

<u>Workshop ID :</u>	9
<u>Workshop Duration :</u>	Workshop - 1.5 Days
<u>Workshop Title :</u>	Intergenerational multilingualism: negotiating language policies and practices across generations
<u>Workshop Leader :</u>	Judith Purkarthofer, University of Oslo

Research in multilingual contexts often has a strong focus on one generation while others are treated as 'background'. Looking at multilingual families, the focus may be on the children, while their parents are interviewed more for background information - or vice versa. In educational contexts, teachers' attitudes might be in the spotlight, while children are mainly talked about. Research on small or endangered languages is often centered on designated 'Elders' to the exclusion of younger community members. In all these contexts, we look at multilingualism and lived language experience through a specific lens that might be called generational. Biographical research (Rosenthal 2009), but also research on language maintenance (Hinton 2013), have shown how important intergenerational relations are for the construction of narratives on language use and for the transmission of languages. At the same time, research centres on different continents are putting a stronger emphasis on the lifespan perspective and thus generational relations emerge more as a center of attention.

The main part of this workshop brings together research that looks at different generations, ideally giving them fairly equal consideration. These could be parents and children, grandparents and grandchildren, or even interactions across generations outside of the family context. We consider 'intergenerational multilingualism' to include language practices and policies that affect and are negotiated by members of at least two different generations.

The key questions for the workshop are:

- Which forms of multilingualism do we find across generations?
- How do members of different generations relate to each other's language use and ideologies?
- How do the different generations respond to changes in societal conditions for multilingualism?

We welcome contributions with a focus on intergenerational multilingualism, both in indigenous and minority contexts and in contexts of diaspora and migration. Examples might include but are of course not limited to:

- schooling practices and children with multilingual repertoires
- family language policies where grandparents are primary caregivers
- traditionally multilingual rural areas where three to four generations are negotiating changes in local language use

We also welcome methodologically-oriented discussions of how research methods might be adapted to different age groups. Or more specifically, how to make use of multilingual resources in these methodologies. The role of the researcher, who is also situated along the generational continuum, will be treated as well.