Supporting pragmatic and communicative competencies of children with multilingual backgrounds in meaningful contexts in kindergarten

Karoline Sammann & Prof. Dr. Anke Sodogé
“We are storytelling creatures, and as children we acquire language to tell those stories that we have inside us.”

Bruner, 1996
Agenda and contents

1. Situation in Zurich and context
2. Basic theory of pragmatics
3. The “sprint“ programm in theory: concepts and goals
4. The “sprint“ programm in practice: approach and example cases of “sprint“
5. Next steps and outlook
Situation and context

• Situation of language development support in Zurich

• Specific requirements of our partner schools

• Challenges of concept development
Basic theory of pragmatics
Interkantonale Hochschule für Heilpädagogik

Forschungsprojekt Förderung pragmatisch kommunikativer Kompetenzen

Karoline Sammann, Anke Sodogé
Pragmatic competencies

Participation of children with language disorders

Tomasello, 2011
Pragmatics

Linguistic pragmatics studies the principles of communication in human interaction.

Knowledge of pragmatics means understanding when and how to adapt language to various contexts.
Pragmatic competencies

The ability to adapt verbal, paraverbal and non-verbal means of communication to different contexts

The ability to modify verbal language regarding vocabulary, wording, syntax and content to different contexts
Structure of pragmatic competencies

- Speech act, turntaking
- irony, politness, metaphor
- coherence, cohesion
- Presupposition, implicature, repairs

- facial expression, gesture; prosody

- sensory perception, attention,
- emotions
- memory, theory of mind, executive functions

basic

non-verbal & paraverbal

linguistic
The „sprint“ programm in theory and practise
State of research

• Language development is highly relevant for educational success and participation (Bildungsbericht Schweiz 2018, Pisa 2000-2015, Kiziak et al. 2012)

• So far the efficacy of language developments programs has not been proven sufficiently. (Gogolin 2014)
The support programme „sprint“

The programme is tailored to 2 groups of children between 4 and 7

• Multilingual children, whose development of German as a second language is potentially at risk

• Monolingual children whose language development is potentially at risk
Goals of the sprint programm

To ensure participation and educational success by strengthening pragmatic and communicative competencies and story telling competencies.
# Programm structure

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<thead>
<tr>
<th>Level 1:</th>
<th>Intrapersonal level</th>
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<tbody>
<tr>
<td></td>
<td>responding to communication</td>
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<td>expressing communicative intention</td>
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<table>
<thead>
<tr>
<th>Level 2:</th>
<th>Interpersonal level</th>
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<tbody>
<tr>
<td></td>
<td>non-verbal and paraverbal competencies</td>
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<td>facial expression, gesture; prosody</td>
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<tr>
<th>Level 3:</th>
<th>Flexibilisation/ language usage in context</th>
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<tr>
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<td>organisation of communication</td>
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<td>speech act, implicature,</td>
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<td>turntaking, repairs, politness</td>
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Next steps & preview
Study on efficacy of „sprint“

• 3 Groups to validate efficacy in study:
  1. Treatment group: language support programm „sprint“
  2. Control group A: non-specific language support for example with story books
  3. Control group B: no treatment

• 3 Tests:
  • Baseline: Pre participation in programm
  • Efficacy evaluation: Post participation
  • Follow up: Validation of results on efficacy
Thanks for your attention