

## Who's there? *In/Exclusively* addressing the *Other* in disseminating linguistic results

Judith Purkarthofer

Outreach activities, in linguistics and other fields, build on the assumption that scientific knowledge should be made available to members of the larger public. In recent years, these types of 'third mission' activities have become more prominent in funding schemes, are evaluated in hiring procedures and are encouraged by universities. Often, rather precise descriptions of target groups are called for and as researchers and educators, we need to negotiate (stereotypical) ideas about target groups with discourses of inclusiveness and opportunities of participation. In the same way that decolonizing methodologies (Smith 2012) is needed, we have to rethink our notions of experts and non-experts (Bunk & Pohle 2019) and we need to be aware of power hierarchies that put certain experiences and groups in places that are constructed as distant from scientific knowledge (i.e., speakers of non-standard varieties, migrants and children).

In this contribution, I discuss risks to reproduce stereotypes and discrimination in the planning of outreach activities. Drawing on experiences from an ongoing project on family language policy, it becomes apparent that children and adults should be addressed as multilingual speakers in different stages of their lives and with highly diverse linguistic repertoires. In addition, we can also assume that their roles in the family are not all alike and that cultural expectations and ideologies need to be navigated (Huuki & Lanas 2020). With an eye on different spoken and signed languages, I want to raise the following questions: how can we address members of diverse groups individually but also as speakers who might share certain experiences? How can we avoid *othering* through specific outreach activities and yet make attractive offers for learners of languages as well as language teachers? How can we encourage true participation that gives members of the public options to engage meaningfully with scientific research?

Bunk, O., Pohle, M. 2019. "5. "Unter Freunden redet man anders": The register awareness of Kiezdeutsch speakers." In: Heyd T., Mengden F. and Schneider B. (eds) *The Sociolinguistic Economy of Berlin: Cosmopolitan Perspectives on Language, Diversity and Social Space*. De Gruyter Mouton, 97-124.

Huuki T., Lanas M. 2019. Child–Adult. In: Rautio P., Stenvall E. (eds) *Social, Material and Political Constructs of Arctic Childhoods*. *Children: Global Posthumanist Perspectives and Materialist Theories*. Springer, 139-153.

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