

Workshop on “Inter- and Intra-generational Dynamics of Multilingualism”

on 25-27 June 2026

at the University of Hamburg (Germany)

The research group “*CODILAC - Convergence on Dominant Language Constellations: World Englishes in their multilingual ecologies*” (DFG FOR 5728) invites proposals for papers and posters to be presented at the workshop on “Inter- and intra-generational Dynamics of Multilingualism” at the University of Hamburg (Germany) on 25-27 June 2026.

The workshop aims to explore the social dynamics of multilingualism as constantly negotiated and transformed phenomena across generations. Recognizing language as a social and local practice susceptible to change (Pennycook 2010), the workshop focuses on how speakers across and within different generations navigate, influence, and reshape their language practices.

Speakers possess the historical agency to influence the trajectory of future generations’ multilingual practices (Purkarthofer 2020; Soslak 2009). While inter- and intra-generational dynamics are usually investigated within specific age groups and generational identities (e.g. older vs younger speakers), speakers’ perceptions of what defines their belonging to a particular generation are closely linked to their social and local relationships, rather than being determined solely by a biological line (Eckert 2017; Giles, Makony and Dailey 2005). Consequently, members of the same generation may hold diverse perspectives on how their multilingualism is shaped by their historical and socioeconomic backgrounds, societal norms, individual experiences they have with their languages, as well as global language dynamics. These factors, in turn, influence their expectations regarding language use, their current language practices, and the language transmission to future generations. Therefore, and in the spirit of third wave sociolinguistics, we understand generational behavior as a social process shaped and negotiated through interactions with factors such as location, status, orientation, beliefs, ideologies, situation, and power (Eckert 2019). We are especially interested in the resulting multilingual bricolage of linguistic features.

The workshop aims to be an international platform for research on multilingualism from different social and geographical contexts, which are able to highlight the emergent and dynamic nature of multilingual practices potentially shifting across and within generations and domains. Frameworks that emphasize these aspects, such as Dominant Language Constellations (DLC) (Aronin 2006), Complex Dynamic Systems Theory (CDST) (Larsen-Freeman and Cameron 2008), third wave sociolinguistics (Eckert 2019), as well as speaker-centered approaches (Busch 2017), are particularly welcome.

More specifically, the workshop sees itself as a critical space for fostering dialogue among early-career researchers, including doctoral students, postdoctoral researchers, and scholars at the beginning of their academic careers, working on, but not limited to, the following topics:

- generational transmission of multilingualism within institutional domains (e.g., educational sector)
- generational transmission of multilingualism within the private sphere (e.g., family language policies - FLP)
- multilingual language use in and between different generations (e.g., adolescents in comparison to adults)
- inter-generational challenges posed by official language policies (e.g., changes in standardization policies and official language use)
- ideologies surrounding language use within speech communities (e.g., national and local language ideologies)
- the status and use of World Englishes across different generations (e.g., the use of exonormative vs endonormative varieties)
- attitudes towards World Englishes across and within generations (e.g., individual or group perceptions of varieties of English)
- individual biographies and narratives of language change over life courses (e.g., turning points of language use, language shift, shifting DLCs)
- language maintenance in traditional minority context, migration and diaspora (e.g., heritage language maintenance and revitalization)
- the role of language to promote social cohesion across generations (e.g., community-driven efforts for social cohesion)

We especially encourage submissions by early career researchers working in different contexts and employing various theoretical and methodological approaches. The workshop also aims to foster a supportive environment where emerging scholars can showcase their research and engage in meaningful dialogue with established experts.

The working language of the event is English, but we acknowledge the potential for submissions involving other languages, and we encourage prospective authors to reach out if this applies to their work. Active contributions to the workshop are only possible on-site.

Invited Speakers

Larissa Aronin (VIZJA University, Warsaw - Poland)

Tobias Bernaisch (Justus Liebig University, Giessen - Germany)

Loy Lising (Macquarie University, Sydney - Australia)

Stefanie Pillai (University of Malaya, Kuala Lumpur - Malaysia)

Edgar Schneider (University of Regensburg - Germany)

Daniel Schreier (University of Zurich - Switzerland)

Proposals

The two categories of proposals are individual papers and posters.

Papers: papers are formal presentations on original research by one or more authors, lasting a total of 30 minutes (20 minutes for presentation and 10 minutes for discussion). Please note that the time limit will be strictly adhered to.

Posters: poster sessions are for displaying research that offers the opportunity for individualised, informal discussion of the research. Posters are especially effective for presenting work-in-progress, fieldwork and results of empirical research if data can be presented visually (e.g. charts, graphs, tables). A block of time will be designated when presenters are available to discuss their posters and a time slot will be dedicated to poster presentations. Posters should be in the size of A0 in portrait format.

Submissions

Please submit your abstracts (max. of 500 words excl. references) via Indico: <https://www.conferences.uni-hamburg.de/event/669/> before 31 January 2026 (**new deadline: 28 February 2026!**) by clicking on the "submit new abstract" field. To complete your submission, please log in with your Indico profile or create a new one by selecting your institutional affiliation.

Presenters are requested to paste their abstracts into the dedicated field and to attach it as MS-Word documents. The submitted document should **not** include authors' names, their affiliation and email addresses. Proposals will be evaluated in terms of quality of content, significance, originality and thematic relevance.

Conference Presentation Policies: each participant may submit a maximum of two proposals as first author, and the same individual can still become co-author of another proposal.

Key dates

1 November 2025 – 31 January 2026: abstract submission period (**extended until 28 February 2026**)

February - March 2026: review process

mid-March 2026: notification of acceptance

1 April 2026 – 23 June 2026: registration period

References

Aronin, L. 2006. Dominant language constellations: An approach to multilingualism studies. In M. Ó. Laoire (ed.), *Multilingualism in educational settings*, 140-159. Hohengehren: Schneider Publications.

Busch, B. 2017. Biographical approaches to research in multilingual settings. Exploring linguistic repertoires. In M. Martin-Jones & D. Martin (eds.), *Researching Multilingualism*, 45-59. London: Routledge.

Eckert, P. 2017. Age as a Sociolinguistic Variable. In F. Coulmas (ed.), *The Handbook of Sociolinguistics*, 151-167. Blackwell.

Eckert, P. 2019. The limits of meaning: Social indexicality, variation, and the cline of inferiority. *Language* 95(4). 751-776.

Giles, H., Makoni, S., & Dailey, R. M. 2005. Intergenerational communication beliefs across the lifespan: Comparative data from West and South Africa. *Journal of Cross-Cultural Gerontology* 20. 191-211.

Larsen-Freeman, D., & Cameron, L. 2008. *Complex systems and applied linguistics*. Oxford University Press.

Pennycook, A. 2010. *Language as a Local Practice*. London: Routledge.

Purkarthofer, J. 2020. Intergenerational challenges: Of handing down languages, passing on practices, and bringing multilingual speakers into being. In A. C. Shalley & S. A. Eisenchlas (eds.), *Handbook of Home Language Maintenance and Development*, 130-150. Berlin/Boston: De Gruyter Mouton.

Suslak, D. F. 2009. The sociolinguistic problem of generations. *Language & Communication* 29(3). 199-209.