

Dialect and Standard Language in Kindergarten

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What this poster is about

Policy makers suggested using standard German at school more consequently (EDK 2003). Also, political initiatives were launched to strengthen the use of dialect in kindergarten as part of the regional identity. At present, policies vary from canton to canton:

Examples:

- Zürich & Aargau: dialect as language of schooling with exceptions for standard German
- St.Gallen: mostly dialect with increasingly more sequences in standard German throughout the second grade
- Graubünden: equal share of dialect and standard German

Switching:

Ethnographic observations (Kassis-Filippakou and Panagiotopoulou, 2015; Zaugg 2017)

Reasons for switching between dialect and standards:

- situation oriented (i.e. whole class instruction versus one-to-one) or
- addressee oriented (teachers addressing first versus second language learners).

Research Questions

1. To what extent do kindergarten teachers use dialect and standard German?
2. To what extent is the switching between dialect and standard German related to the situation or the addressee?
3. Does the use of dialect and standard German differ when comparing regions with different policies?

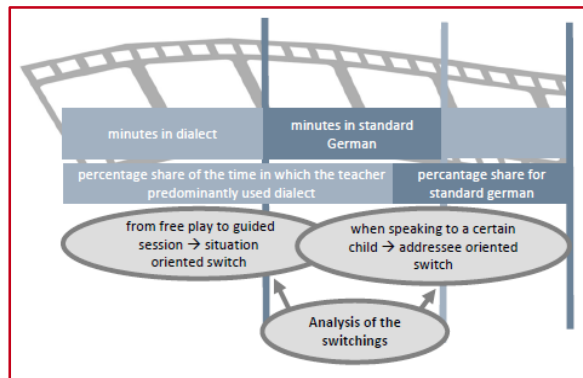
Sample

Data collection in the course of SpriKiDS-Projekt (www.sprikids.org)

Data from 42 Kindergartens in Switzerland.

Method

Research questions 1-2



Method

Research questions 3

Statistical computations using Kruskal-Wallis-Test (for N=41, in SPSS)

Results

Research question 3

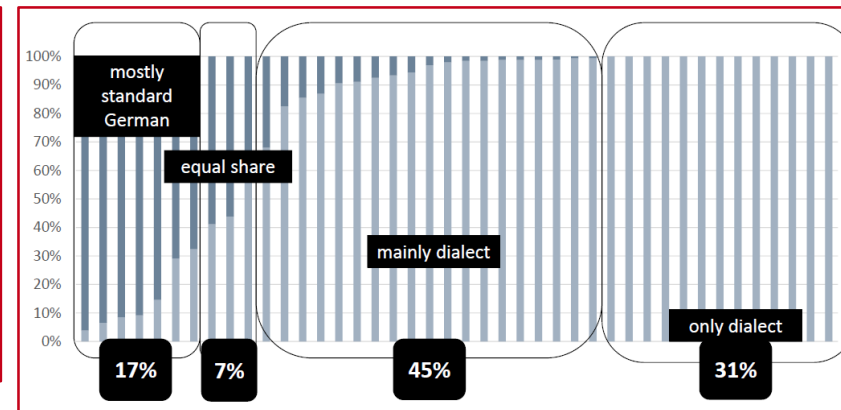
3 different policies	N	rank (Kruskal-Wallis-Test)
dialect as language of schooling with exceptions	16	25.38
dialect with increasingly more sequences in standard German throughout the second grade	16	16.06
equal share of dialect and standard German	9	22.00

Kruskal-Wallis-Test	
chi-square	5.076
df	2
asymptotic significance	.079

Sample is not representative. In these Institutions, practises do often not reflect cantonal policies.

Results

Research question 1



Results

Research question 2

Many addressee oriented switchings were observed.

Situation oriented:

- when reading (eg. Picture book)
- singing / nursery rimes
- giving voice to a puppet
- change of pedagoical setting (eg. free play vs. guided session)

Limitations

Sample size of 42 kindergartens is too small to generalize findings. Length of time analysed (two mornings) might not represent language use adequately.

Bibliography

Kassis-Filippakou, M., & Panagiotopoulou, A. (2015). Sprachförderpraxis unter den Bedingungen der Diglossie - Zur "Sprachentrennung" bzw. "Sprachenmischung" als Normalität im Kindergartenalltag der deutschen Schweiz. Schweizerische Zeitschrift für Bildungswissenschaften, 37(1), 113-129.

Zaugg, A. (2017). Sprachliche Praktiken im ein- und zweisprachigen Kindergarten des Kantons Graubünden (Doctoral dissertation, Université de Fribourg).

Discussion and Further Research

- Predominant use of dialect
- Great variance in practices
- Categories (situation & addressee oriented switching) from ethnographic studies useful
- Unconscious use of dialect and standard German?
- Addressee-oriented switching:
 - effects on children?
 - what is good practice?
 - „othering“?
- Longitudinal study concerning first languages, dialect and standard German