

Sprache ist ein zentraler Aushandlungsort von Inklusion und Exklusion – dabei werden häufig fest verankerte Dichotomien wie Muttersprachler/Nicht-Muttersprachler, Mehrheit/Minderheit oder Wir/Sie reproduziert. Das Poster meiner Bachelorarbeit zeigt auf, wie russischsprachige Migrant:innen der ersten Generation in Deutschland ihre sprachliche Identität in schulischen und sozialen Räumen verhandeln und dabei dominante, monolinguale Normen herausfordern, die mehrsprachige Sprecher:innen marginalisieren.

Auf Grundlage eines qualitativen Forschungsansatzes mit leitfadengestützten Interviews und einer Grounded-Theory-Analyse zeigt die meine Bachelorarbeit, wie die Befragten sich in einem komplexen sprachlichen Spannungsfeld bewegen: Während Deutsch als Sprache mit hohem symbolischem Kapital gilt, spielt Russisch als Herkunftssprache eine zentrale Rolle für Identitätsbildung und Zugehörigkeit. Die Teilnehmenden nutzen ihre Mehrsprachigkeit nicht nur als Mittel der Selbstverortung, sondern auch als Form des Widerstands gegen sprachliche Hierarchien – und zur Förderung von Wohlbefinden und sozialer Eingebundenheit.

Institutionelle Sprachpolitik und gesellschaftliche Erwartungen reproduzieren jedoch weiterhin koloniale Strukturen sprachlicher Legitimität, indem sie Mehrsprachigkeit oft als Defizit statt als Ressource begreifen. Diese Präsentation beleuchtet das Spannungsfeld von Sprache, Macht und Identität und plädiert für eine dekoloniale Perspektive auf Sprachbildung – eine, die Mehrsprachigkeit nicht als Herausforderung, sondern als Ausdruck epistemischer Vielfalt anerkennt.

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