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## **Dialekt und Logopädie**

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### *Abstracts*

Andrea Haid / Sarah Feil / Lena Reising:  
Wirkungsbereich der Logopädie.

This chapter concentrates on the sphere of speech and language therapy and its interfaces with the linguistic field. After a short global introduction concerning the history and background of speech and language therapy, the chapter provides a comprehensive overview about the spectrum of logopaedic disorders: causes, symptoms and therapeutic approaches. For a better understanding, examples are given. In the last section, the authors concentrate on linguistic aspects in the context of speech and language therapy by highlighting the particularly logopaedic-related sub-disciplines of linguistics and their impact in the field of speech and language diagnosis and therapy. To conclude, it is discussed to what extent linguistic aspects play a role in the work of speech and language therapists and should be considered.

Markus Spreer:

Die diagnostische Erfassung der sprachlichen Fähigkeiten von Kindern.

The aim of language diagnostics is usually to support the child, if necessary, appropriately. For this purpose, a multitude of methodological possibilities and diagnostic procedures are available. The diagnosis of the linguistic ability of children requires a broad expertise in speech development and possible impairments. Most of the procedures ignore dialects, so it is up to the person conducting the test, how the dialectal peculiarities are taken into account, if the procedure allows it at all. The current challenge is primarily the diagnosis of children with German as a second language, which usually also includes the diagnosis of the children's first language (which in turn includes dialects). The following article provides an overview of the methodology and used test materials for L1 German.

Holger Grötzbach:

Einführung in die Aphasie und ihre Diagnostik.

Aphasias are defined as language disturbances usually caused by a left hemispheric stroke. The disturbances compromise to a varying degree all language functions, i.e. phonology, morphology, syntax and pragmatics. They always lead to drastic and often long-lasting consequences due to the fact that conversations are either impossible or at least difficult. After discussing the origin of aphasic symptoms, an introduction into the functional assessment of aphasia is presented. The advantages and disadvantages of the tests are discussed in some detail, coming to the conclusion that the assessment of the everyday language abilities is mandatory for a holistic approach to aphasia.

Helen Christen / Andrea Ender / Roland Kehrein:

Sprachliche Variation in Deutschland, Österreich, der Schweiz und Luxemburg.

German dialects, or rather their "ancestors", the languages of Germanic tribes, have existed for more than a millennium. In contrast, Standard German is barely half as old. In all four countries dealt with in this chapter (i. e. Germany, Austria, Switzerland, and Luxembourg), both German dialects and Standard German are used in everyday communication. However, there are fundamental differences between speakers from these countries with regard to whether they prefer using dialect, regiolect or Standard German in different communicative domains, their individual judgements about these varieties, and the varieties' role in identity construction on a local, regional, or national level. These idiosyncrasies in language variation also have implications for diagnosing language impairment and speech therapy, since most tools for diagnosis are based on Standard German.

Katharina Korecky-Kröll / Mirja Bohnert-Kraus / Andrea Haid / Andrea Pamela Willi:  
Monolingualer und sukzessiv bilingualer Spracherwerb des Deutschen in verschiedenen  
Regionen Österreichs: Wiener Standardsprache und Vorarlberger Dialekt.

We investigated the acquisition of German in monolingual and successive bilingual kindergarten children living in two different regions of Austria: Vienna, located in the East of Austria, is a region where almost only Standard Austrian German is spoken. In contrast, Vorarlberg, the most Western province of Austria, is known for its strong Alemannic dialect. We conducted a receptive vocabulary test with the children at two data points as well as interviews about children's exposure to Standard German and dialect with parents. We found strong effects of language background (L1 vs. L2), medium effects of socioeconomic status and no effects of dialect exposure. Among the different exposure variables, exposure to German (Standard oder dialect) had the largest positive effect on bilingual children's vocabulary.

Irmtraud Kaiser / Gudrun Kasberger:  
Zum Erwerb von Variationskompetenz im Deutschen im österreichisch-bairischen Kontext.

Growing up in the Central-Bavarian language area means growing up in the context of the so-called standard-dialect-continuum. From birth on, everyday life of many children in Austria and Southern Germany entails encounters with multiple varieties of the German language between the poles of a standard German variety and Central-Bavarian dialects. Taking a developmental perspective, this article aims to illustrate how receptive and expressive varietal competencies evolve between ages 3 and 10 and to discuss possible implications of these results at the interface of logopaedics and variationist linguistics, especially regarding language awareness/professional/multivarietal contexts and logopaedic diagnostics.

Jennifer Eiche / Katrin Henauer:  
Kasuskompetenz von Deutschschweizer Kindern.

The article gives an overview on the specific difficulties of Swiss children with the masculine article in contexts that require accusative. Different studies about German and Swiss children are summarized and new data from Swiss children is presented. The data show that Swiss children have problems in marking the standard German masculine article in accusative environments. In contrast, good competences – compared to German children – are shown in dative contexts, which are exclusively marked in Swiss German. Studies show (e.g. DITTMAR u.a. 2008) that seven-year-old German children use case information to assign thematic roles to nouns. In this article, data are presented showing that Swiss children seem to rely longer on the word order to assign thematic roles.

Vanessa Bies / Christina Kauschke:  
Kasuserwerb im Luxemburgischen.

Since 1984, Luxembourgish has been one of three official languages in the Grand Duchy of Luxembourg. As a Moselle Franconian variety of German, Luxembourgish shares several linguistic features with standard German, but there are also relevant structural differences, e. g. with respect to the case system. Research on the acquisition of Luxembourgish is particularly scarce so far. The present study therefore presents first results on the acquisition of case marking in 28 monolingual Luxembourgish children between four and nine years of age. Accusative and dative case marking on definite articles was analyzed using elicited production data. In addition to age-related improvements, findings suggest that accusative and dative cases are acquired on a par, in contrast to the developmental sequence “accusative before dative” postulated for standard German.

Ingrid Hove / Julia Winkes / Erich Hartmann:  
Zur Bedeutung von Varietäten für den Orthographieerwerb am Beispiel der Deutschschweiz.

Many children grow up in an environment in which the language spoken in everyday communication is not the standard language but a regional variety. The implications of linguistic situations with coexisting varieties for teachers and speech therapists are illustrated by the example of the acquisition of the written language in German-speaking Switzerland. In the Canton of Fribourg, 1,641 first through

sixth graders were tested using the *Hamburger Schreib-Probe*. A comparison to the scores of children from Germany shows that for certain graphemes the Swiss children have an advantage when using the alphabetic strategy. This is due to the fact that the pronunciation of these sounds in the Swiss variety of Standard German corresponds more closely to the written language than the pronunciation of variants in Germany.

Mathilde Gyger:

Hochdeutsch im Kindergarten – Sprachdidaktische Studien im Spannungsfeld von Wissenschaft und Bildungspolitik.

PISA 2000 resulted in a plan for action issued by the Swiss Conference of Cantonal Ministers of Education (EDK). Among other measures, the use of Standard High German was proposed for kindergartens in the German speaking part of Switzerland. The plan for action was backed up by research financed by local authorities and generating recommendations for new official guidelines. It provoked a remarkable echo in public media and a political polarization. In some Cantons, public votes prevented the implementation of the guidelines in question. This contribution highlights some arguments of promoters and opponents to High German in Swiss kindergartens. Starting from research in the Basle area, it shows how didactic studies and their results may contribute to public debate.

Jutta Ransmayr:

Vielerlei Deutsch an Österreichs Schulen. Sprachliche Vielfalt und Spracheinstellungen zu den Varietäten des Deutschen unter LehrerInnen und SchülerInnen.

German is regarded as a language extraordinarily rich in variation. This linguistic diversity, encompassing standard German varieties as well as colloquial German and dialects, can be found in full complexity in the German classroom in Austrian schools. The article at hand outlines, which varieties are predominantly used in the realm of Austrian German classes, which conceptualizations of the German language are present and which attitudes towards Austrian Standard German and German Standard German, respectively, are prevalent among German teachers and school students in Austria. Results implicate a strong awareness of an Austrian standard variety among teachers and students, as well as the implicit presence of pluricentric views as regards standard German variation. Results presented are taken from the research project „Österreichisches Deutsch als Unterrichts- und Bildungssprache“.

Erich Hartmann / Christoph Till / Julia Winkes / Barbara Rindlisbacher:

Entwicklung des schweizerdeutschen und hochdeutschen Satzverständnisses bei Kindern mit Schweizerdeutsch als Erstsprache.

To close the gap in language comprehension research, we investigated the sentence comprehension abilities of 300 monolingual Swiss-German speaking children between the ages of kindergarten up to third grade. We explored potential differences in comprehension performance in Swiss-German and Standard-German by carrying out tests of both varieties. Overall, the Bernese children score better on the Swiss-German test version, although the difference between the comprehension performances in both test versions get smaller the older the children become. Kindergarten children are already able to correctly understand grammatically simple sentence constructions in Standard-German. The development of sentence comprehension seems to continue after third grade, since complex sentences remain difficult even at a higher age, especially in the Standard-German variety.

Andrea Pamela Willi:

Das Speech Inspector Screening bei bivarietär aufwachsenden Kindern in der Deutschschweiz. Eine Studie zur Erfassung der Aussprachefähigkeiten.

Little is known about assessing the speech and language development of children who are exposed to a dialect. There is a lack of specifically designed tools to identify impaired language. The study examines the articulation skills of children who are developing normally aged 4;6-5;11 years in the context of diglossia (Switzerland). The performance of 206 children on five phonological error patterns is evaluated with a fine-grained screening test named Speech Inspector. The results demonstrate that the articulation skills increase with age, involving a greater tendency for errors in younger children. The screening test

is a sensitive tool that successfully identifies articulation difficulties in bidialectal children. In conclusion, the findings play a key role for further research in this field and clinical practice in Switzerland.

Magdalena Keßler:

„Wer jagt jetzt do wean?“. Diagnostik der morphologisch-syntaktischen Fähigkeiten unter Berücksichtigung des Alemannischen.

In speech therapy, standardised diagnostic procedures are used that orientate themselves towards standard German regarding the morphosyntax. By means of a Bachelor thesis, a guideline was designed as a diagnostic tool for speech therapists who work in the St. Galler Rheintal, Vorarlberger Rheintal and in Walgau. It aims at defining specific criteria that need to be considered regarding the morphosyntactic structures when diagnosing a child that speaks this regional dialect. In this article, the essential differences between standard German and Alemannic German are brought out regarding its morphosyntactic structures. Based on the theoretical discussion, the results of the analysis of the diagnostic procedure are briefly presented and discussed. Furthermore, the testing procedure SET 5- 10 is presented and thereby the practical proceedings of the guideline are illustrated.

Sandra Widmer Beierlein / Constanze Vorweg:

Dialekt oder Hochdeutsch? Beweggründe für ihre Verwendung in der Aphasiediagnostik im Spannungsfeld der Schweizer Diglossiesituation.

The language situation in the German-speaking part of Switzerland is diglossic, with Swiss German (regional dialects) and Standard German being used under different conditions. Aphasia assessment therefore constitutes a linguistically complex and challenging situation for speech therapists, as most of the tests are available in Standard German only, but patients speak Swiss German in everyday life. This study investigated reasons why speech therapists decide to use a Swiss-German dialect or the standard variety in the testing situation. Twenty speech therapists were interviewed. Results show that therapists adopt different perspectives when justifying the use of one or the other. For Standard German, the most frequently cited argument was the test criteria. For Swiss German, it was the patient's language.