

## Introduction

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This special issue of *Globe* comes in the wake of a research symposium held at the University of Bergen on 14-15 October 2019, where members from the *Multilingualism on My Mind* and *TYPOLex* research groups gathered to share and discuss, from a variety of perspectives, the findings from their various projects on multilingualism and language typology.

For additional information regarding the symposium, see this link:

<https://www.uib.no/en/rg/multilingual/131220/momm-meets-typolex-talk-about-languages-multilingualism-and%E2%80%A6-humour>

The symposium participants, many of whom have contributed to this special issue and served as its editors, use multiple languages and dialects in a variety of ways. Their multilingualism encompasses not only Scandinavian languages like Danish, Norwegian (Nynorsk and Bokmål), and Swedish but also Arabic, English, French, German, Italian, Japanese, Mandarin Chinese, Portuguese, Russian, and Spanish.

It is not surprising that those researching multilingualism and language typology can be multilingual. This is simply a reflection of our times, where more and more people are becoming multilingual as societies becoming increasingly more diverse and interactions and communication take place in multiple languages on a daily basis. Such developments are also an outgrowth of the societal and individual multilingualism that existed in the past, when knowledge of multiple languages was similarly seen as an asset in terms of advancing political, social, and trade-related endeavours.

The members of the research group *Multilingualism on My Mind*, which was founded in 2018 at the University of Bergen, approach multilingualism from diverse research perspectives. The group's name, *Multilingualism on My Mind*, too, can be interpreted in several ways. For instance, it alludes to the interests of the group's members: multilingualism is constantly on our minds as we try to understand how languages are learned, taught, and portrayed in education, in society, in the media, and elsewhere. The name also hints at the need for teachers and students to boost their awareness of multilingualism in all its varied forms. Several countries, institutions, and regional blocs have emphasised the importance of drawing on multilingualism as a resource in education through the publication of white papers and by making revisions to language curricula for schools. However, for multilingualism to become a resource that individuals and societies can harness effectively, teachers and teacher educators need to develop a deeper understanding of what a multilingual pedagogy entails and how one can implement such a pedagogy.

The research group *TYPOLex* was established at the Copenhagen Business School in the autumn of 1997. Michael Herslund is the group's leader and its members include Irene Baron, Hanne Korzen, Iørn Korzen, Lita Lundquist, Henrik Høeg Müller, and Viktor Smith. *TYPOLex* focuses on research related to language typology (hence the "TYPO" in its name), as well as lexical differences and rules and regularities at various levels of communication (represented by the "lex" in *TYPOLex*). In addition to researching these areas vis-à-vis Danish and English, the group's members also specialise in French (Michael, Irene, Hanne, Lita), Italian (Iørn), Spanish (Henrik), and Russian (Viktor). Their research

encompasses typological differences in the lexicon, syntax, and text structure, as well as in contextual phenomena such as nation and city branding and the use of humour in “endo-” and “exocentric” languages (see below). During the group’s 23 years of existence, the members have organised linguistic seminars in 13 different European cities in collaboration with local colleagues, for which the group has earned the nickname Rejseholdet (the Travel Gang – also the name of the police’s Flying Squad). The group usually makes it a point to publish the proceedings from each seminar in the country where the seminar was held. However, in the case of the *TYPOLex meets Multilingualism on My Mind* symposium in Bergen, where language typology so to speak met multilingualism (we decided to keep that as the title of the proceedings), the proceedings were published in Denmark.

At the symposium, TYPOLex presented five papers: The narratives of tourism destinations (Irene Baron & Michael Herslund), Free predicatives: A contagious construction, illustrated by French, English and Danish (Hanne Korzen), Complementarity and division of labor between endo- and exocentric languages: The case of Danish and Spanish (Henrik Høeg Müller), Are some languages more complex than others? On text complexity and how to measure it (Iørn Korzen), and Studying the use of humour across languages and cultures: Methods, results and perspectives (Lita Lundquist). Of these, the last three were developed into articles and included in this special issue.

Henrik Høeg Müller’s contribution can be described as an example of classic *TYPOLex* research. Müller elaborates on the fundamental lexical differences between nouns and verbs in the Germanic and Romance languages, here represented by Danish and Spanish, respectively. The Germanic languages are labelled “endocentric” due to the lexical weight in their verbs, i.e. in the centre of the sentence, whereas the Romance languages are labelled “exocentric” due to the lexical weight in the nouns, i.e. outside the centre of the sentence. Furthermore, Müller links some of these lexical differences to differences in verbs’ syntactic possibilities in Danish and Spanish.

Iørn Korzen focuses on Danish and another Romance language, Italian, when discussing the concept of language complexity, in itself an extremely complex concept, and he begins by citing a number of definitions and examples of language complexity. Korzen then focuses his attention on text structure, which can prove to be particularly complex in Italian. He specifically investigates, based on a corpus of intra- and cross-linguistically comparable texts, two text structure phenomena, the number of textualised propositions in each period, and the degree of deverbalisation of these propositions. These are phenomena where Italian and Danish differ considerably.

Lita Lundquist goes beyond narrow conceptualizations of language and studies manifestations of verbal humour. Lundquist believes that society and language mould humour and suggests the concept of “humour socialisation”, which can lead to very different ideas of what passes as humour. The typical Danish manifestations of humour, irony and self-irony, is often misunderstood by non-Danes and can lead to frustration, anger, and an unpleasant work environment. Lundquist’s study draws on questionnaire and interview data provided by 28 Danes and 45 non-Danes who worked together in Denmark or abroad.

Of the contributions dedicated to multilingualism in this special issue, three papers investigate multilingualism in education.

Maj Schian Nielsen analyses a number of white papers, school curricula, and teacher education course descriptions from Denmark and Norway. She argues that, for teachers to implement a multilingual pedagogical approach, the documents they use as references need to include information on important concepts such as multilingualism, crosslinguistic awareness, and metacognition. Schian Nielsen

concludes that while both Denmark and Norway seem to have embraced multilingualism as a valuable resource, they have done so at different levels of teacher education.

Given the lack of consensus regarding what counts as multilingualism, Gro-Anita Myklevold examines language teachers' and language teacher educators' beliefs about multilingualism and how a multilingual pedagogy can be operationalised in the Norwegian educational system. Her findings reveal that teachers and teacher educators hold positive views about multilingualism, although they feel unsure of how multilingualism can be implemented in an effective and systematic way.

The research team *Ungspråk*, comprised of members André Storto, Irina Tiurikova, and Åsta Haukås, sets out to examine multilingualism and multilingual identity among students in lower secondary schools in Norway. In their article, they discuss the theoretical background and rationale for developing the *Ungspråk* project. The mixed-methods design of the project serves as an example of how various research methods and instruments can be meaningfully combined to investigate questions related to multilingualism and multilingual identity. Furthermore, the *Ungspråk* team intends to explore how young students can interact with research data and researchers to uncover new insights that benefit both themselves and the research field.

Two papers in this special issue explore multilingualism in society.

In his quantitative study, Guowen Shang investigates people's attitudes towards multilingualism in the city landscapes of Eastern China. His findings suggest that most people evince positive attitudes towards the increasingly multilingual city landscape. However, the study reveals several differences between the attitudes of students and working professionals.

Marco Gargiulo, on the other hand, focuses on the representation and interpretation of multilingualism in the cinematic space, analysing the particular condition of language contact in Italy. Starting from a historical reflection on language policy during fascism, Gargiulo explores the concepts of spatiality, glottophagy, and camouflage. Using these concepts, he proposes a theoretical framework in which he reproduces a language contact model to analyse the Italian sociolinguistic space. Using this model, Gargiulo examines how urban sociolinguistic complexity and the relationship between language, space, and society are represented in Italian cinema and then presented to the spectators. In doing so, he draws on case studies that cover fascism and its language policy.

As organisers of the symposium in 2019 and editors of this special issue, we are grateful to PhD candidate Irina Tiurikova for helping us plan and organise the symposium, and to the Department of Foreign Languages at the University of Bergen for giving us the opportunity to meet and work together. We would also like to thank all the authors that contributed to this special issue for their enthusiasm and cooperation. Their exciting research projects and interesting approaches to language typology and multilingualism have contributed to making this special issue attractive to a wide international audience. All contributions have undergone a rigorous double-blind peer review process, and we would like to thank our reviewers for their time and the useful comments and suggestions they provided to the authors. Finally, we would like to thank Lotte Dam, *Globe's* editor-in-chief, and her colleagues for their continued trust and support, as well as for their help with the final editing of this special issue.

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