

Dernjonken wie dizze gearkomst in gelegenheid foar de fjouwer MELT mentors om harren ervarings út te wikseljen. Nei oanlieding fan de útfiering fan it earste blok fan de toolkit (arkbak) waarden harren befinings bepraten.

MELT Mentors - Update

Wales – Margaret Francis

Om de MELT projekt rjochtlinen en doelstellingen te ferwêzentlikjen, wurkje ik mei sa'n fiiftich liedsters fan alve ferskillende ynstellings (Welske bernedeiferbliuwen en pjutteboartersplakken) yn Súd-East-Wales. Dizze omfetsje Cardiff, de Vale of Glamorgan, Merthyr, Blaenau Gwent, Caerphilly, Bridgend en Rhondda Cynon Taf. Dizze ynstellings ferskille sterk yn de sosjale en taalkundige eftergrûns fan de bern. Mar 10% fan de bern, dy't nei dizze ynstellings ta gean, hawwe Welsk as memmetaal, it oerskot fan de bern komme út hûshâldings mei Ingelsk as memmetaal. Hoewol't in oantal âlden wol yn it Welsk ûnderwiis hân hawwe, bliuwt Ingelsk de taal dy't thús mei de bern sprutsen wurdt. Ik moete in tal enthûsjaste âlden dy't d'r nei sribben om sels de taal te learen en dy't harren bern ek stimulearje en ûndersteune wolle om de taal eigen te meitsjen.

Ik ha it grutste diel fan de bernedeiferbliuwen en pjutteboartersplakken al besocht en ha enthûsjaste en positieve reaksjes hân op de doelstellingen fan it projekt.

Eltse pjutteliedster is it der mei iens dat d'r in behoefte is om op in detailearjende wize te sjen nei de ynfiering fan de Welske taal binnen de ynstellings dy't mei bern oant 5 jier wurkje.

In addition to this, the meeting provided an opportunity for all four MELT Project Tutors to discuss and share their experiences and their findings following the implementation of the first block of the Toolkit.

MELT Tutor' Visits - Update

Wales – Margaret Francis

In order to implement the MELT project guidelines and aims, I am working with fifty practitioners within eleven different settings (Welsh-medium playgroups) in the South-East Wales area. These included Cardiff, the Vale of Glamorgan, Merthyr, Blaenau Gwent, Caerphilly, Bridgend and Rhondda Cynon Taf. These settings vary greatly in terms of the children's social and linguistic backgrounds. Only around 10% of the children who attend these settings come from homes where the Welsh language is spoken naturally, with the remaining children all from English-speaking homes. Even though a number of the parents have been through the Welsh-medium education system, English continues to be the language spoken within the home. I met a number of parents who were striving to learn the language, and also extremely eager to give their children the necessary support.

I have already visited the majority of the playgroups, and have received an enthusiastic and positive reaction towards the aims of the project.

Each playgroup leader agrees that there is a need for a detailed focus on how to introduce the Welsh language in settings which incorporate children under 5.



Guon liedsters binne fan miening dat it dreech wêze soe om de doelstellings fan it projekt te heljen, dit soe komme troch it grutte oantal minsken dy't wurksum binne yn de foarskoalske foarsjennings. Nei de earste besprekkings kamen we mei-inoar ta beslút dat de bêste wize om de taalkundige feardigens binnen de ynstellings te ferbetterjen, d'r eltse wike in gearkomst mei it personiel komme moast. Dizze byienkomsten jout it personiel de gelegenheid om harren te konsintearjen op de ynfiering fan de spesifyke patroanen fan de aktiviteiten en dizze te bepraten mei-inoar. Doe ha ik aktiviteiten, hânfetten foar de liedsters fan de bernedeiferbliuwen en pjutteboartersplakken, foar harren oerset sadat sy d'r mei de bern mei oan de slach koene. Dit waard sear op priis steld.

Ik ha besocht om harren fertrouwen te jaan en harren der fan te oertsjûgjen dat se ek harren eigen aktiviteiten brûke kinne. Ik bin d'r yn slagge om harren oandacht te freegjen foar it medium Welsk. Dernei binne d'r pertearen mei in tal fan liedsters west, dy't allinnich Welsk sprutsen mei de bern.

De resultaten fan it projekt sille seker ynteressant wêze en ik sjoch út nei de diskusjes dy't hâlden wurde sille oan it ein fan it earste blok. Der binne al ôfspraken mei âlden makke om harren te moetsjen om it twadde blok fan de toolkit te yntrodusearjen.

Bretagne – Virginie Pronost



De earste sessy ferrûn erch goed, de liedsters wiene enthûsjast. Foarôfgeand oan de besites konsintearren wy us earst op it tema 'in taalkundige stimulearjende ûntjouwing', in model dat him rjochtet op folwoeksenen en as ynstrumint brûkt wurde kin om de taal deistich te brûken.

Some practitioners felt that achieving the aims of the project would be difficult due to the fact that there are a large amount of learners working within the playgroups. Following discussions, it was agreed that the best way to improve linguistic skills within the settings would be to arrange weekly staff meetings. These meetings would give staff the opportunity to discuss and concentrate on introducing specific patterns for the activities. As a result, I proceeded to translate the activities' guidelines for the learners within the playgroups.

The activities were welcomed greatly by the practitioners. I attempted to persuade them to use their own activities in order to give them confidence in their own efforts. A number of activities were trialled with the children and I succeeded in maintaining their attention through the medium of Welsh. Following this, discussions were held with a number of the practitioners on the method of only using Welsh when speaking with the children.

The results of the project will certainly be interesting, and I look forward to the discussions that will be held at the end of the first block of visits. Arrangements have already been made to meet the parents within the settings in order to introduce the second block of the toolkit.

Brittany – Virginie Pronost



The first session went extremely well and was welcomed with enthusiasm by the practitioners. The work done prior to the visits concentrated on the theme of 'Linguistically Stimulating Environment', focusing on the adult as a linguistic model and tools used by the practitioners on a day to day basis.

Om dit te berikken hat de mentor earst in tal fan artikels en gearfettings fan boeken oangeande betiide meartaligens lêzen, as oanfolling op it belang fan taal learen by folwoeksenen. Dizze wurken wiene ûnder oare fan Gilbert Dalgalian en Jim Cummins.

Dernei is der in gearfetting fan in bibliografy brûkt om de diskusjes foarm te jaan.

Foarbylden fan aktiviteiten, dy't nei foaren kamen tidens de de ynliedende besites en by de yntrodusearring fan de toolkit, waarden d'r út selektearre.

In tsjeklist foar de earste sessy, neist in algemiene tsjeklist, waarden bewurke en ferspraad. As de ynstellings foar de twadde kear besocht wurde sil de tsjeklisten sammele wurde. En de algemiene tsjeklist sil oan it ein sammele wurde. Boppedat is d'r in observaasje-tabel makke om de ferskillen tusken de liedsters dúdlik te krijen. Dit wurd beoördiele en ynfolt troch de mentor.

De toolkit waard foar it earst yntrodusjearre wilens de diskusje perioade. Dit wie meastentiids yn de middei as de bern slepten. In brainstormsessy, lieden troch de koördinator/team lieder fan de ynstelling, wêrnei liedsters frij wiene om te skriuwen oer it tema. Dernei waarden wichtige begrippen útlein en der wie gelegenheid om opmerkings te meitsjen oer de relevânsje.

De liedsters waarden frege om enkele foarbylden fan effisjente en relevante aktiviteiten foar bern fan 1-2 jier en aktiviteiten foar bern fan 3-4 jier oud. Dizze akitviteiten waarden opnommen yn de toolkit en útprobearre binnen de ferskillende ynstellings.

In order to accomplish this, the tutor read some articles and book extracts regarding early bilingualism and multilingualism, in addition to the importance of the adult in language learning. These extracts included the works of Gilbert Dalgalian and Jim Cummins.

Following this, a summary of the bibliography to be used during the discussions was prepared.

Furthermore, examples of activities were selected from the observations made during the introductory visits and the proposals within the toolkit.

A checklist for the first session, in addition to a general checklist were edited and left at the setting. The checklist for the first session will be collected upon my return to the settings for the second visit, with the general checklist to be collected at the end of the project. Furthermore, an observation table was set up in order to identify the differences between the practitioners' methods. This is to be completed and kept at the discretion of the tutor.

The toolkit was first introduced during the discussion period. This was generally held in the afternoon when the children were asleep. A brainstorming session was led first by the tutor, giving the practitioners an opportunity to express and write down freely on the theme. Following this, some key concepts were explained to the practitioners, giving them the opportunity to comment on its relevance in their opinion.

Practitioners were asked to give some examples of activities for children between 1-2 years old and activities for 3-4 years old that they believed to be efficient and relevant. This resulted in examples that were observed within the different settings and included in the toolkit being shared.

Ta tarieding foar it twadde besyk is d'r in list mei fragen by de âlden del gien. Dizze listen wurde sammele in wike foarôfgeand oan it twadde besyk om in dúdliker byld fan de thústalen fan de bern en âlden te krijen.

Op dit stuit wurde der troch de koördinators fan de ferskillende ynstellings rapporten skreaun. As de tsjeklisten fan de earste sessy binnen binne, sille dy rapporten klear wêze.

Finlân – Johanna Sallinen



Johanna (Nanna) begûn ein novimber mei har har tredde rûntsje fan besites oan de Sweedske berneopfang en blok trije hat se ein january foltôge. It wurk foar de liedsters begûn mei in kongress dei oer taaloerdracht by jonge bern. De earste twa besites oan alle bernedeiferbliuwen en pjutteboartersplakken fûn plak tusken septimber en novimber. Alle tsien bernedeiferbliuwen en pjutteboartersplakken hawwe in fragenlist oan de âlden útdield, mei as doel om de thústaal fan de bern en âlden op te sporen. ûngefear de helte fan alle hûshâldings hawwe de listen ynfold werom stjoerd. Nanna is goed ûntfongen troch alle liedsters, dy stean te popeljen om de toolkit ta útfiering te bringen en se binne aktief betrokken by de peteargroepen. Nanna's tariedings foar elts besyk bestie út it sammeljen fan literatuer dy't rekommandearre waard foar elts blok fan de Sweedske fersje fan de toolkit,

The session concluded by explaining the checklists and the work that is collected a week or so prior to the second visit to present a clearer view of the languages used and the implication of parents within the setting. Currently, reports are being written by the tutor on each setting. These will be finalised once the checklists for the first session have been collected.

Finland – Johanna Sallinen



Johanna (Nanna) began her third round of visits to the day care centres at the end of November. She will complete the third block at the beginning of January. Work for the practitioners began with a one day seminar on Early Language Transmission. The first two visits to all day care centres took place between September and November. All ten day care centres have handed out the questionnaire which aims to detect the children's everyday language with their parents. Approximately half the families have returned this questionnaire. Nanna has been well received by all practitioners, who have been eager to take part in the implementation of the toolkit and also actively involved during the round table discussions. Nanna's preparations before each visit included collecting literature that is recommended for each block within the Swedish version of the toolkit,

it printsjen fan materialen bygelyks foto's en kaarten dy't brûkt wurde sille by it boartsjen en it sammeljen fan relevant oanfoljend ûndersyksmateriaal dat brûkst wurde kin foar de tekst fan elts blok.

Nanna regele sesjes mei taalaktiviteiten, mei de bern ferdiel yn lytsere groepkes. De aktiviteiten kamen foarnamwurdlik út de toolkit en de liedsters wiene oanwezich by dizze sessjes.

Wilens it twadde blok, naam Nanna de taalaktivitearings sessjes met de kinderen op. Dizze opnames sille brûkt wurde by de lêste besites bernedeiferbliuwen en pjutteboartersplakken en sommige opnames sille toant wurde by de einkongres yn Brussel. Nei de sessjes, dokumentearre Nanna wat de liedsters berikt hawwe, harren fyzje op hoe suksesfol de aktiviteiten wiene en wat de problemen omgeande it taalgebrûk fan de bern binne.

It is ôfwachtsjen hoe't harren ideeën en yntinsjes yn de deistige praktyk ta út fiering komme sille.



Fryslân- SFBO

It Sintrum Frysktalige Berne-opfang (SFBO) is ferantwurdlik foar de praktishe tapassing fan de toolkit foar it MELT Projekt yn Fryslân. Dit sintrum hat in partnerskip mei Mercator 'it Europeeske Kennisintrum foar Meertaligens en Taallearen' en sy hawwe geregeld petearen. SFBO is yn oktober 2010 begûn mei it ymplementearjen en útfieren fan de wurksumheden fan de toolkit.

printing materials such as pictures and cards that will be used while playing, and collecting additional research that is relevant to the text that will be discussed within each block.

During the visits, Nanna arranged language activating sessions, with the children divided into smaller groups. The activities used mainly derived from the toolkit, with the practitioners present during these sessions.

During the second block, Nanna recorded the language activating sessions with the children. These recordings will be used during the last visit to the day care centres and some of them will be shown during the final conference in Brussels.

Following the sessions, Nanna documented what the practitioners achieved, her views on how successful the activities had been, in addition to issues relating to the language use of the children.

It remains to be seen how their ideas and intentions will be put into practice on a day to day basis.



Friesland- SFBO

The Centre for Frisian Childcare (Sintrum Frysktalige Berne-opfang – SFBO) is responsible for the practical application of the toolkit for the MELT Project in Friesland. This centre has a partnership with the 'Mercator European Research Centre on Multilingualism and Language Learning', and holds regular discussions with them.

SFBO began the work of implementing the toolkit in October 2010.

SFBO direkteur Sytske de Boer en har tiim yntrodusearren de toolkit by 7 bernedeiferbliuwen en pjutteboartersplakken yn de provinsje Fryslân.

Dizze 7 berne-opfang sintra dy't dielnimme oan it projekt binne krekt by it SFBO netwurk oanslúten. De liedsters krije begelieding fan it SFBO en de mentors lizze út hoe't de toolkit brûkt wurde kin.

Dêrneist hat it SFBO in tsjeklist makke, dy't de ûnderwurpen út de toolkit omfetsje. Blok 1, 2 en 4 binne opnommen yn de tsjeklist. Blok 3 en 5 binne net opnommen omdat dizze berne-opfang sintra yn Fryslân al wurkje mei tema's (Blok 3).

Dêr sil ek in ynspeksje wêze troch in fisitaasjekommisje dy't de plakken beoardielet op de útfiering fan it keazen Frysk- of twatalich taalbelied. As de trije fazen fan de útfiering fan taalbelied ynoarder is, komme de organisaasjes yn oanmerking foar in sertifikaat (Blok 5).

De SFBO begelieders brûke dizze tsjeklist as helpmiddel om de liedsters bewust te meitsjen fan harren hanneljen en om harren feedback te jaan. Nei in observaasjeperiode folget d'r in petear mei liedsters en mentors, werby't de útfiering en de ferskillende ûnderwurpen fan de tsjeklist bepraat wurde. It SFBO fynt dat liedsters op harren wurkplak kontinue training en begelieding krije moatte.

The Chief Executive of SFBO, Sytske de Boer and her team introduced the toolkit to 7 playgroups and nurseries in the province of Friesland.

These 7 child care centres that have participated in the implementation of the toolkit have recently joined the SFBO network. In addition to this, the practitioners within these centres will receive advice from the SFBO's tutors on how to use the toolkit.

During this period, SFBO has developed a checklist that includes the themes from the toolkit. Block 1, 2 and 4 are included within the checklist. However, block 3 and 5 have not been included due to the fact that all the childcare centres in the Province of Friesland already work with themes (Block 3).

There will also be an inspection held by a visitation committee. They will oversee the work done within the playgroups and nurseries. SFBO participants will receive a certificate upon completion of the three stages of implementing bilingual policy (Block 5).

The SFBO tutors use this checklist as a tool to inform the practitioners of their practice and to provide feedback to them. Following the observation period, a conversation was held between the practitioners and the tutors, discussing the implementation of the various topics contained in the checklist. SFBO believes that continuous training at the workplace is essential.

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