

II.A.1

Sprache und Sprachbetrachtung

Language and identity: Cross-cultural encounters – Das Verhältnis von Sprache und Identität diskutieren (S II)

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„I don't belong to English, though I belong nowhere else.“ Das Zitat Gustavo Perez Firmats, eines in Kuba geborenen U.S.-amerikanischen Schriftstellers, macht deutlich, in welchem kompliziertem Verhältnis (die englische) Sprache und Identität häufig stehen. Dies gilt für *speakers of English* in postkolonialen Kontexten genauso wie für Immigrantinnen und Immigranten im anglophonen Sprachraum und nicht zuletzt wahrscheinlich auch für einige Ihrer Schülerinnen und Schüler. Welche Facetten das Verhältnis von Sprache und Identität haben kann, erkundet die vorliegende Unterrichtseinheit anhand aktueller Beispiele, Texte und Bilder.

KOMPETENZPROFIL

Klassenstufe: 7–12 (G8), 11–13 (G9)

Dauer: ca. 1–4 Doppelstunden

Kompetenzen: 1. Textkompetenz: Texte verstehen und analysieren; 2. Kommunikative Kompetenz: Diskussionen vorbereiten und durchführen; 3. Interkulturelle Kompetenz: Missverständnissen vorbeugen

Thematische Bereiche: Sprache und Identität, Englisch als Weltsprache, Postkolonialismus, *chutnification*, kulturelle und sprachliche Aneignung, *On the Move. Migration and Cross-Cultural Encounters*

Material: Bildkarten, Cartoons, Video(link)s, Rollenkarten, Originalwerbung

Auf einen Blick

1./2. Stunde

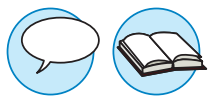
Thema:	English and identity
M 1	What does it feel like to speak English? – English as a part of identity / Reflektieren der eigenen Einstellung zur englischen Sprache anhand von Bildern (M 2) und der <i>Six-Corners-Activity</i> (EA); Interpretieren eines Gedichtes (EA, PA); arbeitsteiliges Erarbeiten von Texten über Einstellungen zur englischen Sprache (EA, GA); Präsentieren der Gruppenergebnisse (SP); Diskutieren des Verhältnisses zwischen Sprache und Identität (PL)
M 2	Picture cards – Speaking English / Bildmaterial für die <i>Six-Corners-Activity</i> des Einstiegs
Hausaufgabe:	M 1, <i>task 3</i> : Schreiben eines Gedichts über das eigene Verhältnis zur englischen Sprache auf Grundlage des Gedichtes von Roberto Perez Firmat (EA)
Benötigt:	<input type="checkbox"/> ggf. ZM 1 als sprachliche Unterstützung: <i>Scaffolding cards</i> <input type="checkbox"/> Präsentationsmöglichkeit für Lernende (z. B. Dokumentenkamera) <input type="checkbox"/> auseinander geschnittene, ggf. vergrößerte und laminierte <i>picture cards</i> (M 2)

3./4. Stunde

Thema:	Language and power
M 3	Who has the power? – English as a global language / Beschreiben von Bildinhalten zum Verhältnis zwischen Sprache, Identität und Macht (EA, PL); arbeitsteiliges Hör-Seh-Verstehen zur Rolle von Englisch als globaler Sprache (EA); Reflektieren der Ergebnisse (PL); Diskutieren mit Rollenkarten (M 4) zur These „ <i>It is important to speak of Englishes instead of the English language</i> “ (PL)
M 4	Role cards – Discussing the role of English varieties / Rollenkarten für die Diskussion
Hausaufgabe:	M 3, <i>task 4</i> : Schreiben eines Kommentars darüber, ob Englisch in Zukunft Weltsprache bleiben wird (EA)
Benötigt:	<input type="checkbox"/> Tablets, Computer oder Smartphones mit Internetzugang zum Abspielen der Videoclips <input type="checkbox"/> Kopfhörer <input type="checkbox"/> Präsentationsmöglichkeit für Lernende (z. B. Dokumentenkamera)

M 1

What does it feel like to speak English? – English as part of identity



Talk about your attitude towards speaking English and find out what others think about speaking English.


Tasks

1. *Lead in:* What does speaking English feel like for you?
 - a) Take a moment to think about how speaking English feels for you.
 - b) Then walk around the room and choose a picture that comes closest to symbolising the way you feel when speaking English.
 - c) Talk to the other students who have chosen the same picture: How does it resemble your attitude towards speaking English?
2. What does speaking English feel like for others?
 - a) Read the poem by Gustavo Perez Firmat.
 - b) Paraphrase in your own words what the speaker intends to say in ll. 1–5. Do the same for ll. 6–9.

The fact that I
 am writing you
 in English
 already falsifies¹ what I
 wanted to tell you.
 My subject:
 how to explain to you that I
 don't belong to English
 though I belong nowhere else

© Gustavo Perez Firmat, *Unilingual Blues*. Bilingual Press Arizona State University 1995.

1 (to) falsify: (to) change information so that it is no longer true

The poem in my own words
The fact that I am writing you in English already falsifies what I wanted to tell you.	
My subject: how to explain to you that I don't belong to English though I belong nowhere else	

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- c) With a partner, summarise what attitude the speaker expresses in the poem. Which picture from the beginning of today's session represents the attitude best?
- d) With a partner, collect possible reasons for the attitude.

2. The Empire speaks back: The chutnification of English
 - a) Read the definition and explain in your own words, what Indian-born writer Salman Rushdie could mean by “chutnifying” the English language.

Chutnification is the adoption of Indian elements into the English language or culture. The word “chutnification” was coined by Salman Rushdie in his novel, *Midnight’s Children*. Chutney is a sauce or a dry base for a sauce, originating from the Indian subcontinent.

Source: <https://en.wikipedia.org/wiki/Chutnification> [last access: 15/10/2023]

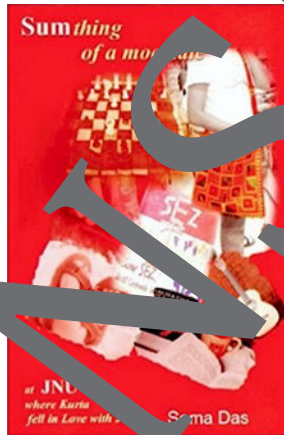


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- b) What exactly could a chutnification of English look like? With a partner, collect at least three strategies speakers of English in former colonies could employ to “imprint” their own identity into the English language. The collage might give you some ideas.



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3. Examining chutnification in literature
 - a) Read the excerpt from Arundhati Roy’s *The God of Small Things*.
 - b) Find examples for “chutnification” in the text and collect them in a chart like this. Afterwards, describe the effect this “chutnification” has on you as a reader.

Examples for “chutnification”		
spelling/pronunciation	vocabulary (non-English words)	word formation (creation of new words)

- c) Analyse the characters’ (Estha’s, Ammu’s, Baby Kochamma’s) attitudes towards the English language. Provide evidence from the text.

- d) Discuss possible reasons for the different attitudes towards the English language. Take into consideration your observations from the beginning of today’s lesson.

4. The “spätzlefication” of English

- a) Describe what a “spätzlefication” of English could look like. Come up with at least three suggestions.
 - b) Should there be a “spätzlefication” of English? Discuss, taking into consideration the different historical backgrounds of “chutnification” and “spätzlefication”.

Lay. Ter. [...]

70 [In the car on the way back home from the airport] [n]ear Ettumanoor they
passed a temple with a dead temple elephant, electrocuted¹³ by a high tension
wire that had fallen on the road. An engineer from Ettumanoor municipality was
supervising the disposal of the carcass. [...] Chacko stopped to ask whether it was
by any chance Kochu Thomban (Little Tusker), the Ayemenem temple elephant
75 who came to the Ayemenem House once a month for a coconut. They said it
wasn't.

Relieved that it was a stranger, not an elephant they knew, the drove on.

'Thang God,' Estha said.

'Thank God, Estha,' Baby Kochamma corrected him. [...] Baby Kochamma suggested
80 a car song. Estha and Rahel had to sing in English in obedient voices. Breezily. As
though they hadn't been made to rehearse it all week long. Ambassador E. Pelvis
and Ambassador S. Insect.

RejOice in the Lo-Ord Or-

85 *Orlways*

And again I say re-jOice.

The Prer NUN sea ayshun was perfect. [...]

Arundhati Roy: The god of small things. Flamingo Books Penguin Group New York 1997.

Vocabulary

1 **(to) eavesdrop:** (to) listen secretly to what other people are saying – 2 **Malayalam:** language spoken in Kerala in south-west India – 3 **(to) levy sth.:** (to) use official authority to demand and collect a payment, tax etc. – 4 **(to) deduct:** (to) take away – 5 **(to) score sth. through sth.:** to pass through sth. – 6 **puff:** here: *die Haartolle* – 7 **(to) croon:** (to) sing sth. quietly and gently – 8 **unabashed:** not ashamed, embarrassed or affected by so's negative opinions, when other people would be – 9 **adulation:** great praise, especially when it is greater than necessary – 10 **(to) feel the duty to do sth.:** (to) feel the duty to do sth. – 11 **sullen:** in a bad mood – 12 **menacing:** seeming likely to cause harm or danger – 13 **electrocuted:** killed by an electronic wire

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