

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

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*“We are storytelling creatures,
and as children we acquire language
to tell those stories
that we have inside us.”*

Bruner, 1996

([https://www.azquotes.com/quote/690662" title="Jerome Bruner quote"](https://www.azquotes.com/quote/690662 "Jerome Bruner quote")

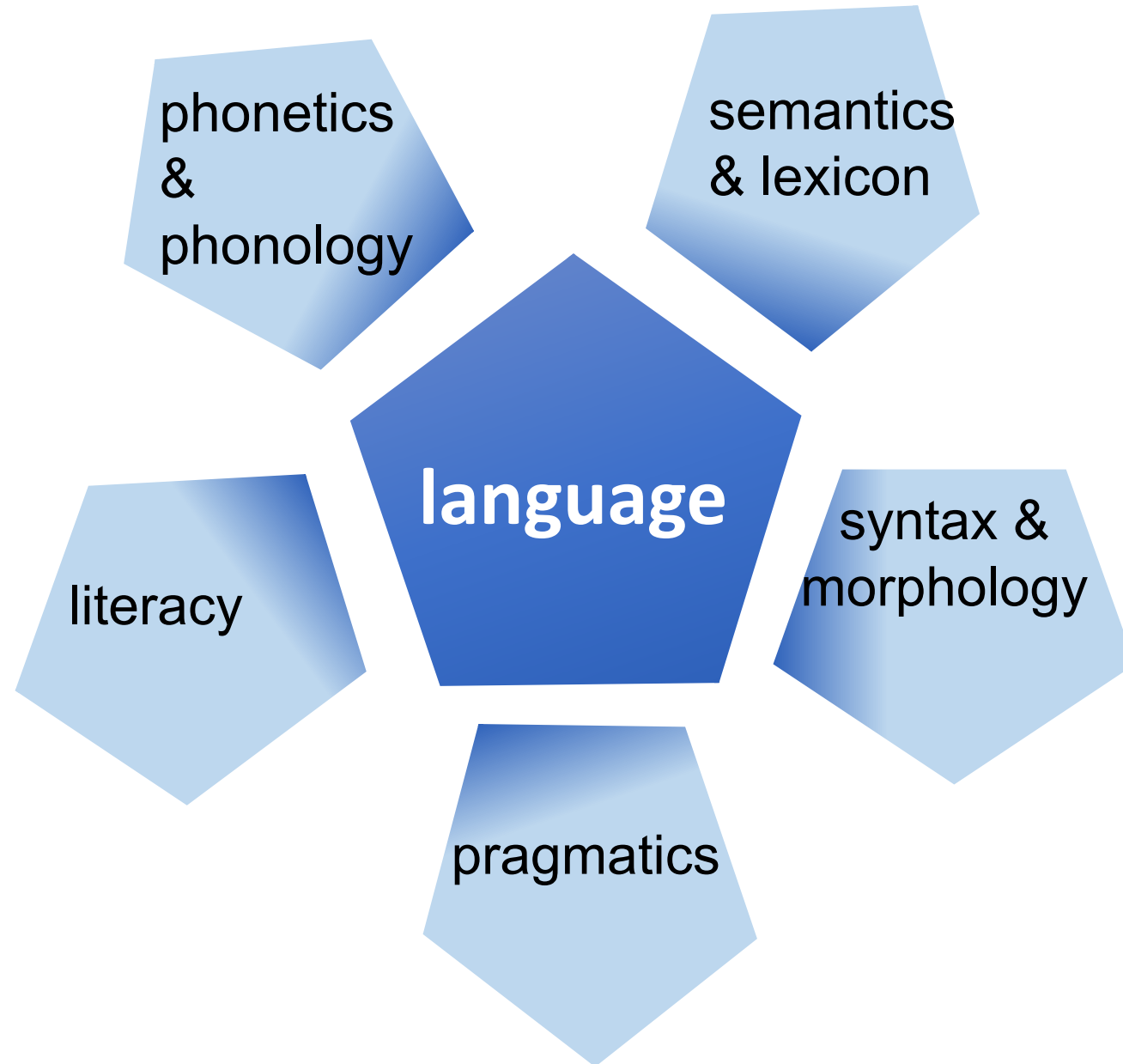
Agenda and contents

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

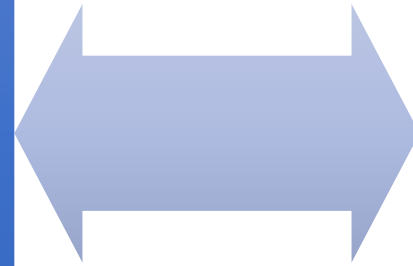
Situation and context

- Situation of language development support in Zurich
- Specific requirements of our partner schools
- Challenges of concept development

Basic theory of pragmatics



Pragmatic
competencies



Participation
of children
with language
disorders

Tomasello, 2011

Pragmatics



Linguistic pragmatics studies the principles of communication in human interaction

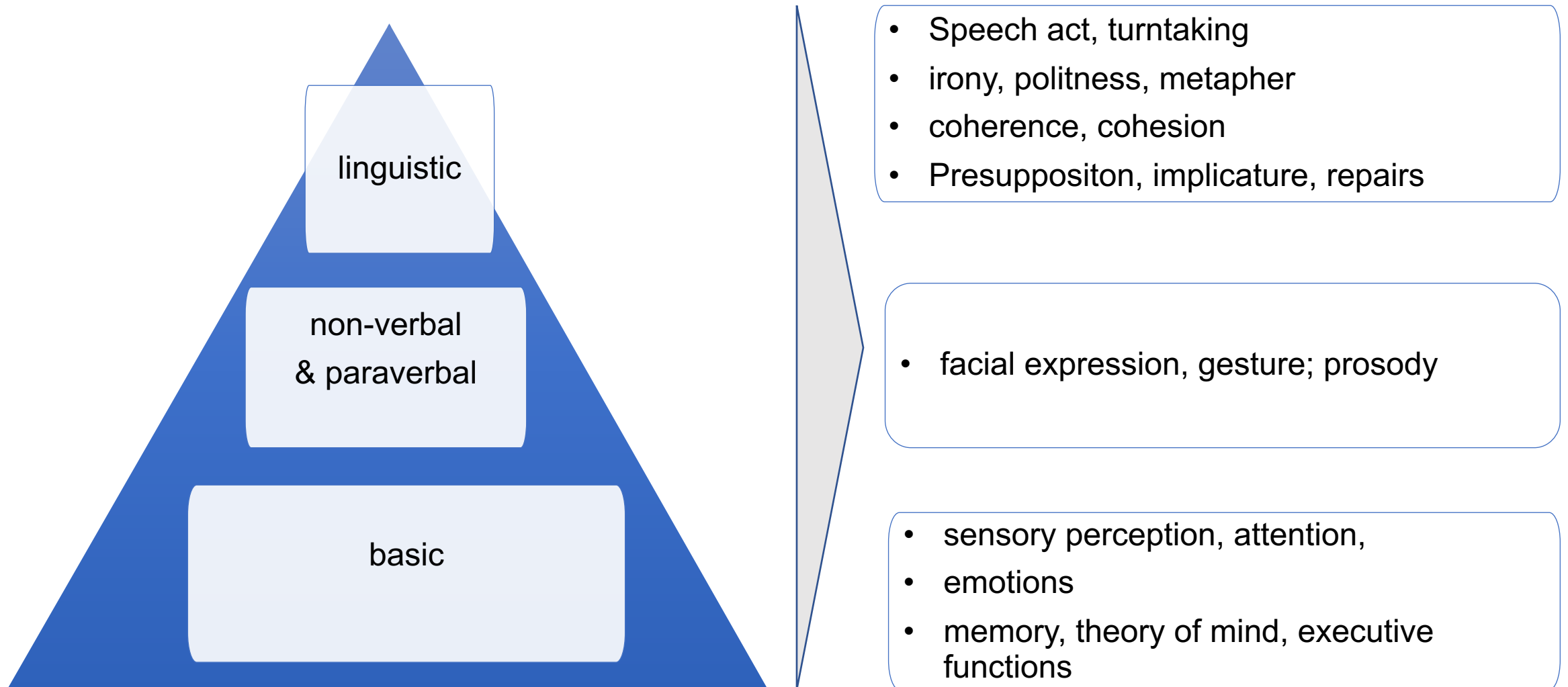
Knowledge of pragmatics means understanding when and how to adapt language to various contexts

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



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 programm „*sprint*“

The programm 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

Level 1:

Intrapersonal level

responding to communication
expressing communicative intention

Level 2:

Interpersonal level

non-verbal and paraverbal competencies
facial expression, gesture; prosody

Level 3:

Flexibilisation/ language usage in context

organisation of communication
speech act, implicature,
turntaking, repairs, politeness

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