PLACEMENT REPORT

Internship at Bureau Groninger Taal en Cultuur & Huis van de Groninger Cultuur as part of the Master Multilingualism

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1. Introduction

During my master Multilingualism at the University of Groningen I was able to apply for an internship at different organizations who work in the field of multilingualism. During my master program I had learned about different domains in which one could encounter multilingualism, but education appealed to me most. Mostly because children are so young and so receptive to the world outside and using more language in doing so might broaden their horizon for the rest of their lives. Moreover, I myself have been able to study a few languages and have been brought up in a regional language next to my Dutch, so I felt it would be a personal mission as well to work in the field of education.

While I was still looking around for possible place for an internship, I was approached by my professor, dr. G.T. Jensma, who is also the head of the Bureau Groninger Taal en Cultuur. He knew that I speak Gronings and asked me whether I would like to do an internship for both the Bureau as the Huis van de Groninger Cultuur on Gronings in education. Since this was exactly in line with what I felt strongly about, I accepted the internship. I was curious to see what multilingualism in the domain of education entails, especially in the case of Gronings, since I did not know whether people were using Gronings in education. There was a lot to learn!

Over the period of February the 6th till May the 29th I have been present one day at the Huis van de Groninger Cultuur and one day at the Bureau Groninger Taal en Cultuur. During this period I have been carrying out an investigation on the evaluation of the existing educational materials in Gronings and I have been writing a report on my findings and advices regarding the future of having Gronings in education.

In this placement report I have described the organizations, my main and additional tasks during the internship and my evaluation of the entire placement. Also my supervision will be evaluated, rounded off by a conclusion on the internship as a whole.
2. Description of the organizations

This internship was, as mentioned before, done in a combination with two organizations. The first one is the Bureau Groninger Taal en Cultuur and the second is the Huis van Groninger Cultuur. These two organizations are working together more closely and are working together on certain projects, of which this internship is one.

2.1 Bureau Groninger Taal en Cultuur

The Bureau Groninger Taal en Cultuur (BGTC, Bureau for Groninger Language and Culture) has been a joint initiative by the province of Groningen and the University of Groningen. The BGTC is mostly occupied with research on the regional language, Gronings, and the culture and history of Gronings. The BGTC tries to promote the interest in this language. They do so by having the section ‘word of the week’, having regular columns, displaying Gronings in the linguistic landscape and using their website and Facebook to post the news on Gronings and related matters.

Also, the BGTC has an open contact page where anyone can drop their questions regarding this language. This could be about grammar, pronunciation, history or other aspects of Gronings.

Till the end of 2016 there was a Streektaalfunctiearis at the BGTC. This is a function in which one person is concerned with the regional language, promoting it and doing research on this language. However, since the beginning of 2017 the BGTC and the Huis van de Groninger Cultuur have combined their forces and they work on these tasks of a Streektaalfunctiearis in a more project-like manner together.

2.2 Huis van de Groninger Cultuur

The Huis van de Groninger Cultuur (House of the Groninger Culture) has the aim to maintain and protect the cultural heritage of the province of Groningen. This includes Gronings, history, art, and habits and customs. They see cultural heritage as an irreplaceable part of the Groningse identity. Therefore, they take these elements as their starting point when setting up activities and events related to Gronings, cultural heritage and the Groningse
identity. One of these events is the Streektoaldag which was on the 18th of march. For my internship I was also part of the set-up team of that event.
3. Description of tasks and activities

3.1 Description of main tasks

My tasks during my placement were a few tasks that all lead to the writing of a report for the BGTC and HvGC.

Critically revising the existing material from the Leskist

The first tasks of the internship was to explore the Grunneger Leskist in order to see what I was dealing with. The HvGC has three of these Leskisten, all three identical, and I have been looking at one of them. I started to note down critical remarks concerning the books with tales, the cds with songs, the musical, the games and the teaching method. These have been revised again by myself after I had spend some time on the project and when I started to write about my findings in the report. This second time I was even more critical than the first time, since I had already become more familiar with Gronings and teaching materials. Critically revising basically meant that I checked whether the designs of the materials were not too old, whether the texts inside were young and understandable enough and whether the materials would be easy to use or apply in a class.

Having conversations with people involved and experts

During several occasions I was able to meet with people working in the field concerning Gronings or concerning education. During the conference Weeromkomaag I was able to talk with former teacher and teacher of the Gronings course for adults. In these talks I presented myself and my investigation with the goal to get other people’s opinions on the matter in order to improve my report.

Investigating the opinions in literature

In order to be able to say anything about the Leskist I have been reading up on minority languages in education, bilingual education, didactical ways to approach regional languages, examples from other regions and countries, and talensensibiliserings. In all these books and papers I have been able to put together a theoretical background for myself to approach the investigation. Also, I was able to use this literature in the report as background to indicate the theories regarding having a regional language in education. Moreover, this literature was
able to give me a good insight on how to approach certain topics and which questions I could ask in my questionnaire.

**Creating and distributing a questionnaire**

Thanks to the background literature I was able to make a good questionnaire. I sat down with my supervisors first to hear what they wanted to know and mixed that with what I wanted to know. After having read some examples of questionnaires I came up with my own question which I posted online via Google Forms. Via Google Forms I was able to get a link so I could invited all participants via email to fill in the questionnaire.

The schools were found through the list that the Huis van de Groninger Cultuur had from the schools that had borrowed the Leskist once. Also, I found a governmental website page where you could download an Excel file with all the primary schools in the province. I only had to search on every website to find the emails and when I had those, I send them an invitation to participate in my research. Since I was working with schools who knew about the Grunneger Leskist and schools who had never borrowed it, and might not even know it, I made two versions of the questionnaires. That way I could also ask more detailed questions on the materials in the Leskist to the participants who had borrowed the Leskist, and leave those questions out for the schools who had never used the Leskist.

Both questionnaires have been added in appendixes B and C.

**Looking up possible collaboration projects**

Somewhat more towards the end of the internship it became clear that both parties would enjoy to collaborate with other organizations when creating project for Gronings. Like that they are able to join forces and learn from each other’s field of expertise. That is why I have been searching the internet actively to find possible organizations who with culture, cultural heritage, history, language and education to see whether there would be a possibility to work with them on projects on Gronings. One of these possibilities resulted in a meeting with F. de Jonge from IVN on how both parties could help each other in order to come to a good educational product.
Writing the report for the BGTC and Huis van de Groninger Cultuur

During the internship I have also been writing the report for all my findings, results and advices. This report has been based on literature resources, talks with people in the field, schools and reading about other organizations and projects. The report was mostly written piece by piece although already put together. The results from the research were also included, however the reactions to my questionnaires were very low. This was a little disappointing.

3.2 Additional tasks

During the internship some additional tasks came up. To me these were perfect opportunities to learn more about the organizations, work field and subject of interest.

Helping as volunteer at the Streektoaldag

I have been helping out during the Dag van de Grunneger Toal. My tasks consisted mainly of helping to build up and break down all materials (collecting chairs, trash bins, etc.). Though this was only in the early morning and afterwards, of course. During the morning I was one of the people who welcomed everyone and indicated the stand holders where they could go and gave them their lunch tickets.

In the afternoon I was representative of the stand of both the HvGC and BGTC. Though we made a sort of agreement that we would be rotating our shifts as representatives, I was there most of the time alone. My job was to answer question from the visitors and promote the HvGC and BGTC. However, our stand was not that busy so the task was not that hard. As said, afterwards we cleaned up the building its interior and restored it to its original state.

Visiting schools

Part of the internship was visiting school when they were working with the Grunneger Leskist. A school in Alteveer had send the HvGC an extensive email with the details about a Grunneger Dag. That is when I emailed them to ask whether I could visit them that day to see how they would give Gronings a certain place in their activities. The Grunneger Dag was actually a morning full of workshops. The day started with an opening at the schoolyard by singing the Groningse anthem. After that the children had a rotating morning on which they had four types of lessons: music lesson with Groningse songs, an invited teacher who read in
Gronings to the children, physical exercise and a high tea with typical Gronings food and treats baked by parents. Except for the high tea I visited all workshops with different groups. The first group had a teacher who did not speak Gronings herself, so she did the teaching in Dutch. The second group, however, had a teacher who did speak Gronings and who also used Gronings as a language of instruction. Sometimes I helped out, but most of the time I stood back and observed how the children and teachers interacted and whether I heard some Gronings or saw some materials from the Grunneger Leskist. After the final presentation to the parents and grandparents I sat down with the teachers during their lunch to ask them some things about the day, Gronings and their opinions on the Grunneger Leskist. It was a very (inter)active and interesting day. Especially the participation of the parents and the willingness of the team of teachers to have that day was really inspiring.

**Attending meetings and being the contact person**

For our meeting with the senior advisor of IVN I was appointed as contact person to get in touch with sir De Jong to arrange this meeting. I also attended the meeting, discussing various options to work together on a project focusing on the coastal region of the province of Groningen, and other regions, to produce materials for primary and secondary education. At the end I was appointed the contact person for sir De Jong whenever he wanted to get in touch about the collaboration. This meant that I was held responsible to keep in touch and to inform both parties on the progress.

**Attending a conference and presenting my investigation**

The ‘Weeromkomdag’ was a small informal conference that was more a sort of coming together again after some time. The people who came to the conference were teachers of the course Gronings for adults. They came together to discuss how things went and whether they wanted some things to be improved or provided by the head organization of the Huis van de Groninger Cultuur. At the start of the conference I held a short presentation on what my function is within the two organizations and whether the people there wanted to discuss a little bit more about the topic of Gronings in primary education. Unfortunately the meeting went in a different direction after my presentation, so we never really came to that. Also, the responses I got were a little old fashioned, since most attendants were from an entire
different generation than I am. Nevertheless, it was nice to meet those people who also teach Gronings as a subject and to hear about their experiences.
4. Evaluation

In this section the internship will be evaluated based on a few points. These points are the evaluation of the relation to the course material, the evaluation of my learning goals, of acquired knowledge and skills, of the supervision during the internship, finishing off with the evaluation of my internship regarding my career goals.

4.1 Relation to course material

During the first half year of my Master Multilingualism I have learned a great deal about Multilingualism in all different kinds of domains in society. I have been learning a lot about multilingual education already in my Master, so this really helped me during my internship to relate things that happened in the schools, in real life, to the theories that we learned about.

Also, I was able to make a good questionnaire and a good report since we have been taught about that as well during our Masters. Furthermore, after doing my short presentation at the ‘Weeromkomdag’ I got positive feedback on my clear and concise presenting skills, which I have also been improving during my Masters.

Overall, I think the Master program has equipped me well with most knowledge and skills needed, which I have been able to put to the test and which I have been able to expand during my internship.

4.2 Learning goals

The learning goals of my internship have been formulated put in the internship contract. Because of the various tasks that I have done during my internship I was able to accomplish these goals. My evaluation of these goals and how I reached them will be discussed in this section.

Goal 1: Getting acquainted with regional languages in education and the accompanying troubles in the field

Goal 2: Acquire knowledge and experience on bilingual education
In my opinion, I have accomplished these goals. By doing the questionnaire, having talks with various people in the field of education (teachers and school principals) and people in the field of regional languages (Gronings and Drents) I have been able to learn a lot about which position a regional language has in education, how the regional language gets approached and which problems exist in the current educational field. This also led to more knowledge on bilingual education, especially by visiting schools and reading literature on the topic.

However, I was a little disappointed by the level of knowledge that my supervisors from the HvGC and BGTC had on the topic of Gronings in education. Of course, it was my job to find out what the position of Gronings in education was, so this already showed that there was no knowledge on this topic, nevertheless I had hoped for somewhat more knowledge of existing pedagogical theories or theories on bilingual education. On the other hand, this also gave me an unique position as the expert on the topic, because of my studies and because of the only one working on the topic.

Goal 3: Creating a questionnaire

Goal 4: Independently revising educational materials

I can also say that I learned how to make an independent revision of the educational materials and to make a questionnaire. Both things I did on my own, by just evaluating the materials according to own ideas on what educational materials should look like nowadays, but also by having read literature on the topic. Furthermore, I used other research on regional languages or minority languages in order to formulate my questions for the questionnaire. When sending the first drafts to my supervisors, they approved immediately, so I was able to carry out the research really fast.

Goal 5: Writing a report on all findings regarding the topic

Goal 6: Writing a policy evaluation for the HvGC and BGTC

While writing my report which also included the policy evaluation and proposal I learned a few new things about writing from different angles, including all kinds of materials and sources, and looking at other organizations for inspiration. Especially the part about possible collaborations widened my scope on the topic and on the interesting things in the field of Gronings, heritage education and cultural projects. This manner of not only writing with
academic sources, but also with what people in the field have said, what other organizations
do and what my own ideas are, was new to me.
Also, during the process of writing my report I was always able to send drafts and pieces to
my supervisors in order to get some feedback on the topic. They also approached me with
new ideas. This made the internship very valuable that they approached me in order to get a
sort of approval that said “Yes this should be good and this shouldn’t”, since they saw me as
an expert as well.

4.3 Acquired knowledge and skills
As mentioned in the previous paragraph, I have learned a lot. I had set certain goals on
forehand and I’ve been able to reach them all, in my opinion. Also, I learned to network
more and be able to talk with all kinds of experts (Huus van de Taol in Beilen, meeting with
IVN). These kind of talks also showed me that thanks to the courses of my Master I am able
to provide a company with certain knowledge that might not be that known to a wider
public.
Of course I already spoke Gronings so I did not really improve that, but I did get a taste of
the multiple dialects in the province and regional differences.

4.4 Supervision
When one starts something one always has certain expectations. My expectations regarding
this internship were that I was about to start a project on my own, my own investigation, but
with guidance by my supervisors. During the time that I would be doing the project I
expected to see more of the two companies for which I was doing the project. I was hoping I
would get a sneak peek into the field of work and into what one normally does on this job.
My expectation was that this would mean that I would attend certain meetings, help out in
all kinds of ways, and assist in certain small additional tasks. In short: I was hoping I would be
made part of the team, though maybe in a more passive manner.
Unfortunately this expectation did not turn into reality. Whereas I was hoping that I would
be part of a team, even though I was carrying out a project on my own, I was on my own for
most things. There is not a person in the two companies who is working on Gronings in
education. It has always been a little side step to them, so no one is fully up to date about
the do’s and don’ts, the needed information, and so on. I managed to figure everything out, I
liked that challenge, but I did miss someone to have a chat with every now and then about the interesting topics in the field, the struggles, the good side to the project, all those things. Furthermore, although I understand that both companies have enough things on their hands and do not have the time to sit next to me and guide me through every step, I certainly was hoping for a little insight into the companies. But all weekly staff meetings were held without me and even on a day like *Dag van de Grunneger Toal* there was an invitation if I wanted to volunteer on that day to help out with setting up facilities. This surprised me somewhat since I am their intern, but it seemed as if they did not consider me to be part of the team and approached me as a volunteer.

Furthermore, my main task was to do the research on the educational materials. This task was a challenge for me but though it went very well and I liked it, I was hoping for more additional tasks as well. I hoped to see more of multilingualism in the field in all sorts of ways, and though I have asked whether they had more tasks for me, the response was very limited.

Apart from those things, I did have my supervision when asked for. They often asked how I was getting on and whenever I had a question I could always email them or ask them straight away. Also, at the middle of my period we sat together and discussed the progress I had made and whether I needed more things from them, concerning my investigation. So, the supervision was good.

### 4.5 Career goals

This internship was quite narrowed down to Gronings and all kinds of organizations involved with that. Although I have visited Drenthe and have been attending some meetings, also with the IVN, I feel as if there is not really a broad labor market concerning Gronings. Moreover, the people who work in the field of Gronings (and I do not mean to be disrespectful at all) are somewhat older and less dynamic. It is not as if I came into the labor market in a young, pioneering, dynamic company, but rather more into the worn-out field of older man who still fight with the old materials.

Therefore, the internship has helped me gain new experiences, but I am not sure whether it helped me to achieve my career goals. Whereas I was not that concerned on forehand of the internship regarding finding a job after I’ve finished my Masters, I am now, unfortunately.
Nevertheless, I hope there will be some opportunities, also in the neighboring province of Friesland, where the language battle is a little bit more alive than in Groningen.
5. Conclusion

All in all, the internship at both organizations Huis van de Groninger Cultuur and Bureau Groninger Taal en Cultuur have helped me to gain more knowledge on multilingualism in education and the struggles that accompany it. Also, I was able to learn more about the current situation of Gronings, schools, attitudes and also, how to write an advisory report. In the end, I enjoyed my internship and am thankful to have been able to carry out this investigation and other tasks for both organizations. Though the internship did not give me a full insight on the work of educational specialists in the field multilingualism, I hope that my efforts of pioneering in the field of Gronings in education will help me in my future career.
# Appendix A – Placement log

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Tasks / Activities</th>
<th>Who / Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6/2/2017</td>
<td>Digging through the content of the <em>Grunneger Leskist</em>. Writing down critical notes</td>
<td>HvGC</td>
</tr>
<tr>
<td></td>
<td>7/2/2017</td>
<td>Talking about the methodological choices</td>
<td>Patricia Ottay</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finding and reading background literature</td>
<td>HvGC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Talking about the methodological choices</td>
<td>BGTC</td>
</tr>
<tr>
<td>2</td>
<td>13/2/2017</td>
<td>Sick (made up for the hours in week 6)</td>
<td>Léon Boer</td>
</tr>
<tr>
<td></td>
<td>14/2/2017</td>
<td>Sick</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>20/2/2017</td>
<td>Writing first draft of the questionnaire</td>
<td>HvGC</td>
</tr>
<tr>
<td></td>
<td>21/2/2017</td>
<td>Reading background literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing first section report</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Writing an invitation email for the questionnaire</td>
<td>BGTC</td>
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<td></td>
<td></td>
<td>Writing a short news article for the website</td>
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<tr>
<td></td>
<td></td>
<td>Reading background literature</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Writing sections report</td>
<td></td>
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<tr>
<td>4</td>
<td>27/2/2017</td>
<td>Writing section report</td>
<td>HvGC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visiting Huus van de Taol in Beilen</td>
<td>Huus van de Taol</td>
</tr>
<tr>
<td></td>
<td>28/2/2017</td>
<td>Revising questionnaire and making an online questionnaire form</td>
<td>BGTC</td>
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<td>5</td>
<td>6/3/2017</td>
<td>Reading background literature</td>
<td>HvGC</td>
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<tr>
<td></td>
<td>7/3/2017</td>
<td>Writing section report</td>
<td>BGTC</td>
</tr>
<tr>
<td>6</td>
<td>13/3/2017</td>
<td>Making second questionnaire and putting it online</td>
<td>HvGC</td>
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<tr>
<td></td>
<td>14/3/2017</td>
<td>Sending out emails and invitations for the questionnaire</td>
<td>BGTC</td>
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<td></td>
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<td>Writing section report</td>
<td>CBS de Borgstee</td>
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<td></td>
<td>17/3/2017</td>
<td>Visiting a <em>Grunneger dag</em> in Alteveer</td>
<td>CBS de Höchte</td>
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<td>18/3/2017</td>
<td>Preparing the rooms and halls</td>
<td>HvGC</td>
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<td></td>
<td></td>
<td>Welcoming people and leading them to their places</td>
<td><em>Dag van de Grunneger Toal</em></td>
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<tr>
<td></td>
<td></td>
<td>Be the representative of the HvGC and BGTC</td>
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<tr>
<td></td>
<td></td>
<td>Clean up afterwards</td>
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<td>Week</td>
<td>Date</td>
<td>Tasks / Activities</td>
<td>Who / Where</td>
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<tr>
<td>7</td>
<td>20/3/2017</td>
<td>Writing section report</td>
<td>HvGC</td>
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<tr>
<td></td>
<td></td>
<td>Revising the Grunneger Leskist</td>
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<td></td>
<td>21/3/2017</td>
<td>Second round of mailing schools</td>
<td>BGTC</td>
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<td></td>
<td>23/3/2017</td>
<td>Meeting with F. de Jong from IVN</td>
<td>HvGC</td>
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<td></td>
<td>24/3/2017</td>
<td>Visiting a school in Veendam</td>
<td>’t Haimstee</td>
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<td>8</td>
<td>27/3/2017</td>
<td>Writing section report. Writing section report</td>
<td>HvGC</td>
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<td></td>
<td>Visiting Westerwijs in Marum</td>
<td>Startbureau</td>
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<td>28/3/2017</td>
<td>Continue to email schools</td>
<td>BGTC</td>
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<td>Writing section report</td>
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<td>30/3/2017</td>
<td>Weeromkomdag in Warffum</td>
<td>Warffum</td>
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<td>3/4/2017</td>
<td>Writing section report</td>
<td>HvGC</td>
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<td>Visiting a school in Scheemda</td>
<td>CBS Annewieke</td>
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<td>4/4/2017</td>
<td>Writing section report. Delving into collaboration projects</td>
<td>BGTC</td>
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<td>10/4/2017</td>
<td>Meeting with Léon and Patricia about the progress in the internship</td>
<td>Léon and Patricia</td>
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<td></td>
<td>Delving into collaboration projects</td>
<td></td>
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<td>11/4/2017</td>
<td>Writing section report</td>
<td>HvGC</td>
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<td>Writing sections report</td>
<td>BGTC</td>
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<td>11</td>
<td>18/4/2017</td>
<td>Meeting with Goffe</td>
<td>Goffe Jensma</td>
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<td>Analysis of the results</td>
<td>BGTC</td>
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<td>12</td>
<td>24/4/2017</td>
<td>Making a inventory document for the Tiedmesien project</td>
<td>HvGC</td>
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<tr>
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<td>Sending emails to evaluate the Tiedmesien project</td>
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<td>Writing on the outcomes of the questionnaire</td>
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<td></td>
<td>25/4/2017</td>
<td>Writing sections report</td>
<td>BGTC</td>
</tr>
<tr>
<td>13</td>
<td>1/5/2017</td>
<td>Reading about collaboration projects</td>
<td>HvGC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing sections report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/5/2017</td>
<td>Writing sections report</td>
<td>BGTC</td>
</tr>
<tr>
<td></td>
<td>3/5/2017</td>
<td>Meeting with Goffe, Eddy and Fred de Jong from IVN</td>
<td>HvGC</td>
</tr>
<tr>
<td>14</td>
<td>8/5/2017</td>
<td>Reactions of inventarisation on Tiedmesien</td>
<td>HvGC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing on the outcomes of the questionnaire</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/5/2017</td>
<td>Writing sections report</td>
<td>BGTC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing on collaboration projects</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>15/5/2017</td>
<td>Putting together the report</td>
<td>HvGC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Working on the lay out</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>22/5/2017</td>
<td>Writing on the outcome of master thesis</td>
<td>HvGC</td>
</tr>
<tr>
<td></td>
<td>23/5/2017</td>
<td>Finishing the report</td>
<td>BGTC</td>
</tr>
<tr>
<td>17</td>
<td>29/5/2017</td>
<td>Evaluation at the Huis van de Groninger Taal en Cultuur</td>
<td>Patricia</td>
</tr>
<tr>
<td></td>
<td>30/5/2017</td>
<td>Evaluation at the Bureau Groninger Taal en Cultuur</td>
<td>Goffe</td>
</tr>
</tbody>
</table>
Appendix B - Questionnaire on the Grunneger Leskist and Klunderloa

Onderzoek gebruik Grunneger Leskist en Klunderloa
Vanuit het Huis van de Groninger Cultuur bestaat er de Grunneger Leskist, boordevol interessant lesmateriaal in het Gronings voor het basisonderwijs. Ik heb begrepen dat uw school in het verleden ook gebruik heeft gemaakt van de Grunneger leskist en/of leerkrachten van uw school één of meerdere lessen in het Gronings hebben gegeven. Om een beter beeld te krijgen van de behoefte aan Gronings in het onderwijs, zou ik u willen vragen om over dit onderwerp met ons mee te denken door deze vragenlijst in te vullen.

De vragenlijst zal verder anoniem zijn en alleen voor wetenschappelijke doeleinden worden ingezet. Door deze vragenlijst in te vullen gaat u hiermee akkoord.

Deze vragenlijst duurt ongeveer 10 minuten.

Achtergrond gegevens
Uw leeftijd:
Naam school:
Plaats school:
Voor welke groep staat u?:
Jaren werkzaam als leerkracht:

Gronings in het onderwijs

1. Welke materialen voor Gronings in het basisonderwijs kent u?
   - Toverbalen
   - Klunderloa
   - De Grunneger Leskist
   - Anders

2. Welke van deze materialen heeft u eens gebruikt in uw lessen?
   - Toverbalen
   - Klunderloa
   - De Grunneger Leskist
   - Anders

3. Wanneer u wel eens Gronings gebruikt in uw lessen, in welke hoedanigheid doet u dit?
   - Een voorleeskwartiertje
   - Als instructietaal
   - Tijdens een projectweek
   - Aansluitend aan seizoensthema’s
   - Af en toe, zonder regelmaat
**Grunneger Leskist**

Wij hebben uw school benaderd omdat uw school in de uitleenlijst van de Grunneger Leskist genoteerd staat. De volgende vragen zijn dan ook aangaande het gebruik en nut van de Grunneger Leskist.

4. In welke hoedanigheid heeft u wel eens gebruik gemaakt van de Grunneger Leskist?
   - Tijdens een projectweek
   - Aansluitend aan een seizoensthema
   - Als tijdelijk dagelijks onderdeel van de lessen
   - Anders

5. Welke materialen uit de leskist gebruikt u het vaakst (u mag dit toelichten door de betreffende materialen te noemen bij ‘Other’)
   - Verhalenboekjes
   - Liedjes en muziek
   - De musical
   - De spellen
   - Het Tonnes en Tini lespakket (met de handpoppen)
   - Bijgeleverde lesmethodes
   - Anders

6. Om welke reden gebruikt u deze materialen het vaakst?

   …………………………………………………………………………………………………………………………………………………………………………..

   …………………………………………………………………………………………………………………………………………………………………………..

7. Welke materialen uit de leskist gebruikt u het minst (u mag dit toelichten door de betreffende materialen te noemen bij ‘Other’)
   - Verhalenboekjes
   - Liedjes en muziek
   - De musical
   - De spellen
   - Het Tonnes en Tini lespakket (met de handpoppen)
   - De bijgeleverde lesmethodes
   - Anders

8. Om welke reden gebruikt u deze materialen het minst?

   …………………………………………………………………………………………………………………………………………………………………………..

   …………………………………………………………………………………………………………………………………………………………………………..
9. Welke vaardigheden vindt u het belangrijkste om te ontwikkelen in het Gronings?
   - Lezen
   - Schrijven
   - Verstaan/begrijpen
   - Spreken

10. Welke materialen uit de Grunneger Leskist zijn u het beste bevallen qua gebruiksvriendelijkheid?
    ...........................................................................................................................................
    ...........................................................................................................................................

11. Welke materialen uit de Grunneger Leskist zijn u het beste bevallen qua educatieve lading?
    ...........................................................................................................................................
    ...........................................................................................................................................

12. Wanneer u via de leskist materiaal aangereikt krijgt, wilt u dit
   - Kant-en-klar als methode ontvangen
   - Met een didactische handleiding ontvangen
   - Zelf invullen naar eigen wens
   - Anders

Klunderloa

De volgende vragen gaan over de website Klunderloa die deels aansluit bij de leskist, deels andere Groningse lesmaterialen aanbiedt via de digitale weg.

13. Als u de website Klunderloa kent, in hoeverre spreekt u de website Klunderloa aan?
    
    | Heel erg | Erg | Neutraal | Nauwelijks | Niet | Ik ken het niet |
    |----------|-----|----------|------------|------|----------------|
    | 0        | 0   | 0        | 0          | 0    | 0              |

14. In hoeverre vindt u de inhoud van de website Klunderloa toepasbaar voor uw lessen, bijv. voor het digiboard?
    
    | Heel erg | Erg | Neutraal | Nauwelijks | Niet | N.v.t. |
    |----------|-----|----------|------------|------|--------|
    | 0        | 0   | 0        | 0          | 0    | 0      |

15. In hoeverre gebruikt u de website Klunderloa in combinatie met de leskist?
    
    | Heel veel | Veel | Neutraal | Nauwelijks | Niet | N.v.t. |
    |-----------|------|----------|------------|------|--------|
    | 0         | 0    | 0        | 0          | 0    | 0      |
Groningse identiteit
Iedereen is uniek. Je identiteit is de basis van wie je bent, en deze wordt deels gevormd door de regio waar je vandaan komt. De volgende vragen gaan over de Groningse identiteit en in hoeverre deze naar voren komt in de lesmaterialen.

16. In hoeverre vindt u dat de Groningse identiteit goed naar voren komt in de materialen?

<table>
<thead>
<tr>
<th>Erg goed</th>
<th>Goed</th>
<th>Neutraal</th>
<th>Slecht</th>
<th>Erg slecht</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

17. In hoeverre vindt u dat er meer aandacht moet zijn voor de Groningse identiteit in de materialen?

<table>
<thead>
<tr>
<th>Veel meer</th>
<th>Meer</th>
<th>Het is goed zo</th>
<th>Minder</th>
<th>Veel minder</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Nieuw materiaal

18. Als wij Groningstalig lesmateriaal gaan ontwikkelen of het huidige materiaal gaan actualiseren, waarop moeten wij dan letten?

……………………………………………………………………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………………………………………………………

19. Waar is volgens u behoefte aan als het gaat om nieuw Gronings materiaal? (Interactieve apps, ActivBoard, toneelstukjes, verhalen)

……………………………………………………………………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………………………………………………………

20. Heeft u verder nog opmerkingen of aanvullingen aangaande dit onderwerp / deze vragenlijst?

……………………………………………………………………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………………………………………………………
Appendix C - Questionnaire on the use of Gronings in education

Onderzoek Gronings in het onderwijs
Vanuit het Huis van de Groninger Cultuur en het Bureau Groninger Taal en Cultuur de wens om het Gronings meer een plekje te geven in het onderwijs. Om een beter beeld te krijgen van de behoefte aan Gronings in het onderwijs, zou ik u willen vragen om over dit onderwerp met ons mee te denken door deze vragenlijst in te vullen. Uw mening is van grote waarde om inzicht te krijgen in wat wij kunnen doen om het Gronings op een leuke manier in het onderwijs te presenteren.

De vragenlijst zal verder anoniem zijn en alleen voor wetenschappelijke doeleinden worden ingezet. Door deze vragenlijst in te vullen gaat u hiermee akkoord.

Deze vragenlijst duurt ongeveer 10 minuten.

Achtergrond gegevens
Uw leeftijd:
Naam school:
Plaats school:
Voor welke groep staat u?:
Jaren werkzaam als leerkracht:

Eigen gebruik van Gronings
1. Hoe goed zou u zeggen leest u Gronings? 1 2 3 4 5
2. Hoe goed zou u zeggen schrijft u Gronings? 1 2 3 4 5
3. Hoe goed zou u zeggen begrijpt u Gronings? 1 2 3 4 5
4. Hoe goed zou u zeggen spreekt u Gronings? 1 2 3 4 5

5. Wanneer er u geen Gronings spreekt, had u graag Gronings willen spreken?

6. Als we kijken naar uw huidige klas, wat voor percentage daarvan spreekt Gronings?

Gronings in het onderwijs

7. Welke materialen voor Gronings in het basisonderwijs kent u?
   o Toverbalen
   o Klunderloa
   o De Grunneger Leskist
   o Anders

8. Welke van deze materialen heeft u eens gebruikt in uw lessen?
   o Toverbalen
   o Klunderloa
   o De Grunneger Leskist
9. Wat is uw grootste motivatie om (geen) Groningse les te geven?

10. Wanneer u Groningse les zou geven, in welke hoedanigheid zou u dit interessant vinden?
   - Tijdens een projectweek
   - Aansluitend aan een seizoensthema
   - Als tijdelijk dagelijks onderdeel van de lessen
   - Anders

11. Wanneer wij u materialen voor Gronings in het onderwijs aan zouden bieden, in welke hoedanigheid zou u dit interessant vinden?
   - Verhalenboekjes
   - Liedjes en muziek
   - Een musical
   - Spellen
   - Digitaal (ActivBoard)
   - Met bijgeleverde lesmethodes
   - Anders

12. Welke vaardigheden vindt u het belangrijkste om te ontwikkelen in het Gronings?
   - Lezen
   - Schrijven
   - Verstaan/begrijpen
   - Spreken

13. Wanneer u Gronings lesmateriaal aangereikt zou krijgen, wilt u dit
   - Kant-en- klaar als methode ontvangen
   - Met een didactische handleiding ontvangen
   - Zelf invullen naar eigen wens
   - Anders

Groningse identiteit
Iedereen is uniek. Je identiteit is de basis van wie je bent, en deze wordt deels gevormd door de regio waar je vandaan komt. De volgende vragen gaan over de Groningse identiteit en in hoeverre deze naar voren komt in de lesmaterialen.

14. In hoeverre vindt u het belangrijk dat u de Groningse identiteit bespreekt tijdens uw lessen?

<table>
<thead>
<tr>
<th>Erg belangrijk</th>
<th>Belangrijk</th>
<th>Neutraal</th>
<th>Onbelangrijk</th>
<th>Erg onbelangrijk</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
15. In hoeverre vind u dat het Gronings als taal onderdeel is van de Groningse identiteit?

<table>
<thead>
<tr>
<th>Heel erg</th>
<th>Erg</th>
<th>Neutraal</th>
<th>Nauwelijks</th>
<th>Niet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

16. Als je je dialect, Gronings, verliest, verlies je een stuk van je eigenheid.

<table>
<thead>
<tr>
<th>Erg mee eens</th>
<th>Mee eens</th>
<th>Neutraal</th>
<th>Oneens</th>
<th>Erg oneens</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

17. Als het Gronings zou verdwijnen, hoe voelt u zich daarover?

<table>
<thead>
<tr>
<th>Erg jammer</th>
<th>Jammer</th>
<th>Neutraal</th>
<th>Blij</th>
<th>Erg blij</th>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Nieuw materiaal

18. Als wij Groningstalig lesmateriaal gaan ontwikkelen of het huidige materiaal gaan actualiseren, waarop moeten wij dan letten?

…………………………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………………………………

19. Waar is volgens u behoefte aan als het gaat om nieuw Gronings materiaal?
(Interactieve apps, ActivBoard, toneelstukjes, verhalen)

…………………………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………………………………

20. Heeft u verder nog opmerkingen of aanvullingen aangaande dit onderwerp / deze vragenlijst?

…………………………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………………………………