

## 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

<b>Klassenstufe:</b>	11/12 (G8), 11–13 (G9)
<b>Dauer:</b>	ca. 1–4 Doppelstunden
<b>Kompetenzen:</b>	1. Textkompetenz: Texte verstehen und analysieren; 2. Kommunikative Kompetenz: Diskussionen vorbereiten und durchführen; 3. Interkulturelle Kompetenz: Missverständnissen vorbeugen
<b>Thematische Bereiche:</b>	Sprache und Identität, Englisch als Weltsprache, Postkolonialismus, <i>chutnification</i> , kulturelle und sprachliche Aneignung, <i>On the Move. Migration and Cross-Cultural Encounters</i>
<b>Material:</b>	Bildkarten, Cartoons, Video(link)s, Rollenkarten, Originalwerbung



netzwerk  
lernen

zur Vollversion

## Auf einen Blick

### 1./2. Stunde

Thema: English and identity

**M 1** **What does it feel like to speak English? – English as part of identity /** Reflektieren der eigenen Einstellung zur englischen Sprache anhand von Bildern (M 2) und der *Six-Corners-Activity* (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 *Six-Corners-Activity* des Einstiegs

**Hausaufgabe:** M 1, *task 3*: Schreiben eines Gedichts über das eigene Verhältnis zur englischen Sprache auf Grundlage des Gedichts von Gustavo Perez Firmat (EA)

**Benötigt:**

- ggf. ZM 1 als sprachliche Unterstützung: *Scaffolding cards*
- Präsentationsmöglichkeit für Lernende (z. B. Dokumentenkamera)
- auseinandergeschnittene, ggf. vergrößerte und laminierte *picture cards* (M 2)

### 3./4. Stunde

Thema: Language and power

**M 3** **Who has the power? – English as a global language /** Beschreiben von Bildimpulsen zum Verhältnis zwischen Sprache, Identität und Macht (EA, PL); arbeitsteiliges Hör-Seh-Verstehen zur Rolle von Englisch als globaler Sprache (GA); Reflektieren der Ergebnisse (PL); Diskutieren mit Rollenkarten (M 4) zur These „*It is important to speak of Englishes instead of the English language*“ (PL)

**M 4** **Role cards – Discussing the role of English varieties /** Rollenkarten für die Diskussion

**Hausaufgabe:** M 3, *task 4*: Schreiben eines Kommentars darüber, ob Englisch in Zukunft Weltsprache bleiben wird (EA)

**Benötigt:**

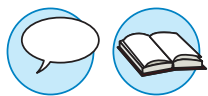
- Tablets, Computer oder Smartphones mit Internetzugang zum Abspielen der Videoclips
- Kopfhörer
- Präsentationsmöglichkeit für Lernende (z. B. Dokumentenkamera)



**5./6. Stunde****Thema:** Merging new identities**M 5** **To whom does the English language belong? – Merging new identities /** Kontrastieren des sprachlichen Selbstbewusstseins in indischen Werbekampagnen (PA, PL); Erarbeiten des Begriffs „*chutnification*“ und Antizipieren von dessen Umsetzung (PA); Untersuchen von *chutnification* an einem literarischen Beispiel (PA, SP)**M 6** ***The God of Small Things* by Arundhati Roy – Reading an excerpt /** Ausschnitt aus dem Roman für die Analyse**Hausaufgabe:** M 5, *task 4*: Beschreiben und Diskutieren einer „*spätzlefication*“ des Englischen (EA)**Benötigt:**  Präsentationsmöglichkeit für Lernende (z. B. Dokumentenkamera)**7./8. Stunde****Thema:** Linguistic appropriation**M 7** **Mimicking the other – What is cultural appropriation? /** Reagieren auf Beispiele kultureller Aneignung (M 8) und anschließendes Reflektieren (EA, PL); Erarbeiten des Begriffs und Entwerfen einer eigenen Definition von *linguistic appropriation* (PA); Erarbeiten der Fallbeispiele (M 8–M 11) und Beurteilen, inwiefern es sich hierbei um *linguistic appropriation* handelt (GA); Präsentieren und Diskutieren der Ergebnisse (SP, PL)**M 8** **Picture cards – Cultural appropriation /** Bildmaterial für den Einstieg**M 9** **Case file 1 – Singer Gentleman sings in Jamaican patois****M 10** **Case file 2 – Actor Chet Hanks speaks Jamaican patois****M 11** **Case file 3 – American singer Billie Eilish uses “blaccent”****Hausaufgabe:** M 7, *task 4*: Diskutieren der Aussage „*The notion of linguistic appropriation divides where we should learn from each other.*“ (EA)**Benötigt:**  Präsentationsmöglichkeit für Lernende (z. B. Dokumentenkamera)  
 Auseinandergeschnittene, ggf. laminierte *picture cards* (M 8)  
 ggf. Magnete für die Anordnung der Bildkarten  
 ggf. ZM 2 als Unterstützung: Zitate zu *linguistic appropriation***Zusatzmaterial im Online-Archiv bzw. in der ZIP-Datei****ZM 1** Language support: Scaffolding cards – Speaking English**ZM 2** Help card – Quotations about linguistic appropriation

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 to you  
in English  
already falsifies<sup>1</sup> 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: *Bilingual 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 to 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.

## Picture cards – Speaking English

M 2

Reflect upon how speaking English feels for you with the help of pictures.



1



© Shutterstock

2



© Bild von Manfred Richter auf Pixabay

3



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## Case file 2 – Actor Chet Hanks speaks Jamaican patois

M 10

## Jamaica [former British colony] debates 'Queen's English'

According to some Caribbean linguists, only 1% of Jamaicans speak English as their first language. The rest speak "patois", "Creole", "Afro-English", or "Jamaican" as it's variously known. Now the government is facing demands to include protection for patois speakers in the constitution. [...] To back up his argument, he cited the case of a researcher who was treated politely by four banks in central Kingston [Jamaica] when he spoke standard English but rudely when he spoke Jamaican patois. He also referred to tests of oral comprehension of English in news broadcasts among Jamaicans that showed up to 40% did not understand them clearly.

Source: Tefl: Jamaica debates 'Queen's English'. 22/03/2002. <https://www.theguardian.com/education/2002/mar/22/tefl> [last access: 15/10/2023]

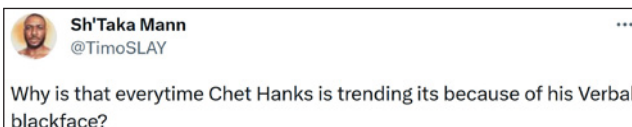
## Why does Chet Hanks speak Patois? Tom Hanks' son defends Jamaican accent in Clubhouse debate!

[...] Yesterday, he was active on a new social media app called Clubhouse, an audio-based platform where people can take part in discussions and debates in different 'rooms'. Unsurprisingly, the room Chet was in soon gained a large presence and conversation quickly turned to his use of the Jamaican accent.

"Guys, it's really as simple as this, if I get on a binge and I watch a bunch of English gangster movies, and I go around ordering a coffee at Starbucks and I'm with my friend and I go, 'Give me a latte, guvna' I'm not s\*\*\*ing on English people," he said.

During the chat, Chet Hanks was questioned by users who asked if he understood the history of oppression faced by Patois speakers. However, other users defended him, with one Jamaican user even saying that "everybody back home" loves the accent. [...]

Source: Kate Fowler: Why does Chet Hanks speak Patois? 3/12/2020. <https://www.hitc.com/en-gb/2020/12/03/chet-hanks-patois/> [last access: 15/10/2023]



## Tom Hanks' son Chet hits back with ANOTHER video of himself speaking Jamaican patois after footage of him at the Golden Globes was branded 'disturbing' online

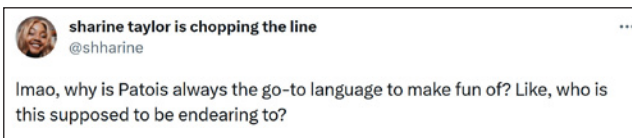
Tom Hanks' son Chet has doubled down and posted another bizarre video of himself speaking Jamaican patois after getting criticized online for doing the same thing at the Golden Globes. [...]

'Me wake up this morning and see the thing turn up. Internet go mad. Respect,' he says in a put-on Caribbean accent in the new video. 'RESPECT TO MI MASSIVE,' he captioned the clip, adding 17 Jamaica flag emoji. [...] Chet joined parents and three siblings at the Golden Globes on Sunday evening [...].

That night he shared a video of himself hyping up his father while speaking Jamaican patois, an English-based creole language with West African influences.

The footage quickly went viral, and while many people were baffled, Chet went from 81,000 Instagram followers to 91,000 on Monday afternoon.

Source: Erica Tempesta: Tom Hanks' son Chet hits back [...]. 07/01/2020. <https://www.dailymail.co.uk/femail/article-7858981/Tom-Hanks-son-Chet-hits-video-speaking-Jamaican-patois.html> [last access: 15/10/2023]



© Source: TimoSLAY: I'm looking for de heauxes. 03/12/2020. [https://twitter.com/TimoSLAY/status/1334342931843575808?ref\\_src=twsrc%5Etfw%7Ctwcamp%5Eetweetembed%7Ctwterm%5E1334342931843575808%7Ctwgr%5E04470b4cb1683af63586217391c7a767fbee3091%7Ctwcon%5E1\\_&ref\\_url=https%3A%2F%2Fwww.hitc.com%2Fen-gb%2F2020%2F12%2F03%2Fchet-hanks-patois%2F;](https://twitter.com/TimoSLAY/status/1334342931843575808?ref_src=twsrc%5Etfw%7Ctwcamp%5Eetweetembed%7Ctwterm%5E1334342931843575808%7Ctwgr%5E04470b4cb1683af63586217391c7a767fbee3091%7Ctwcon%5E1_&ref_url=https%3A%2F%2Fwww.hitc.com%2Fen-gb%2F2020%2F12%2F03%2Fchet-hanks-patois%2F;)  
shharine: sharine taylor is chopping the line. 06/01/2020. <https://twitter.com/shharine/status/1214039203526381569?s=20> [last access: 15/10/2023]

## 2. What does speaking English feel like for others?

Suggested answers:

- b) I have to speak to you in English and that already makes it difficult to explain what I actually want to tell you. I'm trying to tell you that I don't feel comfortable speaking English / with the English culture, but I also don't feel comfortable anywhere else.
- c) The speaker has an ambivalent attitude towards the English language. He/she needs English to communicate with his/her surroundings and it is his/her only way to make himself/herself understood. At the same time, he/she does not feel comfortable using it. It has become part of his/her identity although he/she does not feel good about it. Picture 3 symbolises his/her attitude well.
- d) The speaker might be an immigrant, someone bi- or multilingual, someone who has to stay in an English-speaking country although he/she does not want to etc.

## 3. What does it feel like to speak English around the world?

a) **Text A**

- Cultural background: born in UK, moved to India when two years old, returns to UK for job; linguistic background: raised speaking (Indian) English; Urdu only used to speak to grandparents.
- English feels natural to her, it is the language Ayesha is most fluent in. But she feels annoyed by people from the UK commenting on the quality of her English because it neglects the fact that Indian English is just as English as British English and reveals the assumption that people who are not originally from the UK cannot speak English as well as people who were born and raised there.
- She feels discriminated against, self-conscious, forced to try to fit in better and burdened with the task to prove that her English skills are as good as those of people from the UK (which is particularly ironic considering the colonial background of this particular setting).
- Individual answers.

**Text B**

- Cultural background: French but living and working in an anglophone community; linguistic background: French native speaker who has been learning English for more than ten years.
- Loves English language but realises that she cannot get rid of her French accent. Has learned to accept that her accent is part of her identity but finds it hard to be confronted with her accent on a regular basis because it ignores the effort she put into learning the language.
- She used to feel frustrated with herself, tried to get rid of her accent and sound like a native speaker. Now, she has accepted that her accent is part of her identity.
- Individual answers.

**Text C**

- Cultural background: born in Cuba, moved to the USA when he was 11 years old; linguistic background: speaks English and Spanish fluently, is author and writes poems in English.
- Ambivalent attitude towards the English language; feels he is neither competent in Spanish nor in English.
- Ascribes languages to people and the relationships he has with them: Spanish as the