of mediational repertoires in the form of graphs for data collection, presentation and analysis. The research process includes participants' map drawing, data selection and sharing, the coding of data to be visualized in mediagrams, follow-up interviews leading up to modifications of the visualization and the analysis of the participants' mediational repertoires. In the talk, we will discuss examples of the mediagrams, how they are made and how they are analysed. We will also examine what kinds of questions mediagrams may be used to investigate, as they take into account the importance of the choice of mediational tools (Madianou 2014), the relation between interlocutor and heritage language use (Curdt-Christiansen and Lanza 2018), and the spoken/written dynamics in digital interaction (Stæhr 2015).

Curdt-Christiansen, Xiao Lan and Elizabeth Lanza. 2018. "Language Management in Multilingual Families: Efforts, Measures and Challenges." *Multilingua* 37 (2): 123–130.
Madianou, Mirca. 2014. "Polymedia Communication and Mediatized Migration: An Ethnographic Approach." In *Mediatization of Communication* edited by Knut Lundby, 323-348. Berlin: De Gruyter.
Stæhr, Andreas. 2015. "Reflexivity in Facebook Interaction – Enregisterment across Written and Spoken Language Practices." *Discourse, Context & Media* 8: 30-45.

M5 Joanna Kędra

Interactive collage in auto-driven visual elicitation interviews
In the first phase of the fieldwork, conducted as part of the project: "What's in the App? Digitally mediated communication within contemporary multilingual families across time and space", I asked mothers of Polish origin living in Finland to map their family constellations and technologically mediated communication practices (via mobile apps, social media or traditional phone calls) with other family members. In an 'auto driven' (Pauwels, 2015) visual elicitation interviews, participants created an interactive collage from cards of adults' and children silhouettes and mobile apps' icons. The technique of an interactive collage draws from the sociological traditions of photo elicitation (Collier & Collier, 1986; Harper, 2002), further inspired by the 'circle of reference' (Prieto-Blanco, 2016) and 'mediagrams' (Lexander & Androutsopoulos, forthcoming).

In the sample collages presented in this session, participants included not only immediate family (partner, child/children), but also extended family members (parents, siblings, aunts, nephews, etc.), in some cases even those, who passed away. Participants indicated that the technique allow them to reflect on their family relationships and communication practices. They also suggested some improvements that I implemented in the following interviews.

Collier, J. Jr, and Collier, M. (1986). Visual anthropology: Photography as a research method. Albuquerque: University of New Mexico Press.
Harper, D. (2002). Talking about pictures: A case for photo elicitation. Visual Studies, 17(1), 13-26. doi: 10.1080/14725860220137345
Lexander, K. Vold, and Androutsopoulos, J. (forthcoming). Working with mediagrams: A methodology for collaborative research on mediational repertoires in multilingual families. Journal of Multilingual and Multicultural Development.
Pauwels, L. (2015). Reframing visual social science: Towards a more visual sociology and anthropology. Cambridge: Cambridge University Press. doi:10.1017/CBO9781139017633
Prieto-Blanco, P. (2016). (Digital) photography, experience and space in transnational families. A case study of Spanish-Irish families living in Ireland. In E. Gómez Cruz & A. Lehmuskallio (Eds.), Digital photography and everyday life. Empirical studies on material visual practices. New York, NY: Routledge, pp. 122-140.

M6 Joanna Barrett

"Languages: on our doorstep and around the world" - A travelling exhibition for promoting language diversity in South Tyrolean schools

The interactive and multilingual travelling exhibition will be presented together with the accompanying materials that have been developed around it: materials for autonomous use of the exhibition, workshops and downloadable 'activity boxes'. All of the presented activities make continuous reference to the *Framework of Reference for Pluralistic Approaches to Languages and Cultures* (FREPA).

The exhibition is an interactive visual tool for use in schools to raise awareness of language diversity. It comprises of 7 roll-up posters, each addressing a different aspect of multilingualism and providing conceptual representations of topics ranging from etymology in everyday life to social linguistics, language change and the question of linguistic identity. The exhibition aims to overcome boundaries between single-language orientation in didactics and the divide between the prestige of "old" and "new" multilingualism in South Tyrolian schools. It has become a vital tool for both teachers and professionals whose aim is to give their pupils a chance to explore the different aspects of multilingualism with regard to research, development, values and diversity.

Candelier, Michel et al. (2012): *A Framework of Reference for Pluralistic Approaches to Languages and Cultures: Competences and resources*. Strasbourg: Council of Europe Publishing.

M 7 Natalia Kartushina

Articulatory feedback in improving non-native sound production

L2 late learners' pronunciation difficulties can be remediated by training, whereby learners hear non-native sounds, repeat them and receive visual feedback on their production showing their L2 production in the acoustic space as compared to that of a native speaker. One hour of training with this technique has been shown to improve non-native sound production by 24%.

M 8 Tone Elisabeth Brekke Melzer

Vocabulary learning with pen or pad? A study of vocabulary learning with and without digital tools for adult second language learners

The study compared the benefits of using *Bitsboard*, a digital vocabulary learning program for iPad with the benefits of using pen and paper to enhance second language learners' vocabulary acquisition. The 35 participants in the study were adult immigrants with a low level of education/ no education, learning Norwegian as a second language. On the first day of the project the learners used pen and paper and on the second day they used iPads. Both days they worked on 12 new words (name of different animals). The study had a pretest-posttest design and the learners were tested in listening comprehension, reading comprehension, writing skills (dictation) and pronunciation. In addition, interviews were conducted with 18 of the participants.
I will show *Bitsboard* , the digital iPad-program the students used when they were working on new words. In addition I will show the different pre-tests and post-test used in the study.

M 9 Ane Theimann

The boy eats the green…: Verb-mediated prediction in young bilingual children

If you hear *Would you like some coffee or* …? , it is likely that you assume that the next word would be *tea.* This is called prediction during sentence comprehension. The current study aims to shed light on the development of verb-mediated prediction skills by examining whether bilingual children predict upcoming nouns based on verb meanings in one or both languages and whether productive vocabulary mediates this predictive ability. The participants were 16 Norwegian-English bilingual children (aged 2;6-3), most of whom were dominant in Norwegian. Their predictive abilities was measured with a visual world paradigm experiment in both languages, including 14 constraining and 14 general verbs.

M 10 Pernille Hansen, Hanne Gram Simonsen, Magdalena Łuniewska & Ewa Haman:

A demonstration of the Cross-linguistic Lexical Tasks

CLTs are picture-choice and picture naming tasks designed for monolingual and multilingual preschoolers. The tool comprises four parts: comprehension and production of nouns and verbs. For cross-linguistic equivalence, CLT is not translated, but constructed for each language according to a set of rules based on each word's formal complexity (including phonological and morphological aspects) and its age of acquisition. The tool has so far been designed for 29 languages or varieties, and computer versions are available for six languages. In this presentation, we demonstrate the computer version of the Polish and Norwegian CLTs.

M 11 Anne Golden & Marte Monsen

Picture prompts in writing exams: assets or restraints?

The official Norwegian language tests for adult learners of Norwegian aim to measure Norwegian competence at the levels described in the Common European Framework of Reference for Languages: Learning, Teaching, Assessment. i.e. at A1, A2, B1, B2, C1 or C2. There are three tests at the lower end, one test discriminates between level A1 and A2 (the A1/A2-test), another between A2 and B1 (A2/B1-test) and the third between B1 and B2. All the tests include a part that measures writing proficiency. The A1/A2- test and the A2/B1-test both include a description of a picture as one of two-three written tasks. The instruction at the A1/A2-test is: Describe the picture. Write between 50 and 80 words. What do you see in the picture? What are the people doing? and at the A2/B1-test: Describe the picture. Write between 80 and 100 words. Different genres offer different possibilities as to language complexity (see Golden and Monsen 2015) and in this project – part of the project Texts in test – we want to explore the possibilities offered by a picture prompt tasks and compare the outcomes to the earlier results from teachers' gradings of other essays written by adult students of Norwegian (Golden & Kulbrandstad 2017, Golden, Jensen & Kulbrandstad in progress). In addition we want to look at the cultural component inherent in the pictures and the potential bias some L1-groups may experience in describing these pictures, discussing the learners' potential experience with vocabulary needed for objects and actions in the pictures as well as vocabulary needed for presenting their opinions.

M 12 Anton Öttl

Using image based paradigms to investigate how languages activate gender information.

In the Speech, Cognition and Language research group (SCaLa) at the Department of Psychology at NTNU, we have employed various image based experimental paradigms, in combination with eyetracking, to assess how different languages activate expectations about a referent's gender. I will present some examples from different projects, including a recently developed face pair decision task and a paradigm combining artificial language learning with visual world eyetracking.

Plenaries:

T1 Valantis Fyndanis & Sarah Cameron

Cognitive testing: When is it non-verbal? Visual cues and graphic elements in prompts

In our presentation, we will talk about cognitive testing, focusing on two memory systems (short-term memory and working memory) and two components of executive functioning (inhibition and switching/set shifting). We will draw on our recent research on bilingualism and healthy aging and give examples of verbal and nonverbal cognitive tasks tapping into the above memory systems and components of executive functioning. We will argue that some of the tasks that are widely believed to be nonverbal cognitive tasks such as the Nonverbal Stroop Card Sorting Test may still involve a verbal component. Thus, we will challenge the idea of a strict dichotomy between verbal and nonverbal cognitive tasks.

T2 Ewa Haman, Magdalena Łuniewska & Karolina Mieszkowska

Between universal and language-/culture-specific illustrations of nouns and verbs: The story of the CLT picture base

Cross-linguistic Lexical Tasks (LITMUS-CLTs) are picture choice and picture naming tasks assessing receptive and expressive word knowledge in preschool children (Haman, Łuniewska & Pomiechowska, 2015). They are now available for 29 languages (from Afrikaans to Turkish). Each language version followed the same design procedure involving language specific factors of age of word acquisition (AoA, Łuniewska et al., 2016) and word formal complexity. For such a wide variety of languages we use a common list of 299 potential target words established in a preparatory cross-linguistic picture naming study that involved competent judges for 34 languages (Mieszkowska et al., in prep.). Each of the potential target words was illustrated exclusively for the purposes of CLTs, and as some of pictures are prepared in several variants, the collection now includes 443 pictures. Variant illustrations account for social, cultural and environmental diversity across different countries and regions.

In this talk we will present the process of designing the picture collection, showing the challenges and pitfalls of the idea of a common (and limited) set of words and pictures that should work across wide spectrum of languages and cultures. We will also suggest next steps in empirical evaluation of the usefulness of such a picture collection for the assessment of child word knowledge.

T3 Lotte Thomsen

The structure of dominance: Preverbal infants map relative size and pyramidal position to social dominance

The learnability problem of the social world suggests that evolution may have built core relational concepts (Thomsen & Carey, 2013). Indeed, preverbal infants represent social dominance, using formidability cues of relative body size (Thomsen et al, 2011), coalition size (Pun et al, 2015) and previous win-lose history (Mascaro & Csibra, 2012). Consistent with this, across cultures and language families, UP-DOWN is mapped to social hierarchies such that higher-ranked superiors are placed and spoken metaphorically as above lowly inferiors (Fiske, 1992; Lakoff & Johnson,1980). However, human dominance hierarchies are pyramidal, such that more people are at the bottom than at the top. Reflecting this, adults across cultures readily interpret a pyramidal structure as hierarchy, but not a vertical line (Thomsen, 2010). Here, we demonstrate that 11-16 month-olds, after watching six same-size agents "flying" in a pyramidal structure, expect the top agent to prevail in a subsequent right-of-way conflict, looking significantly longer if it yields to a bottom one than vice versa. Study 2 replicated these effects among 9-10 month-olds. A control study instead familiarized infants to an inverted pyramid. These results demonstrate that infants map pyramidal position to social dominance as soon as they associate it with relative physical size, suggesting that infant concepts of dominance are formed as pyramidal structures, akin to human dominance hierarchies, and that the mapping between pyramidal position and dominance rank may be innately specified.

T4 Brigitta Busch

Expressing the unspeakable – multimodal creative writing as a way to articulate emotion and experience

Approaches in education that value creative expression, recognize translocal communicative repertoires and appreciate heteroglossic practices open up spaces in which learners – drawing on multiple semiotic resources – can reflect upon their everyday world, their interests and concerns. In such transitional spaces (Winnicott 1971/1991) learners do not perceive themselves as deficient non-native speakers but rather as competent heteroglossic speakers and authors who can "develop a voice worth hearing" (Hymes 1996: 64).
In my presentation I will draw on ethnographic research carried out in a primary school located in a multilingual neighborhood in Vienna which has received a high number of children who came as refugees from zones of conflict and war. A close reading of mulitmodal texts produced in the school shows how learners make use of artistic and poetic means to express painful and traumatic experiences that cannot easily be verbalized as well as to explore ways of coping with such experiences.

Hymes, Dell. 1996. Ethnography, Linguistics, Narrative Inequality: Toward an Understanding of Voice London: Taylor & Francis.
Winnicott, Donald W. 1991. Playing and Reality. New York: Brunner-Routledge.

T5 Gail Prasad

Research Multilingualism Creatively: Arts-based approaches to researching children's lived experiences of multilingualism

Despite growing scholarly interest in the intersections of creativity and multilingualism, language research has traditionally tended to privilege language-based methods of data collection and modes of inquiry. In alignment with the Visual Turn in applied linguistics, I discuss how arts-based approaches to researching with diverse participants can support the inclusion of a broader range of perspectives on and understanding of the lived experience of multilingualism. Drawing on empirical examples from classroom-based research with children and youth, I examine how creative methods such as drawing, photography and collage allow voices that have tended to be minoritized and marginalized in research, to be seen and heard through creative representation. I further highlight ways in which both the process and the products of creative multilingual inquiry support the reflective process, serve as a form of elicitation, and ultimately scaffold the conceptualization of ideas.

Parallel session A

TA1 Lotte Thomsen

Return the Favor: Preverbal Infants Represent Direct Reciprocity (under Resource Scarcity)

If direct reciprocity sustains selective altruism and cooperation among non-kin (Trivers, 1971), early-developing representations of reciprocity might evolve to facilitate the navigation of such social relations. Here, we show that preverbal infants represent direct reciprocity. We familiarized 32 7-12 month-old infants to a scenario with three novel agents where the benefactor gave one of his two apples to the beneficiary who had none (the third agent simply had one apple). In test trials the former beneficiary now had two apples while both other agents had none. In Expected trials it reciprocated by giving its surplus apple to its former benefactor, in Unexpected trials it gave it to the third agent. We found that nine-to-twelve month-olds looked longer at unexpected than expected trials ($M_{Unexpected}$=27,8 seconds; $M_{expected}$=21,5; p<.0005), indicating that they expected agents to act reciprocally, but 7-8 month-olds did not. A second study demonstrated that reciprocity is generalized across resources (receiving an apple and returning a banana). Two control studies demonstrated that these effects are specific to resource distributions among self-propelled, intentional agents and not accounted for by low-level mechanisms of mere association.

TA2 Eva Soroli

TA3 Hanna Solberg

Children, visual stimuli and the question of reliability

In my PhD I work on the conceptualization of motion events in English-Norwegian bilingual children (age 7-8). A set of 60 video-clips is used to elicit verbal data, eye-tracking data and memory data. In this presentation I will discuss aspects of the data collection, especially those related to the question of reliability and replicability. As Mertins (2016:19) points out when it comes to the comparability of the experimental settings, "it is very important to keep the experimental protocol across individual recordings as consistent as possible and to minimize variations in the experimental procedure, incl. the instruction and interaction between participants and investigator".

Working with children is different from collecting data from adults, and some children need more encouragement than others to endure the whole session. How much variation in the instruction/interaction can be tolerated? Recruiting the right participants is a long process, and hence the participants are very valuable. What do you do in cases where you will be losing data because the child "falls out"? To what degree does extra prompting influence the results? And what if the alternative is breakdown? I will show some examples of the "ideal" vs. the "close to breakdown"-participant and discuss whether the latter will have to be excluded or if it is possible somehow to keep him/her – alternatively how to decide on the flexibility vs. consistency of the experimental protocol and how to avoid breakdowns. I welcome a discussion on how to find a solution to this challenge.

Cohen Louis, Lawrence Manion and Keith Morrison 2011: "Validity and reliability" (Chapter 10, p. 179-215) Research methods in education, Routledge.
Mertins, Barbara 2016: "The use of experimental methods in linguistic research: Avantages, problems and possible pitfalls" in Anstatt, T., Clasmeier, C & A. Gattnar (eds.): Slavic languages in Psycholinguistics. Chances and Challenges for Empirical and Experimental Research. Tübingen: Narr Francke Attempto, 15-33.

TA4 Mira Goral & Monica Norvik

Picture-based language assessment in multilingual aphasia

Aphasia is an acquired language disorder resulting from brain damage, most typically a cerebral-vascular accident (CVA) in the left cerebral hemisphere. Multilingual speakers who acquire aphasia may exhibit comparable or different profiles of impairment in each of their languages. Variables, such as degrees of pre-CVA language proficiency and language use, age of language acquisition, and language spoken in the environment, have been implicated in determining parallel versus differential impairments, although how these variables interact is still a matter of study. This presentation will examine picture-based assessment challenges in multiple languages in aphasia.

TA5 Unn Røyneland

Sounding local, looking foreign: A visual-verbal guise experiment on attitudes towards different combinations of faces and voices

This study forms part of the larger project *Dialectal identities in late modern Norway* which included a total of 584 high school students at eleven different high schools in six different urban and rural municipalities in Eastern and Western Norway. In order to assess the extent to which the adolescents would react differently to different combinations of faces and voices, an experiment using the matched/verbal guise methodology, was developed. But adding another layer, namely faces. The matched/verbal guise methodology has over the years become the bedrock of social psychological 'language attitude' research, and it is still very much in use. The huge majority of these studies, however, only use voice samples in their experiment, while only a few also add still pictures or videos. The idea of the visual-verbal guise is to match each voice up with two different faces, and to use similar voices speaking two or more different varieties. In the current study, four different experiments were developed – one testing male faces and voices, one testing female faces and voices and two testing voices only, male and female respectively. In all cases distractors of the opposite sex were used. Each of the voice samples took approx. 30 seconds and the respondents got another 30-40 seconds to fill in a form consisting of five-point bipolar semantic differential scales with nine antonyms. In addition, the form also included scales regarding how Norwegian and how foreign the different guises were perceived to be ('Norwegian' – 'not Norwegian', 'foreign' – 'not foreign'). Finally, the respondents were asked to write down their immediate impression of the person/voice and to guess where the person might be from. In my presentation I will present and problematize the methodology and also present some of the results.

TA6 Liquan Li

Perception after conception: How do babies perceive linguistic and emotional cues on faces?

Recent studies have made significant advancement in understanding how infants utilize audio and visual information to explore and learn from the ambient environment. In this talk, I will present a number of experimental studies illustrating human perception of visual or audiovisual input from the third trimester to the first year after birth. In the prenatal stage, I will examine empirical evidence on music, language, and face processing. In the postnatal stage, I will discuss infant response to silent talking faces, their areas of interest, and how the shape of mouth may affect perception. Furthermore, I will review infant perception of faces across races as well as of emotions across cultures. The effects of multilingualism are discussed where relevant.

TA7 Eva Soroli

Methodological aspects in investigating the relationship between language and thought from a cross-linguistic perspective

One of the most controversial issues in psycholinguistics is whether cognitive processes (e.g., visual attention, memory, categorization) depend solely on developmental and purely physiological factors, or also on experience (e.g., experience with language). When viewing an event, i.e. a displacement event, we perceive some central aspects of motion (e.g., a moving figure that is changing location, along a path, in a certain manner etc.), that can be easily encoded onto semantic and syntactic elements, however in very different ways from one language to the other. In the domain of motion events, languages have been found to strongly constrain such verbalization options: some (mostly Romance languages such as French) invite speakers to encode mainly Path information in discourse (e.g. une femme sort d'une porte 'a woman is exiting a door'), whereas others (Germanic languages, such as English) to lexicalize Manner in verbs and Path peripherally (She walked out the door). The question addressed here is whether such differences can be captured with dynamic video scenes in production tasks by children speaking typologically different languages (English and French), and whether such constraints leave traces not only on verbal but also on non-verbal behavior (categorization, memory, attention allocation strategies). Non-verbal methods such as similarity judgement tasks, memory tasks and eye tracking (ET) have been recognized as useful tools that can shed light onto our cognitive functioning and visual attention. But how robust and precise are these methods? Many studies report inaccuracies and methodological biases that may interfere in designs involving non-verbal tasks and ET. The present study offers a useful toolkit for quality assessment during ET processing and a triangulation method for a more objectivinvestigation of the relationship between language and thought The findings are first discussed from a methodological perspective, and then from a theoretical one, suggesting that non-verbal behavior and visual processing are not only development-dependent but also to some degree language-dependent.

WA1 Magdalena Łuniewska , Karolina Mieszkowska, Filip Smolik,
Ali Talebi, Ewa Haman

Estimating suitability of target words in picture vocabulary tasks: examples from designing Cross-linguistic Lexical Tasks CLT in Czech and Persian

Cross-linguistic Lexical Tasks (CLT) are designed to measure vocabulary knowledge in different languages using comparable tools. In order to fulfill their purpose, CLTs require stimuli (pictures, target words) that are common to many languages and cultures. To this end, collections of pictures accompanied with cross-linguistic picture naming norms are extremely needed. However, so far only few such collections of pictures have been named and for a limited number of languages. In the talk, we will present a cross-linguistic study of naming pictures in 10 languages. This picture naming study is employed as a first step of constructing CLTs in new languages. In the construction procedure, the authors of new CLTs select culturally matching pictures for a total of 299 words. The pictures are named by at least 20 adult native speakers of the language. As a result, we obtain a database of 299 pictures and their dominant names (obtained through the naming study) which can be next used to construct a vocabulary task. To illustrate the procedure, we will present the construction of CLTs in two languages varying in cultural settings: Czech and Persian. Then we will discuss the pros and cons of this method of obtaining picture labels across languages.

Child language assessment in isiXhosa: What can we learn from the LITMUS-CLT and the preliminary CDI?

Self-reported ages of acquisition of words are higher for isiXhosa than for 24 other languages (see Łuniewska et al., 2015), and isiXhosa-speaking children knew significantly fewer words than child speakers of other languages (see Haman et al., 2017). Reasons for this high self-reported age of acquisition and apparent smaller vocabulary are briefly considered, amongst others in light of the recently available pilot data on the toddler version of the isiXhosa MacArthur-Bates Communicative Developmental Inventory (see Whitelaw, 2018), which renders parent-reported ages of acquisition. The higher self-reported ages of acquisition and smaller vocabulary sizes are not supported by the Communicative Developmental Inventory data. Based on the performance of isiXhosa-speaking children on a small range of picture-based language assessment tasks (including the LITMUS-CLT-isiXhosa), it appears that picture-based assessment material could be appropriate for isiXhosa-speaking children, but that still needs to be verified, especially given the limited exposure to books in the home.

Haman, E., Łuniewska, M. Hansen, P. Simonsen, H.G. Chiat, S. Bjekić, J. Blažienė, A., Chyl, K., Dabašinskienė, I., Engel de Abreu, P., Gagarina, N., Gavarró, A., Håkansson, G., Harel, E., Holm, E., Kapalková, S., Kunnari, S., Levorato, C., Lindgren, J., Mieszkowska, K., Montes Salarich, L., Potgieter, A., Ribu, I., Ringblom, N., Rinker, T., Roch, M., Slančová, D., Southwood, F., Tedeschi, R., Tuncer, A.M., Ünal-Logacev, Ö., Vuksanović, J. & Armon-Lotem, S. 2017. Noun and verb knowledge in monolingual preschool children across 17 languages: Data from cross-linguistic lexical tasks (LITMUS-CLT). *Clinical Linguistics & Phonetics,* 31(11-12), 818-843. Doi: 10.1080/02699206.2017.1308553

Łuniewska, M., Haman, E., Armon-Lotem, S., Etenkowski, B., Southwood, F., Anđelković, D. Blom, E., Boerma, T., Chiat, S., Engel de Abreu, P., Gagarina, N., Gavarró, A., Håkansson, G., Hickey, T., Jensen de López, K., Marinis, T., Popović, M., Thordardottir, E., Blažienė, A., Cantú Sánchez, M., Dabašinskienė, I., Ege, P., Ehret, I., Fritsche, N. Gatt, D., Janssen, B., Kambanaros, M., Kapalková, S., Kronqvist, B., Kunnari, S., Levorato, C., Nenonen, O., Fhlannchadha, S.N., O'Toole, C., Polišenská, K., Pomiechowska, B., Ringblom, N., Rinker, T., Roch, M., Savić, M., Slančová, D., Tsimpli, I.,and Ünal-Logacev, Ö. (2015). Ratings of age of acquisition of 299 words across 25 languages: Is there a cross-linguistic order of words? *Behavior Research Methods*, 48(3): 1154–1177.

Whitelaw, E. (2018). *Towards the development of an isiXhosa adaptation of the MacArthur-Bates Communicative Development Inventory for toddlers.* MA thesis (African Languages & Literatures), University of Cape Town.

WA3 Jelena Kuvac Kraljevic & Ana Matic

Pictures as elicitation materials: their relevance and challenges during the process of test development

Picture stimuli are often used in studies on memory, perception, and language, as well as in the tests designed primarily to asses these same functions (Ghasisin et al., 2015). For such stimuli to be valid, normative data confirming their representativeness and usability need to be gathered (Cycowicz et al., 1997). This process is by no means simple, yet is crucial; both from the standpoint of test quality (and subsequently the quality of the gathered data), and from the standpoint of the quality of research. During this talk, several methodological challenges regarding the development and usage of picture stimuli will be discussed, mostly with respect to the process of adaptation of the CAT into the Croatian language. These include the importance of taking into account several different, yet intertwined factors:

1) Population of people for whom the stimuli are designed, i.e. heterogeneity of the sample (differences in age, region of origin, level of education, income, as well as the differences in lifestyle, cultural and religious beliefs, and the existence of comorbid conditions – visual neglect, hemiparesis, etc.);
2) The quality, style and content of picture stimulus and its relevance for the task (the question of outdated vs too modern, the question of distractors, as well as the question of the required amount of information on the picture, i.e. how much information is just enough to evoke the desired response);
3) Psycholinguistic features of the word the picture is supposed to evoke (the challenges regarding the visual presentation of words of low imageability, i.e., abstract words);
4) The representativeness of the picture (does it represent only and exclusively the desired word for most of the people).

Examples of these challenges will be presented, as well as the way they have been addressed.

Cycowicz, Y. M., Friedman, D., Rothstein, M., & Snodgrass, J. G. (1997). Picture naming by young children: Norms for name agreement, familiarity, and visual complexity. Journal of experimental child psychology, 65(2), 171-237.

Ghasisin, L., Yadegari, F., Rahgozar, M., Nazari, A., & Rastegarianzade, N. (2015). A new set of 272 pictures for psycholinguistic studies: Persian norms for name agreement, image agreement, conceptual familiarity, visual complexity, and age of acquisition. Behavior research methods, 47(4), 1148-1158.

WA4 Ingvild Røste, Hanne Gram Simonsen, Monica Norvik & Nina Høeg

Back to the drawing board: Development of picture stimuli for the Norwegian version of the Comprehensive Aphasia Test

The Comprehensive Aphasia Test (CAT; Swinburn, Porter & Howard, 2005) is an assessment tool in the process of being adapted to approximately 22 different languages. In the choice of test items, nouns and verbs, many factors (e.g. frequency, word length, phonological complexity) need to be taken into account to make the items comparable across languages. However, in addition, pictures need to be chosen to elicit those items. In this talk we will present the background for developing picture stimuli for the Norwegian version of CAT, discussing different problems and considerations during the process.

WA5 Anne Marie Dalby & Landmark Pernille Hansen

Picture-based language assessment as interaction: Some reflections from an interdiciplinary study of multilingual dementia

Pictures are often used in language assessment to create a controlled environment, with similar procedures across participants, neither helping nor interfering with the participant.

However, every testing situation is also an interaction, between the participant, the test administrator, the stimuli and potential third parties. Based on data from an ongoing study of multilingual dementia where psycholinguistic and interactional approaches are combined, we will reflect on interactional dilemmas that may arise in the test situation. We will discuss consequences for the interaction, as well as for the language assessment.

Parallel B

Visuals and Temporality

T6 Anne Pitkänen-Huhta

Envisioning the future by visual means

This paper discusses a qualitative study of pre-service teachers' visualizations of their future work during the first semester in language teacher education. The visualization task is connected to an on-going project examining language teacher agency and the development and construction of professional identity. The students were asked to visually illustrate their dream job as well as its antithesis and verbally describe these pictures and the likelihood for them to become real. The pictures and the attached descriptions were thematically analyzed. In the analysis, two different ways of perceiving future professions and thereby identities as professionals were identified. The first one was a content centered perspective that focused on the desired professional activities, environments and social relationships and the other one a status oriented perspective that was characterized by the societal status of the profession. The presentation discusses how the visual envisioning of two possible futures opens up spaces for reflecting on both desires and fears.

T7 Maartje De Meulder

Using language portraits and language diaries in research on language use and language choice

I have used language portraits, language diaries, and interviews as research methods in a study exploring the language practices, language choices and language ideologies of 12 deaf and hearing signers in Flanders, Belgium, and how these are linked to sociolinguistic vitality of Flemish Sign Language. A language diary is a method of ethnographic data collection where participants are asked to self-report on their linguistic encounters for a period of time. The portraits and diaries each served a distinct goal, but their functions were also complementary. Both focus on language repertoires and personal experiences related to these repertoires, but do so in different ways and in different temporalities. Also, while the portraits are primarily about emotions and lived experiences related to language and communication, the open-ended, contextualized, and situated nature of the diaries gives insight in language use and language choice in specific contexts and with specific interlocutors.

T8 Judith Purkarthofer

Looking back and moving forward – temporality through visual methods

Visual methods link different scopes and scales, the small and immediate to the large and durable (Knowles and Sweetman 2004). In this presentation I aim to raise questions about what visual data tells us about time and temporality, and I will do so by inviting to discuss different methods and their take on represented time and space. In this sense, we get insights into speakers' past, present and future – with each method setting different foci and calling for more longterm representations or rather momentary insights. On a second note, visual representations are themselves situated in a certain time and discourse, and especially photography and film making, but also all other visual methods, are also cultural texts, changing and developing relations over time.

Video and filmmaking

T9 Annelies Kusters

Using participatory video to explore the experience of translanguaging

Participatory video as an ethnographic research method means participants creating one or more films themselves. In my study on international deaf communication, five participants created two short clips on my request. I had asked them to make videos about what International Sign is, how it is experienced, and how International Sign has changed over time. It is not just the clips themselves that are interesting to analyse, but also the brainstorming in advance of creating the clips (which was recorded as well), and the lively discussion that followed in a larger group when the clips were showed. People discussed how the two short films did or did not correspond to their experience of International Sign. For example, in one of the clips, International Sign was showed as a party, and we discussed how this represented the feeling of joy after having reached understanding.

T10 Olga Solovova

The four lenses of biographical workshops: Collaborative research with/through a video camera

In this paper I present the method of biographical workshops that emerged from a life story approach in history, education and anthropology (e.g. Pineau1983). Based on the premise that all humans are capable of telling their stories (Arendt 1998), yet their conditions for telling them are not equal for everyone, this method engages emancipatory and collaborative biographical research (Delory-Momberger 2014). Drawing from my data with migrants during biographical workshops at the Centre for Social Studies (University of Coimbra, Portugal), I use this opportunity to reflect on the levels of interaction within the spacetime created by such a workshop. Video cameras, used to register the sessions, represent powerful artefacts that can reshape the interaction and the ways in which the workshop participants position themselves in relation to a common narrative about their migratory experiences in Portugal. The narrative, co-constructed by people from a variety of social, cultural and linguistic backgrounds, evokes different institutional, media and informal discourses about migration and can be seen through four different analytical lenses - as acts of language, memory, performance, and political acts (Lechner 2014).

Arendt, H. (1998) (2nd ed.). The Human Condition. Chicago: University of Chicago Press.
Delory-Momberger, C. (2014). Recherche biographique et expérience migratoire. Paper presented at the International Colloquium Biographies in migration. CES, Coimbra, 30-31 January.
Lechner, E. (2014). Biographical research among immigrants in Portugal: collaborative research and the analytical relevance of personal accounts. História (São Paulo), 33 (1), 94-106.
Pineau, G. (1983). Produire sa vie: auto formation et autobiographie. Montréal: Édilig.

T11 Jessica Pedersen Belisle Hansen

Producing and preserving: Reflections on video-recordings as data

For my PhD project I make video recordings of hospital interaction where the doctor and patient do not speak the same language, and interpreting is provided through video-technology. According to Mondada (2006:2), video recordings provide the researcher with a medium for preserving the data's relevant features for later analysis, while also functioning as a configuring device. The recordings do not simply document what happened in a given setting. The video recordings are reflexively produced, they structure and arrange the data, shape them and give them particular orderliness and meaning (Mondada, 2006:2). In this presentation, I demonstrate how the video-recordings I made for my PhD project are locally and contingently produced. I show how choices made in the attempt to document this setting both shape and structure the data. Finally, I discuss some consequences the given orderliness and meaning of the data have for my study's analytical assumptions and foci.

Family ties

W1 Joanna Kędra

Mapping family communication practices: The limits of creativity in visual elicitation interviews

This paper introduces a creative visual elicitation technique that was used to map families' constellations and their digitally mediated communication practices. Interviewees were asked to create a collage from cards of adults' and children silhouettes and mobile apps' icons. The method draws from the sociological traditions of photo elicitation (Collier & Collier, 1986; Harper, 2002), further inspired by the 'circle of reference' (Prieto-Blanco, 2016) and 'mediagrams' (Vold Lexander & Androutsopoulos, 2019). The paper provides critical reflection on the applied method, along with examples of participants' negotiations and modifications of the method during the interview. It discusses the role of instructions, researcher's position, and the limits of creativity and innovation in 'auto driven' (Pauwels, 2015) visual elicitation techniques. Introduced case is a part of the fieldwork with Polish-speaking families living in Finland, conducted within the project: "What's in the App? Digitally mediated communication within contemporary multilingual families across time and space".

Collier, J. Jr, and Collier, M. (1986). Visual anthropology: Photography as a research method. Albuquerque: University of New Mexico Press.

Harper, D. (2002). Talking about pictures: A case for photo elicitation. Visual Studies, 17(1), 13-26. doi: 10.1080/14725860220137345

Pauwels, L. (2015). Reframing visual social science: Towards a more visual sociology and anthropology. Cambridge: Cambridge University Press. doi:10.1017/CBO9781139017633

Prieto-Blanco, P. (2016). (Digital) photography, experience and space in transnational families. A case study of Spanish-Irish families living in Ireland. In E. Gómez Cruz & A. Lehmuskallio (Eds.), Digital photography and everyday life. Empirical studies on material visual practices. New York, NY: Routledge, pp. 122-140.

Vold Lexander, K. and Androutsopoulos, J. (2019).Turning ethnographic data to mediagrams: A method for the study of language and media choices among Norwegian-Senegalese families. Panel presentation Mapping Apps and Sharing Caring: Ethnography with a Twist Conference, Jyväskylä, February, 12-14th.

W2 Maria Antonina Obojska

"But you cannot draw a language" – experiences in using language portraits in interviews with transnational families

In recent years qualitative sociolinguistic research has been turning towards less traditional and more creative methods of data collection resulting in obtaining multimodal data sets (e.g. Bristowe et al., 2014; Busch, 2012, 2016). It has been argued that these methods allow for more agency on the part of the research participants and enable the researcher to get a glimpse of the subjective representations, emotions and ideologies related to the participants' linguistic repertoires. This contribution explores one of these creative methods – the language portrait (Busch, 2012, 2016; Krumm, 2011) situating it in the context of a study on multilingual repertoires of Polish adults and teenagers living in Norway.

The aim of this paper is two-fold. Firstly, it provides knowledge on multilingual repertoires of adult and teenage representatives of the biggest minority in Norway – the Poles. Secondly, it explores the potential of the language portrait method for the aforementioned purpose. To this end, the article first provides general findings of the analysis of 26 language portraits drawn by Polish transnationals in Norway and then moves on to discussing portraits and their descriptions as constructed by one Polish transnational family in Norway in an interview situation, reflecting on the method both on the general level and on the case study level.

Didactics and visuals

W3 Dana Engel & Joanna Barrett

Unlocking linguistic repertoires in the multilingual language village

Language teaching and learning at school are still mostly organized in separate compartments, thus depriving (not only) multilingual students from opportunities to develop their linguistic repertoires (e.g. Busch 2012) and multi-competence (e.g. Cook & Li Wei 2016). In this context, creative multilingual didactics might offer a promising path to unlock the potential of students' linguistic repertoires. In our project RepertoirePluS, we have conducted in-depth research on linguistic repertoires as well as on the ways in which students activate and use the latter in the experimental setting of a Language Village (e.g. van Adrighem et al. 2006). This setting consists of five multilingual stations with several tasks including more than 12 working languages and is designed to overcome traditional separations of languages, thus creating new spaces for multilingual interaction. The tasks are inspired by multilingual didactics and comprise mediation, polyglot dialogue and intercomprehension in varying degrees of receptive and productive language use (cf. Lenz & Berthele 2010). The whole language village design is easily adaptable for all educational levels and settings.

Busch, Brigitta (2012): „Linguistic Repertoire Revisited". In: *Applied Linguistics* 33:5. pp. 503–523.
Cook, Vivian & Li Wei (2016): *The Cambridge Handbook of Linguistic Multi-Competence*. Cambridge: Cambridge University Press.
Lenz, Peter; Berthele, Raphael (2010): *Assessment in Plurilingual and Intercultural Education*. Strasbourg: Language Policy Division.
van Adrighem, Irene van; Härtig, Judith; Chlosta, Christoph & Iordanidou, Charitini (2006): ”Taaldorp - Von der Idee zu den ersten Versuchen". Online: http://www.daf-netzwerk.org/arbeitsgruppen/ag4/

W4 Nayr Ibrahim

Expanding multilingual children's discursive repertoires: ethical and methodological considerations of an artefactual approach

Our understanding of the multilingual child is enriched when the voice of the child is respected, valued and heard. In research with children, material tools offer interesting avenues for investigating early multilingualism through the creative ways in which they communicate. From an ethical perspective, this methodological approach has the potential to position children as knowledgeable and active agents in the research process, thus respecting their insights into their experience of multilingual living.

In this session, I will present a study that included artefacts, that is, physical objects and multimodal texts, as data collection tools. I will highlight the benefits and challenges of working with material tools, as they provide an alternative symbolic space for deconstructing monolithic and fixed representations of language and reconstructing a complex and dynamic multilingual identity. They give the children the means to reflect on and create their personalised stories about living with multiple languages.

W5 Haley De Korne

Mapping regional language ecologies as a tool for critical language awareness

I will discuss the use of mapping and role plays in workshops aimed to explore critical language awareness with university students who are training to be language teachers in a multilingual region. The Isthmus of Tehuantepec in southern Mexico is home to several Indigenous languages, Spanish, and a growing interest in learning other foreign languages. Consequently, residents in this region have varied linguistic repertoires and assign different degrees of prestige and status to different languages. In general there is a monoglossic ideology prevalent in public and private discourse in the region which values monolingual Spanish above other languages (De Korne 2017). In this context, I facilitated a 3-part workshop on the theme of Multilingualism for 2nd year students in the BA program in Enseñanza de lenguas (Language teaching/ learning) at the Tehuantepec campus of the Autonomous Beníto Juárez University of Oaxaca in spring 2017. The goal was to present several concepts in the study of multilingual individuals, multilingual societies, and multilingual classrooms which could be useful for students in their future work as teachers, and which would offer them ideological alternatives to monolingualism/ monoglossia. Communicative repertoires were explored with language portraits; linguistic ecology of the region was explored through mapping; and diversity in the classroom was explored through role-plays. In this presentation I will give examples of these activities and reflect on their use as tools to understand students' perspectives, and potentially to enhance critical language awareness.