Sprogfitness

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Abstract

This small-scale action research project explores the impact of a pedagogical-aesthetic approach to the language stimulating activities on the preschool language and literacy environments.

The pivot of the project is Sprogfitness, an annualized one-day event combining language awareness, physical activity, and play. Each year approximately 2000 children from local institutions in Northern Denmark including approximately 100 students from UCN come together in a park where they engage in physical language games and activities.

The first Sprogfitness event took place in 2013 on the initiative of Aalborg Bibliotekerne and was a collaboration between the local libraries, a day-care institution, a primary school, and UCN. The collaboration between the local libraries and UCN has continued, and today the students from the social education at UCN design the games and activities with the aim to facilitate aesthetic and collective learning processes. During the annual event they get to test these in practice.

Evaluation of the Sprogfitness event indicates an increase in interest and motivation among the children as well as the preschool-teachers.

Collaborating with students from the social education at UCN and teachers from two local preschool institutions, I set out to explore how the increased motivation resulting from a pedagogical-aesthetic approach can contribute to increasing the quality of preschool language and literacy environments.

My tasks in this project are twofold. On the one hand I work together with students and preschool-teachers in workshops focussing on the strengthening of children’s language development through aesthetic and collective learning processes. On the other hand I study the effect of this aesthetic approach on motivating the adults who facilitate the language games and activities.

Taking an interactionist perspective on children’s language development, I weigh the interaction between children and their environment. In the workshops focus is on the child’s intercultural communicative competence, which includes both grammatical and textual competence, and pragmatic competence. Out of this focus comes a pragmatic framework applying Bruner’s cultural psychology as a theoretical foundation for analysis.
References


