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## Teaching Speakers of Non-Standard Varieties: African American Vernacular and Kanak Sprak

Inke Du Bois

In Germany and the US, controversial studies on the educational success of different minority groups showed that African Americans in the US and students with a migration background in Germany exhibited lower academic performances than mainstream students (Ogbu, 1983, IGLU 2006). This article introduces and compares the sociolinguistic features of African American English and Kanak Sprak, a migrant youth variety spoken in Germany in their linguistic and social identity functions. Employing minority students L1 varieties and cultures in language teaching can create positive reaffirmation of minority students' identity and eventually school success within in a standard language curriculum.

### 1 Introduction

Constantly reprimanding a student for his/her native language sends the message that L1, and by extension, L1 culture, is not welcomed in the class. Languages have strong, inseparable, and complex ties to culture and insisting on monolingualism essentially means I am asking my students to check their identities and life experiences at the door. (Jenkins 2010: 1)

Language is political. That's why you and me, my brother and sister, that's why we 'posed to choke our natural self into the weird, lying, barbarous, unreal, white speech and writing habits that the schools lay down like holy law. Because in other words the powerful don't play, they mean to keep that power, and those who are the powerless (you and me) better shape up mimic/ape/suck in the very image of the powerful, or the powerful will destroy you- you and our children. (June Jordan, in Lippt-Green 1997)

June Jordan, African American poet and social activist, and Sulaiman Jenkins, an ESL teacher in Saudi Arabia, describe different sides of the same coin. Monolingual and monocultural ideologies in language classrooms affect an influence on the ethnic identity of minority variety speakers and teachers and schools systems carry responsibility for this. Jenkins and Jordan address the existing vacuum of minority varieties (AAV) and L1 languages and cultures in the school systems and classrooms in Europe and the United States. They depict how important parts of linguistic and cultural identities of minority students are ignored and other mainstream linguistic identities have to be taken on to be successful in the mainstream society.

What Jenkins and Jordan describe affects the students who do not speak standard varieties such as Standard English and Standard German at home and in their private lives. Whereas many students are bi-dialectal, which means that

they can style shift between minority variety and Standard English or German, others do not (Edwards 2004).

This chapter discusses different perspectives on teaching minority students in diverse classrooms and socio-political contexts. Some of the issues of linguistic diversity and new trends in teaching Standard English and Standard German to immigrants are discussed. The chapter further addresses the problems related to immigrants in Germany who speak different L1 languages such as Turkish, Arabic, Russian and Polish at home. Being part of a migrant youth culture, they speak an ethnolectal variety called Kanak Sprak. This chapter discusses the grammatical and phonological features of Kanak Sprak, also called Kiez Sprache (Wiese 2006) and African American Vernacular. New data gathered from the rural Lower Saxony area of Vechta collected in 2009 and 2010 will be presented. It introduces the ethnolect spoken by migrant youth in rural areas which has previously only been recognized as an urban metropolitan phenomenon. New findings in regard to lexical and discursive features are presented. Finally implications on teaching L2 and L3 languages to students with a migration background are outlined.

## 2 Recognition of linguistic diversity

In the context of dominant mainstream societies and language policies, minority students with another mother tongue or dialect other than the Standard have to cope with the classroom material and an additional language to master. In his 1968 study, Labov exposed that the school system's devalorization and ignorance that African American Vernacular is a language later called "Ebonics" played a major role in the dynamics of continuous lower student achievement. Labov attempts to revalorize ethnic minority speech and shows that BEV (Black English Vernacular) is not inferior, but that school systems are not geared to and ignored AAV as a language with its own culture.

One first step was to identify the grammaticality of African American Speech, to begin what is not yet generally accepted as a grammatical variety of American English. Thus, for the first time there was slowly some academic recognition that there might be a relationship between the lack of awareness of what is now called African American Vernacular (AAV) (formerly Ebonics or Black English Vernacular) as a different variety and student success. Teachers, schools and school systems slowly learned that there is a relation with the low educational achievement of African Americans (Labov 1968, 2006). Up until today, African Americans and immigrants of different nations do live bi-dialectal and multilingual lives which are facts that mostly go unrecognized in monolingual school systems.

Political movements and varied programs were initiated that integrate not only African American Vernacular, but also the first languages (L1) of immigrants: US-American educators re-evaluated standardized tests and school forms towards more holistic language competency testing and learning. There is a great diversity of language programs in schools that help immigrants keep up with the different subjects- Bilingual/Bicultural K12, Transitional bilingual K6, Mainstream, Dual language with waiver (Mahoney/Haladyna/Mac Swan/ Garcia 2010). One major step was to give what African Americans speak a name. This way it could be conceptualized as different from a substandard or incorrect English and Black kids would not have to feel inferior any longer. Multicultural approaches to teaching Standard English in ESL and African American contexts that value and strengthen original cultures and co-cultures have been very successful for the valorization of minority student plurilingual identity formation and student achievement (Igoudin 2009 forthcoming). In California, for example, there are new forms of teaching Standard American English by means of recognizing Ebonics. African American Vernacular, as its own language and playfully integrating both languages in the classroom (Baron 1997).

There are paradigmatic chasms towards the meaningfulness of integrating L1 languages and cultures in the language classroom; that is, social psychological studies have a different ideology towards plurilingualism and ask different questions in regard to multiculturalism (Du Bois forthcoming). One such recent study investigated the effect of different linguistic competencies and linguistic acculturation strategies within L1 and L2 on school success in Germany (Dollmann/Kristen 2010). In a sample of over 750 students, there were no differences in the students' achievement between students who used the strategy monolingual assimilation (+ L2 and - L1) and balanced bilinguals (+L2 and + L1). It is important to note that such findings do not gear towards social and educational change when they investigate educational achievement within a monolingual and monocultural German school system, where original cultures and languages go largely unrecognized.

Another recent study investigated the overall school success of German and migrant students in schools with a large percentage of migrants versus schools with a smaller percentage of migrants. The researchers found that when the migration background and the socioeconomic status of the parents are taken into account, there was no difference in the achievement of German and non-German students' school success (Stana/Schwipert/Gröhlich 2010). The latter study was based on the Coleman report. The report exposed that the differences of academic achievement of White and African American students was more of a byproduct of the increased poverty among African American families. Overall, these studies can be subsumed under "conservative multiculturalism" in that the perspective from White mainstream majority society is at stake (Mc Laren 1995: 37).

Different research questions are posed by liberal and critical multiculturalists (Mc Laren 1995). One of the more recent trends in Europe is the multiliteracy approach (Bach 2007, Eisner/Küster/Viebrock 2007). This approach was founded by the New London Group, a group of language scientists and educators, who critically dealt with cultural diversity, economic and technological globalization, multimodality and communication technologies (NLG 1996: 8). These issues are relevant for the linguistic and social identity building of students since the environment changes towards a multicultural communication society where online communities such as Facebook and Shudt VZ, cell phones and texting (SMS) become increasingly important for communication with others. Multiliteracy is thus concerned with the question of what constitutes appropriate literacy teaching in the context of the ever more critical factors of local diversity and global connectedness. This can be subsumed under two major global societal changes: first, the globally growing linguistic and cultural diversity through immigration and sojourns (in tension conflict with English as a global lingua franca) and second, the growing influence of new communication technologies (in tension conflict with their unequal worldwide distribution).

When we shift our focus to Germany, we find a different, but in some ways similar situation. The population of people with a migrant background has increased immensely in the past years with a third of all elementary school students in metropolitan areas being multilingual (Schroeder 2007). Most schools are not geared towards recognizing and integrating L1 as, for example, Turkish and Russian in the classrooms. It is still unusual rather than common practice, for example, to assess and evaluate both languages in student language assessments. Only in the 2000s, there is a reconceptualization that holistic language competence should be measured (Schroeder 2005).

However, the German school system is far from being successful in integrating students with migration backgrounds: it was the country with the lowest migrant student success rate in Europe in PISA 2000 and 2003 and 2nd to last in 2006 in the IGLU study (Bos/Wendt 2008). Since often low social, economic and education status coincide with migration background factor, a recent study (Dollmann/Kristen 2010) showed that if correlated with socioeconomic status there was no difference in significance if a student had a migration background when the socioeconomic status of the parents was higher. However, L1 languages and cultures and local diversity of the students and their parents often go unrecognized in the German school system and there is a tendency to homogenize difference, a questionable trait.

The following sections are concerned with introducing the linguistic features of two minority varieties: 1. African American Vernacular and 2. Kanak Sprak. Kanak Sprak is an ethnolectal youth variety spoken by most young people with migration background but also by Germans in urban contexts (Androutsopoulos

2001, Auer/Ditrim 2000, Kallmeyer/Keim 2005). In the next section, the grammatical and phonological features of both African American and Kanak Sprak as co-culture varieties are presented and new findings from the Vechta Kanak Sprak Corpus are introduced.

### 3 Socio-political and linguistic features of AAV

African American English has a grammatical system that is as systematic as that of Standard American English (SAE) (Labov 2006). Contrary to common belief, AAV is not a substandard, uneducated, lazy English with incorrect grammar, but an ethnolectal variety with regional variations (Blake 2010) spoken by millions of people in the United States.

There is an estimated 37 Million African Americans living in the United States which is about 12% of the overall population (Wolfram 2004). It is very important to note that African American Vernacular does not only have its own grammar but AAV is also an important social ethnic marker that signals solidarity with members of the same group (ibid). Not speaking it can lead to being considered an outsider. A person who uses AAV signals in-group status which provides access to local resources and networks that outsiders do not have. For example, Barack Obama who grew up with a White mother acquired AAV as a second variety in his adult life to do community work among Blacks in Chicago. Hence, not all African Americans speak it and some White Americans and people with other ethnicities speak African American (Blake 2010, Igoutin forthcoming).

The following section outlines linguistic features of African American and it does not assume completeness, but it intends to provide the most salient grammatical and phonological traits of AAVE (Cutler 2010, Edwards 2004, MacNeil/Cran 2005, Wolfram 2004).

Many of the most prominent traits of AAV can be found in the tense, mood and aspect of the verb phrase (Wolfram 2004).

#### 3.1 Copula/auxiliary absence

In AAE the auxiliary and copula verb to "be" in present contexts is often left out. In Standard English, the verb to "be" has to be implemented. This feature is one of the most salient ones for African American English. Some examples would be "They thirsty." "She going." versus "They are thirsty." "She is going."

### 3.2 Habitual be/Invariant be

In Standard English, the simple present is used to indicate habitual actions which take place on a more or less regular basis. AAV uses the "be" with an -ing and it is one of the most salient almost iconic AAV markers to the point that the be verb is now implemented in Hip Hop language through semantic broadening. An example would be: "Sometimes we be playin' basketball after school." (Wolfgram 2004: 327).

### 3.3 Subject-verb agreement and non-attachment of suffix [s]

The third person singular is deleted in AAE. "She have money." (versus SAE: She has money.) "She go to school at night." "He jump high." Also, "are" and "am" are substituted by 'is.' For example: "The folks is home tonight." (Versus SAE: "The folks are home tonight").

### 3.4 Multiple negation: verb phrase and postverbal indefinite

African American also features multiple negations. The propositions are marked by a verb phrase and a postverbal indefinite. "They didn't do nothin'." Standard English (SAE: "They didn't do anything.") "Ain't nobody can beat me." (SAE: "Nobody can beat me.")

### 3.5 Completive and sequential done/be done

"Done" occurs in preverbal auxiliary position and has the same function as the perfect tense indicating an action that began in the past and is only recently completed. It could also indicate intensity of action as in the following example: "I done told you not to mess up." AAV also has a combination of "be" and "done" which marks a resultative future conditional state. "My ice be done melted by the time we get there." "If you love your enemy, they be done eat you alive in this society" (Wolfgram 2004: 327-328). AAV also has phonological features that are characteristic for the variety.

### 3.6 Replacement of 'th' and with d, t, f

One of the prominent phonological traits is that there is phonological substitution for the interdental fricatives. The "th" sounds [ð] and [θ] are replaced with [d], [f], [t]. For example, "these, with, and birthday" are pronounced "dese," "wit," and "birfday" (Edwards 2004).

### 3.7 Consonant dropping at the end of -ing words

Consonant dropping is common in final syllables. One of them is "g-dropping" at the end of "ing" words. It is not unique to AAE speakers but is used by some speakers of Standard English as well as in "fishin" and "fightin". Also, final [t] and [d] are dropped in final consonant clusters, resulting in the loss of inflectional morphology as in [wɔk] for walked. The same is the case of the dropping of final [z] that carries different grammatical information such as "He try to get a trade" (third person s), "These kids, these orphanage kid" (plural s) "Everyday, I go to my uncle or somebody house" (possessive s) (Edwards 2004: 390). While this sounds unusual for Standard American speakers, it is perfectly grammatical for African American Vernacular.

### 3.8 Diphthongization and raising

Also the raising and fronting of vowels is common in AAV. For example, [kidz] becomes [kindz], [ɪ] for [e] as in [ɪm] for [pen] and [ɛt] for [get] (Labov 2006). Section three intended to summarize the grammatical and phonological feature of African American and represents the background against which the German ethnolc variety with is social and linguistic functions is presented. Kanak Spak has its own grammatical, discursive and phonological features that can now be compared. It is similar to an ethnolc variety with grammatical features of a contact language (Wiense 2006), further it is marked by morphological and semantic processes that involve new word formations, meanings and borrowings from other languages.

## 4 Methodological background

### 4.1 Data collection

About 100 short conversations of migrant youth were collected by my students and me in the rural area of Vechta in Lower Saxony, Germany. The conversations were recorded and transcribed at bus stops, traffic lights, in trains, cafes, youth centers, discos and public pools. The speakers were migrant and German youth aged from 13-23. The Vechta Corpus is intended to serve as a pilot study to apply for an international European grant that studies the issues across countries in Europe. Further elaborate data collections are planned in the future.

## 4.2 Population

The population distribution has changed tremendously in past years on our continent. In Hamburg, Germany 28% and in Hannover, Lower Saxony, 31.5% of the population have a migration background (Federal Statistical Office 2010).

Contrary to common belief, there is a fairly high proportion of people with a migration background not only in metropolitan but also in rural areas. In the county of Vechta, the rural area where the data was collected, the population with migration background is about 21.2% (Landesbetrieb für Statistik und Informationstechnologie 2006). It is this rather rural migrant population in the Vechta area whose speech is investigated. This is important to note because Kanak Sprak has per se been defined as an urban, metropolitan phenomenon (Wiese 2006). We will see that it can be extended per definition also in non-urban areas.

## 5 Linguistic features

The data collected intended to identify linguistic regularities and features of the Vechta Coprus. The present study further differentiated lexical and discursive aspects relevant for identity building and also attempted to integrate Kanak Sprak into the German socio-political context and the function of the Kanak Sprak for the construction of co-cultural identity.

### 5.1 Loanwords and pseudo-transfers from US American Hip Hop culture

Borrowings and pseudotransfers as well as semantic broadening from US American English are quite frequent. English words are easily integrated, also through intra-morphological code-switching. This becomes obvious in the following examples from the collected data:

1. Alter, wie sie ihm gedüst hat...hassu gehört grad, wie sie ihm genannt hat?  
(Translation: Dude, how she dussed him did you hear what she called him?)
2. Isch hab kein Cash am Start, Alter.  
(Translation: I have no cash, dude)
3. Das find ich fresh.  
(Translation: I find that cool.)
4. Du luecker! What the fuck! Du hast dem ja übelst damage zugefügt, das suckt ganz schön hart.  
(Translation: You lucky guy! What the fuck. You damaged him pretty hard, that sucks pretty bad.)

5. Hab ich vercheckt.  
(Translation: I forgot that.)

6. Ich komm heute nicht mit zum Training. Mein Knie fuckt seit vorgestern ziemlich.  
(Translation: I can't come to practice today. My Knie hurts really bad since yesterday.)

7. Brauch isch Ketensäge um Wagneppizza durchzuchecken.  
(Translation: I need a chain saw to cut through that Wagner pizza.)

8. Is'n der crap da num ab 20 oder ab 18?  
(Translation: Is that crap at eight or at six pm?)

9. Ich hab fett connection hier. Nur am chillen, Alter.  
(Translation: I have a lot of connections here, just chilling, dude.)

### 5.2 Calques and loan translations

Also, calques occur, one fairly new phenomenon that many young people in Germany have not used or heard yet is the literal translation of "someone sucks" into German.

10. A: Ich mag den Spieler nicht man, der saugt! (Translation: I don't like the player, dude, he sucks!)

B: Ach läber doch nicht (1.0) DU saugst! (Translation: Don't give me bull shit, you suck!)

### 5.3 Lexical borrowing and code-switching from home languages

Lexical borrowing and code-switching is equally common in Kanak Sprak. The percentage of loanwords from other languages in the German lexicon is estimated to be 100,000 words, up to 16% if we only count adjectives, nouns and verbs (Spitzmüller 2005).

11. A: Digger, was hörst?

B: 2Pac, is King, Alai (on the cell phone to someone else) Ey Digger, wo bist?

Neredesin?

C: Bin Stadt Kommste Macces? Paar Bitches abchecken.

Translation from German and Turkish:

A: Dude, what are you listening to?

B: 2pac is king, dude! Hey dude where are you? Where are you?

C: I am down town. Are you going to come to Mac Do? Let's check out some chicks.

12. Yalla lan! Was geht? (Translation from Arab and German: Let's go dude. What's up?)
13. Ey Lan ey voll der Shice, so lang warten hier. (Translation: Ey dude, it sucks having to wait for so long)
14. Der hat voll die Curva am Start! (Translation: He has been making out with a hot chick.)

Lexical material from Arabic, Turkish and Russian is also implemented by German youth (Auer/Dittm 2000) and this can be found in the Vechta corpus as well.

#### 5.4 Semantic broadening of loan-words

The lexeme to check has been borrowed into German youth language for some years now, other than its usage at the airport like check-in and so on, but recently there has been quite a bit of semantic broadening. The example from the original data below will show this.

15. Check das mal aus (Probier das mal aus.) (Translation: I will try that.)
16. Ich checke das nicht. (verstehen) (Translation: I don't understand.)
17. Hab ich vercheckt. (vergessen) (Translation: I forgot that.)
18. Brauch isch Kettensäge um Wagnerpizza durchzuchecken. (Translation: I need a chain saw to cut that Wagnerpizza.)
19. Du bist voll der Checker (Translation: You are checker/womanizer/expert)

#### 5.5 Semantic Broadening of German "so"

So is often used with missing determiners and as an indicator of nominal arguments. It originates in constructions such as "so ein N" "such an N" which are often cliticized to so'n and the determiner 'n misses completely (Wiense 2006: 260). "So" has further meanings that are similar to English "like." Research on Youth migrant language (Kiez Sprache) in the Berlin area has shown that it functions as a hedging device to lessen the strength of an utterance ("da gib't's so Hermannstrasse und Wittenau") or focus particle ("ich mag so wasserpfeife-laden") that indicates there a several alternatives to the interpretation of the noun following the "so" (Paul/Wittenberg/Wiese 2008). The following sections illustrate further semantic broadening as extracted from the Vechta Corpus.

##### 5.5.1 Article function

One of the new traits of Kanak Sprak is the article function, which is frequently found in the Vechta corpus similarly to the Potsdam/Berlin Corpus (cf. Paul/Wittenberg/Wiese 2008).

20. Bist du jetzt auch so Bling-Bling Barbie? (Translation: Are you like a bling bling Barbie now, as well?)
21. A: Was hasu fir Handy? (Translation: What kind of cell phone do you have?)  
B: Ich hab so Sony Ericsson, weißt du. (Translation: I have like Sony Ericsson, you know)

##### 5.5.2 Quotative

As the English "like," it is used as a quotative in youth language in general.

22. Und er so: Das hab ich nicht gesagt! (Translation: And he is like: I didn't say that)
- It also introduces non-verbal action as in example 23:
23. Und das Auto so : crash! (Translation: And the car like: crash!)

##### 5.5.3 Approximation marker

The inherent meaning of *so* derives from the *so eine/so ungefähr*, as in example 24:

24. Ich hab so 20 Euro in der Tasche (Translation: I have like 20 Euros in my pocket)

#### 5.5 Simplification of case system in German

Another trait of Kanak Sprak is that the dative-accusative distinctions are dropped.

25. Ich hab den Film auf mein Laptop. (Standard German: meinem Laptop. Translation: I got the movie on my laptop)
26. Er fragt sein Vater. (Standard German: seinen Vater. Translation: He asks his father.)
27. Das haben wir schon vor ein Jahr geplant. (Standard German: vor einem Jahr. Translation: We planned that a year ago already)

#### 5.6 Grammatical reduction (adverb SVO)

As in some of the migrant L1 languages, the adverb is placed in first position and the preposition is left out.

28. Letztes Jahr, ich bin jeden Tag Arriba gewesen (Translation: Last year, I was in Arriba every day.)
29. Nachher ein Uhr ich muss Arbeit. (Translation: Later, at one I have to go to work)

## 5.7 Bare noun phrases instead of prepositional phrases with locations

The following examples illustrate how prepositions are simply left out when they occur with toponymy and locations (cf. Wiese 2006).

30. Gehst du nach Bremen? (Translation: Are you going Bremen?)
31. Ey ruf mal blonde Perle an! Die soll mal Viertel kommt! (Translation: Hey, call that blond chick. Let her come hood!)  
Arriba every day!)
32. Vor zwei Jahren ich jeden Tag Arriba gewesen! (Translation: Two years ago, I was Arriba every day!)

## 5.8 Elimination of verb phrase-reflexive pronoun-use of particles

Often, you also find that reflexive pronouns and the verb to be are left out.

33. A: Lassma treffen!  
B: Ich aus Oldenburg.  
Translation:  
A: Let's meet  
B: I from Oldenburg.

Overall, it seems there is reduction similar to African American when it comes to certain particles as described above.

## 5.9 Selected phonological features

Some of the phonological traits of Kanak Sprak include the tensing of the vowel /t/ to /t̥/ as in "tisch" for "ich". Further, there is coronization of /tʃ/ to /tʃ̠/. Further in certain consonant clusters, the stops [t] and [d] are often dropped and contractions occur frequently as in "tassu" (Standard German: Hast du. *Do you have*) and "weissu" (Standard German: Weibst du. *Do you know*).

## 5.10 High usage of particles and discourse markers from English, German, Turkish

There is frequent use of insulting address forms that represent collectivity and in-group association (Günther forthcoming) among predominantly male Kanak Sprak speakers.

Examples are "Alter" (dude), "Digger", "Tan" (dude), "Playboy", "Opfer" (victim). They occur mostly in sentence final and sentence initial position. There is also a frequent use of discourse markers such as "ey, weissu" (you

know), "fien" (definitely), "auf keinsten" (no way), "auf jeden" (definitely), "schüsch" (wow). They mark agreement, solidarity and involvement (cf. Günther forthcoming).

## 6 Kanak Sprak - a new model

This section introduces a model that attempts to incorporate the different socio-linguistic aspects described above. Wiese's (2006) study on grammatical and phonological features of Kiez Sprache serves as an important base for the further elaboration of additional features observed in the data from rural Lower Saxony. More data needs to be gathered to identify possible differences between urban and rural varieties of Kanak Sprak although it can be assumed that urban phenomena transfer to rural areas. Surely there might be some regional variation as in the phonological realization of certain lexical items as in "Alder" or "Digger" for Northern Germany.

The model below illustrates that Kanak Sprak is spoken in the German socio-political context and is strongly influenced by it. This is how it differs from previous models as Kanak Sprak is not spoken in a vacuum but in the socio-political linguistic context of Germany. Further, I argue that Standard German changes due to the influence of Kanak Sprak: e. g. Germans drop articles and prepositions for example. Another addition to previous models is the close investigation of the influences from US American Hip Hop language. Hence, as outlined above, in the Veetha corpus lexical borrowing, intra-morphological code-switching, calques, pseudo transfers, and semantic broadening of original English linguistics items occur. Further, it is posed that there is an increased use of swear words and discourse markers which further function to build solidarity. Finally, Kanak Sprak serves as co-cultural capital. Its speakers gain access to community resources and information and it thus has in-group prestige (Günther forthcoming).

On the one hand Kanak Sprak is a contact variety spoken by young people with a migration background who speak another language at home or at least had some secondary contact to another language like Turkish, Russian, etc. Thus, the linguistic process of second language acquisition, first language attrition and code-switching are all connected to what becomes a contact variety in the German context. On the other hand, Kanak Sprak can be considered a youth language. The German youth language is highly influenced by US American English and shows a fairly high frequency of lexical borrowings and calques. It is also marked by a high percentage of certain discourse markers and swear words that indicate youth group membership. Overall, youth language and Kanak Sprak symbolize the subcultural capital (Günther in press) of youth migrant language: just as African American, speaking youth language goes in

sync with in-group prestige. Kanak Sprak which incorporates both contact and youth language, influences the German mainstream language (see Fig. 1, also Clyne 1996, Wiese 2006). When 30% of the population in metropolitan areas have a migration background, it would be surprising if this didn't influence Standard German. There is uptake in the media (Androutsopoulos, 2007) that again influences German non-migrant speakers.

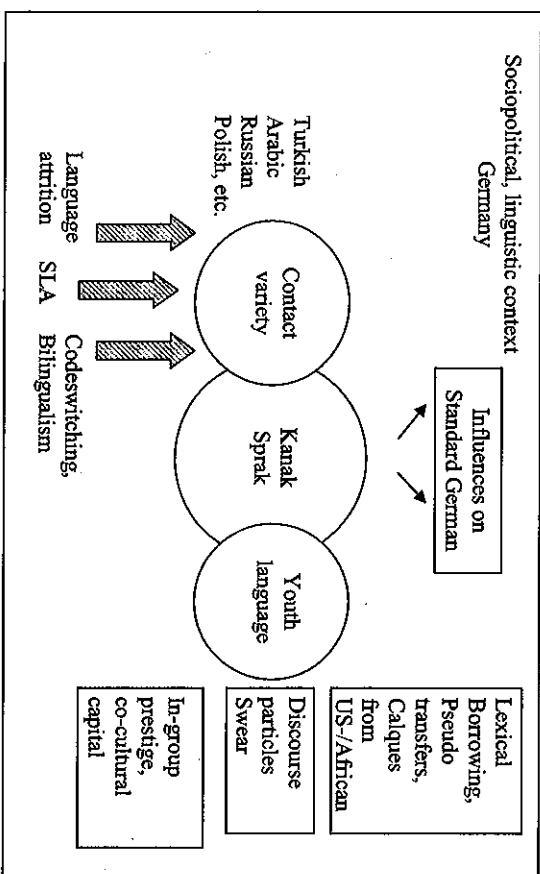


Figure 1: Kanak Sprak Model (Du Bois 2010, Wiese 2006)

## 7 Discussion and Implications on Teaching

Both minority varieties presented in this chapter represent important youth and ethnic identities of its speakers. Both Kanak Sprak and African American Vernacular share six characteristics: a) They are influenced by other languages and incorporate the introduction of different lexical material. b) To some extent both varieties have grammatical reduction on morphological and syntactic levels e. g. both leave out the copula verb to be, both drop inflections and simplify case systems. c) On the phonological level, sounds get substituted (e. g. alveolar stops for interdental fricatives in African American Vernacular, coronization of German "ich" to "isch", tensing and raising of vowels). d) Both varieties and its speakers are stigmatised, the varieties are (falsely) considered to be sub-standard. There are still negative social consequences to speaking AAV and Kanak Sprak due to persistent stereotypes towards its speakers, the speakers' academic ability and social status. e) They confirm ethnic minority identity as an

opposition to standard speakers and mainstream society. g) Both varieties additionally have the status of youth language and are spoken by White majority speakers and speakers of other minorities, as well. If students are bi-dialectal, i. e. if they speak both the Standard variety and the ethnic variety and a certain socioeconomic status is given, recent studies have found that there is no negative effect on the students' success (Stanat/Schwippert/Gröbllich 2010). There are many possibilities to implement L1 languages and cultures, AAV and Kanak Sprak and integrate into the curriculum of Standard L1 and L2 teaching, so that the students' ethnic identity and language can be strengthened and confirmed. Some teaching resources are presented below.

- 1) <http://www.kiezdeutsch.de/>. The webpage of the University of Potsdam introduces interesting classroom projects where Kiezsprache can be used for language and grammar teaching for students with a German and a non-German background. It also provides materials and information for German as a second language teaching in other countries.
- 2) <http://www.pbs.org/speak/>. This website provides teaching materials and short movie clips of African American, Chicano and other American dialects. It has interactive sequences like quizzes and listening comprehension tests.
- 3) <http://www.naldic.org.uk/index.cfm/>. This is the webpage that promotes multiteracy and multiculturalism for students who learn English as an additional language. Teaching resources and publications are made available here that promote the maintenance of L1 languages and cultures while helping students learn and integrate into the mainstream English classroom.
- 4) <http://en.childrenslibrary.org/>. The international children's digital library provides multilingual online books that attempt to provide multilingual and multicultural learning for immigrant and American students. From the mission statement: They want to support the world's children in becoming effective members of the global community who exhibit tolerance and respect for diverse cultures, languages and ideas. The multilingual online books are free of charge.

## 8 Conclusion

Incorporating elements of students' cultural heritages into second language curriculum signals respect for their backgrounds and validates their identities (Goudin forthcoming). Topics related to students' cultural experiences may elicit more interest among students and produce a richer L2 output than those that do not. Instructional strategies that include rather than exclude students' home languages may be fruitful for several reasons (Cummins 2009).

Because English language learners' prior knowledge is encoded in their L1, [...] activation and building on prior knowledge requires the linking of English concepts and knowledge with the learner's L1 cognitive schemata. Legitimizing students' L1 as a



cognitive tool within the classroom challenges the subordinate status of many minority groups and affirms students' identities. (Cummins 2009: 320)

Valuing diversity and learning about migrants' L1s, integrating their youth culture and language gives them a chance to be experts for a change. Integrating minority varieties as well as students' other languages can be an important additional resource in language teacher training. Acknowledgement of cultural heritage and plurilingualism of students with diverse ethnic backgrounds is beneficial if we want students to become open-minded citizens of the 21<sup>st</sup> century who exhibit tolerance and respect for diverse cultures.

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## Lernleistungen in

### Englisch-Grundkursen an Haupt- und Gesamtschulen:

#### Empirische Befunde und Konsequenzen für eine

#### datengestützte Lehrerbildung und Unterrichtsentwicklung

Ralf Gießler

Die Lernleistungen von Schülerinnen und Schülern in Englisch-Grundkursen an Haupt- und Gesamtschulen nach fünf Jahren Englischunterricht sind „niederschmetternd“ oder gar „für die Katz“ (Butzkamm 2007: 6). Die Analyse von Lernertexten zeigt, dass schwache Lernende als Eins-zu-Eins-Äquivalente gelernte Wörter häufig in syntaktischen Mustern der Muttersprache verwenden. Die Fähigkeit von Lehrkräften, aus Aufgaben und Rückmeldungen zu Tests Diagnosen zu Lernständen abzuleiten, wird als eine wesentliche Voraussetzung für die strategische Weiterentwicklung des unterrichtlichen Angebots betrachtet.

## 1 Einleitung

Der aktuelle Ergebnisbericht des IQB zum Ländervergleich 2008/2009, bei dem die Leistungen in den Bereichen Hör- und Leseverstehen überprüft wurden, stellt fest, dass die Herausforderung der Unterrichtsentwicklung im Fach Englisch besonders in den nichtgymnasialen Bildungsgängen besteht:

Im Fach Englisch ergaben sich in einigen Ländern relativ hohe Anteile (über 50%) von Schülerinnen und Schülern, welche die Vorgaben der KMK-Regelstandards für den MSA verfehlten. Dies gilt vor allem für die nichtgymnasialen Bildungsgänge, in denen zum Teil über 90 Prozent die Regelstandards nicht erreichten. [...] Hier setzen sich die relativ ungünstigen Ergebnisse fort, die bereits im Rahmen der DESI-Studie für den nichtgymnasialen Bereich berichtet wurden. (Köller et al. 2010: 14)

In der DESI-Studie (Schröder et al. 2006, Beck/Klieme 2007) verdient die schulfornbezogene Verteilung auf die Niveaus eine nähere Betrachtung. Demnach kann davon ausgegangen werden, dass an integrierten Gesamtschulen etwa 40% und an der Hauptschule ca. 20% der Lernenden am Ende ihrer Schullaufbahn in der Lage sind, verständliche Texte zu persönlichen und bekannten Themen zu verfassen. „60% der Lernenden an integrierten Gesamtschulen und 78% an Hauptschulen sind nicht in der Lage, zusammenhängende schriftliche Texte in Englisch zu produzieren“ (Harsch et al. 2008: 146, 147). Auch im Modul *Textrekonstruktion* sind die Lernzuwächse an Haupt- und Gesamtschulen vergleichsweise niedrig. Hier gibt es einen Anteil von rund 22% von Schülerinnen und Schülern, die nicht auf einen „elementaren Vorrat von Wörtern und Basisstrukturen“ zurückgreifen können, um Lücken des „sprachlichen Basisbereichs“ mit „überwiegend vertrauten, hochfrequenten Phänomenen“ zu füllen. 70% der