

Shetland Dialect in Local Authority Nursery Classes and Partner Providers, 2006

Survey carried out by Frances Tait (Creative Links Graduate Placement)

**Schools Service, Education and Social Care Department, Shetland
Islands Council**

Working in partnership with Shetland ForWirds

*Thanks to all those who assisted with the survey. Special thanks to Laureen
Johnson, Christian Tait, Noelle Henderson and all teachers and other pre-school staff
who took part.*

Summary

This report provides an evaluation on the current status of Shetland dialect within nursery classes and partner providers, and investigates requirements for support and resources with regards to dialect and pre-school education. Nineteen nursery classes and seven partner providers from around Shetland took part in a survey. The information was gathered mainly through interviews and discussions with pre-school staff.

The research suggests 42% of children in nursery classes and partner providers around Shetland speak the dialect. However, the figures gathered during the survey were given as estimates and not a precise sum.

The children are said to speak a 'mixture of Shetland and English' or use the 'odd word' in dialect. Children are not discouraged from using the dialect and pre-school staff want to ensure the children feel comfortable communicating using whatever accent or dialect they are familiar with.

Findings reveal 72% of pre-school staff speak Shetland dialect but the number of staff using dialect in conversation with the children varies depending on the individual, the situation and the child or group of children they are communicating with.

Dialect is not regularly used, if at all, in story time or activities due to the lack of relevant, up to date material available for use with pre-school children. Many teachers were unaware of the existing Early Years Dialect Pack (1996, Education Services) or no longer use the resource. While a small number have additional material, seven out of twenty-six nursery classes and partner providers do not have any dialect material.

Nursery teachers and playgroup leaders regard the promotion of dialect in pre-school as important. However, relevant child friendly resources should be made more readily available if they are to promote and encourage dialect more widely and frequently.

Recommendations:

1. Up date existing Early Years Resource Pack with:
 - Pictures, poems, rhymes, songs, stories and tasks.
 - Relevant, child friendly material.
 - Audio recordings on CD
 - List of other available resources.
2. Distribute a copy of at least one storybook in dialect to every local authority nursery class and partner provider.
3. Create story sacks, which can be provided through a lending service.
4. Produce a list of dialect speakers willing to visit pre-school settings detailing particular subjects and activities to be carried out with children.
5. Offer workshops and training for staff.
6. Development of a Shetland Dialect Policy

Also to be considered:

7. Raising awareness with parents
8. Sharing and distributing material on the Shetland ForWirds website
9. Ensuring continuity into Primary School

Contents

1. INTRODUCTION..... 5

2. AIMS AND OBJECTIVES..... 6

3. METHODOLOGY 7

4. FINDINGS..... 8

 4.1. ESTIMATED NUMBER OF STAFF SPEAKING DIALECT 8

 4.2. ESTIMATED NUMBER OF CHILDREN SPEAKING DIALECT 10

 4.3. IMPORTANCE OF PROMOTING DIALECT 12

 4.4. CHILDREN’S REACTION TO SPOKEN DIALECT:..... 13

 4.5. TEACHERS ENCOURAGEMENT..... 13

 4.6. VISITORS SPEAKING DIALECT..... 14

 4.7. MATERIALS IN USE..... 15

 4.8. ADDITIONAL MATERIAL 16

 4.9. REQUESTED RESOURCES..... 17

 4.10. SUGGESTIONS MADE BY PRE-SCHOOL STAFF: 18

 4.11. PROBLEMS..... 19

6. DISCUSSION20

5. RECOMMENDATIONS22

7. CONCLUSION.....23

REFERENCES.....24

BIBLIOGRAPHY24

APPENDIX 1: QUESTIONNAIRE.....25

APPENDIX 2: DETAILED FINDINGS29

1. Introduction

This report details the findings gathered during the survey of dialect in nursery classes and partner providers throughout Shetland. The overall aim was to investigate the current situation and to establish a foundation on which future work could be based.

The survey followed recommendations made in the Dialect Survey of Shetland Primary schools (2005) by Laureen Johnson and Christian Tait for Shetland ForWirds, a voluntary group who aim to promote the continued use of Shetland dialect. The Education sub-group of Shetland ForWirds aim to promote and encourage the use of dialect within Shetland schools.

In this report particular attention will be given to the importance of dialect promotion with children in their early years, the provision and use of existing resources and suggestions for future progress with regards to dialect within pre-school education.

2. Aims and Objectives

Aims:

- Determine the extent to which dialect is used in nursery classes and partner providers.
- Gauge interest and attitudes towards the dialect.
- Identify what is required to help and enable dialect use within pre school settings.

Objectives:

1. To find out what percentage of teachers and children are dialect speakers.
2. To explore staff views on the importance of promoting dialect in nurseries and playgroups.
3. To find out what resources are currently being used within nurseries and playgroups.
4. To determine requirements with regards to resources and support.
5. To gauge children's reaction to the dialect.
6. To find out what the perceived problems are.
7. Gather suggestions for promoting dialect within nurseries and playgroups.

3. Methodology

Nursery classes and partner providers throughout Shetland were given the opportunity to take part in the survey. At the time of the survey there were 27 local authority nursery classes and partner providers open in Shetland (not including private units), of which 25 took part. A questionnaire (appendix 1) was used as a guide during interviews with nursery and playgroup staff, usually the nursery teacher or playgroup leader, during visits to all but two nursery classes - Skerries and Fair Isle. In these instances a questionnaire was mailed to the teachers and they completed them independently. Relevant comments given and issues raised during discussions were also recorded.

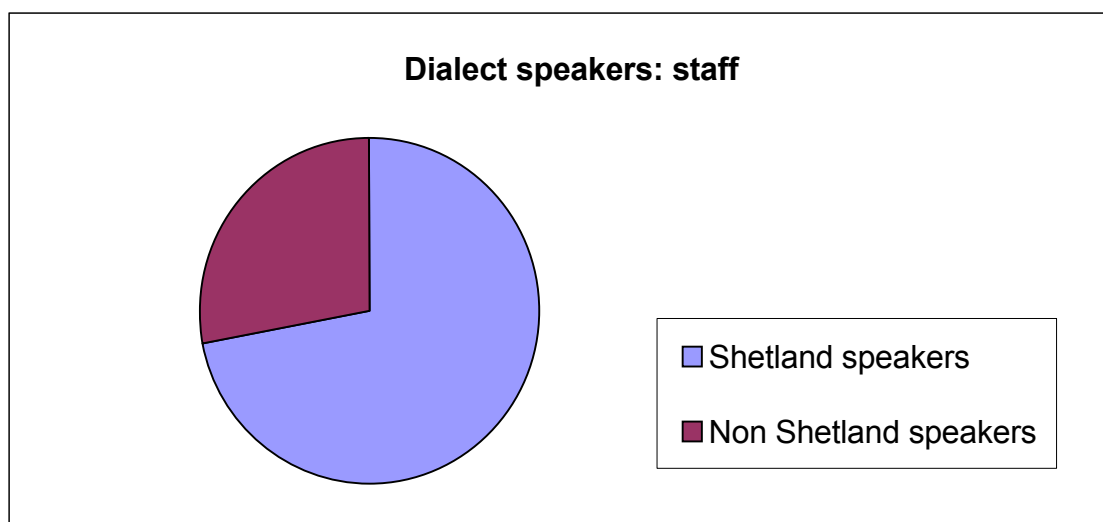
During the visits children also had the opportunity to take part in an activity. This was in the form of a short story (Katie's Moose), read in Shetland dialect, and an interactive activity linked to the story. This allowed an opportunity to observe children's speech and their reactions to spoken dialect.

In each setting the estimated percentage of staff and children thought to speak dialect was given by the person interviewed. This was then used to calculate the total percentage of pre-school staff and children using dialect in Shetland. The questions were open to personal views and opinions but they give a general indication about dialect use at the time of the survey.

4. Findings

4.1. Estimated number of staff speaking dialect

The number of staff who speak Shetland dialect in each nursery and playgroup was recorded. The results are shown below:



Nursery Teachers and Playgroup Leaders	Estimate no.
Shetland speaking	20
Non Shetland speaking	7

Nursery Nurses, Assistant and Early Years Workers	Estimate no.
Shetland speaking	29
Non Shetland speaking	12

The findings suggest the majority of pre-school staff are dialect speakers. In all apart from one nursery there was at least one Shetland speaking member of staff at the time of the survey.

The figures include nursery teachers, playgroup leaders, nursery nurses/assistants and early years workers. It does not include students and additional support needs auxiliaries working within nurseries and playgroups. In some cases a member of staff may work in a number of different pre school settings, they have been classed

as another member of staff and included in the figures in accordance with the number of different settings in which they work.

The figures do not take into consideration the number of staff using the dialect when speaking to the children. This question was asked separately, to which the most frequent answer was “most of the time”. In many cases staff explained they would change their speech depending on the child and situation.

Question:

“Do you speak to the children in dialect?”

Comments:

“I do use dialect when speaking to the bairns”

“We speak a mixture of Shetland and English”

“As much as possible”

“I feel more comfortable speaking Shetland”

“On a one to one I will speak Shetland but in a group I will speak English”

“We do not use dialect, maybe the odd word”

A number of teachers felt they should use the dialect at all times if it was natural to them. However, a few were unsure as to how much they should be using it when communicating with children in the pre-school setting. It was suggested that speaking dialect helps a child feel more relaxed, while speaking English is used to show more authority.

Confidence in using dialect materials was not an issue for most native teachers, while non-Shetland speaking teachers would ask another member of staff who could speak the dialect to undertake any tasks they felt uncomfortable with.

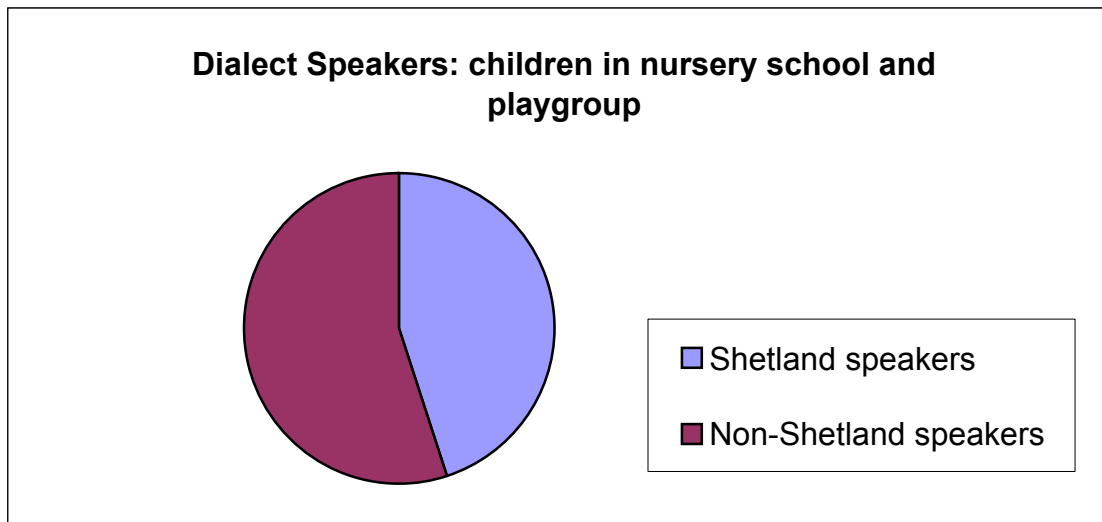
Conclusion

The majority of pre-school staff are natural dialect speakers (72%). Most members of staff who speak dialect will use it to some degree when speaking to the children. The extent to which it is used is dependant on the adult, child and situation.

4.2. Estimated number of children speaking dialect

The staff interviewed were asked for an estimate on the number of Shetland speaking children within the nursery class or playgroup. The number in each setting varied greatly but the figures suggest 42% of children aged between 3 and 5 speak the dialect. In almost every nursery class and playgroup visited there were at least some children who use the dialect but only a few were said to speak 'broad Shetland', most explained the children spoke "a mixture of Shetland and English" or using the "odd word".

The chart below shows the estimated percentage of children speaking dialect in nurseries and playgroups.



Question:

"What percentage of the children speaks Shetland dialect?"

Comments:

"Children speaking the dialect tend to change their speech to match the others in the nursery environment."

"The amount of Shetland speaking children coming into the school has plummeted over the years."

"It is not pure dialect, they use certain words..."

On many occasions nursery teachers and playgroup leaders explained that parents speak to their children in English while they speak to each other and/or older children in dialect. A total of ten out of twenty-five interviewed commented that children who have Shetland speaking parents often do not use the dialect themselves. There is however a great number of other factors that influence a child's speech in today's society which must be considered also, including TV, computer games, other relatives and friends, pre-school staff and peer groups. Staff mentioned these influences during the course of the survey.

Conclusion

The number of children speaking dialect varied greatly in each setting but assumptions cannot be drawn about the percentage of Shetland speaking children in relation to geographical circumstances. Children are not thought to change their speech greatly while in nursery class or playgroup but continue to use whatever accent or dialect they have been exposed to primarily at home.

4.3. Importance of Promoting Dialect

Teachers and other pre-school staff interviewed were asked to comment on the importance of promoting dialect in pre-school. Both native and non-native staff considered it to be important for a number of reasons both at a personal and a professional level. A selection of comments are listed below:

“It is part of Shetlands heritage, it would be awful if the dialect was to disappear in one generation.”

“It is really important if it is going to survive”

“It is part of our culture”

“We are building the foundation for the future in Pre School. “

While the dialect was considered important a few expressed concerns with regards to promoting it within the pre-school setting and these comments are shown below:

“It shouldn’t be lost but bairns are not coming into the nursery with it so it is not natural to them”

“It should encouraged all the way through school not just in nursery”

The staff aim to make the children feel comfortable using whatever dialect and accent they are familiar with, and to enable them to communicate effectively with adults and other children to the best of their ability. Current guidelines and frameworks, by which pre-school learning is based, support this approach. Staff do however want to ensure the children are understood when in conversation with those who do not speak the same dialect.

Conclusion

The opinions, interest and enthusiasm of those working within pre-school settings in combination with the current guidelines and frameworks should help foresee a healthy future for the Shetland dialect. However there must be resources and support for teaching staff to ensure the positive outlook is maintained and prospects remain high.

4.4. Children's reaction to spoken dialect:

During the interviews staff were asked how children react to both adults and peers using the dialect. Generally staff considered pre-school children to be very accepting of different accents and dialects and they do not tend to comment on others speech unless they do not understand. This view was supported when observing children's reaction to the story read to them during the visits.

With regards to understanding dialect teachers had mixed views but a general consensus drawn from findings is that many children may not understand every word but most will grasp the general message.

Comments:

"They correct each other, this works both ways"

"Some English children will try to use Shetland words" (or vice versa)

"They don't comment on others speaking dialect and accept it as normal."

"They probably would not understand every dialect word, but they do not understand everything in English either."

"Those who have non-Shetland speaking parents often do not understand broad Shetland."

4.5. Teachers Encouragement

Staff encourage children to use the dialect through using it themselves in conversation and activities. A few felt they did not actively encourage it but did not discourage it either. Children in pre-school are encouraged to use language and communication generally and staff are keen to make them aware that using Shetland dialect, or any other dialect is acceptable as long as they can be understood.

Question:

"Do you encourage the children to use dialect?"

Comments:

"We don't discourage it" (common answer)

"Bairns are encouraged to use language and communication generally"

“They are not corrected if they speak dialect”

“Children are not actively encouraged but they can use it if they choose.”

“Da bairns are encouraged to use dialect in songs and activities”

“Through using the dialect ourselves we are encouraging it.”

4.6. Visitors speaking dialect

During the survey staff were asked if dialect speakers were invited into the nursery or playgroup for story telling, activities or any other purpose. Many visitors who are invited in are dialect speakers, however the main propose of the visits is rarely to expose the children to the dialect.

The Hansel project and story telling tour which Christine De Luca and Iris Sandison undertook with their range of dialect stories was mentioned on many occasions. This was seen as a huge success and many requested more of this type of project.

Teachers from the primary department are occasionally asked to read stories to the children in the nursery class or playgroup if they are in close proximity. In addition to this parents and people from the community are often asked to come into the nursery or playgroup, however the main purpose is not always to expose the children to dialect. Many commented that those visitors who are dialect speakers tend to use the dialect when speaking to the children without being asked to do so. During the survey a list of willing dialect speakers was often requested.

4.7. Materials in Use

In 1996 a Dialect Pack containing material and resources, funded by the Shetland Islands Council, Education Service was produced and distributed to all schools in Shetland. There are three packs targeted at different stages including Early Years, Primary and Secondary. The Early Years pack was intended for use with pre-school children to primary 3 pupils. It contains poems and rhymes with accompanying cassette tapes. Also included in the pack are word-lists and suggested activities. Nursery and playgroup staff were asked if they used these packs. The table below shows the response to this question:

Dialect packs in use	Total
Never use it	9
Never seen it	12
Sometimes use it	5

The results show out of twenty-six nursery classes and playgroups, only five sometimes used the pack and the majority of teachers were not aware of its existence. Three commented that it was used in the school but not in the nursery department, a further five were aware of the pack but never used it. A few playgroups and newly established nurseries do not possess a copy of this resource Pack, however the Association of Pre-School Play has a copy available for lending.

Comments from those who use the pack:

“The material is really good. It is useful.”

“The bairns do enjoy it.”

“Some of the material is irrelevant and out of date and are about things that are no longer used or done.”

Comments from those who do not use the pack but are aware of it:

“Needs more material for pre school children.”

“We need material children can relate to.”

Conclusion

The Dialect Resource Pack is used in only a small number of nursery classes and playgroups. Many nursery teachers and playgroup leaders were unaware of the pack while others knew of its existence but did not use the resource.

4.8. Additional Material

In addition to the Dialect Pack, staff working in nursery classes and playgroups may possess additional material they have developed or purchased themselves. However it was found that seven out of twenty-six nursery classes/playgroups did not have any dialect material whatsoever. The most commonly mentioned dialect resource was the poem 'Robbie Redbreest' by Vagaland (which is included in the Dialect Resource Pack). Most teachers had a copy of this and used it on a yearly basis. Four nursery classes/playgroups had a copy of 'Ellie an da Sail Needle' by Iris Sandison. A small number had used other additional material including songs in dialect, postcards produced by Shetland Arts and Shetland Museum loan boxes (containing artefacts to stimulate play and conversation). However the lack of suitable material available to those working with pre-school children was very evident during the survey.

4.9. Requested Resources

Staff were asked for suggestions and shown a list of different types of resources in order to identify what they would consider to be most useful. The table below shows the number of requests received for each suggestion.

Suggestion	Number of requests
Stories	25
Poems	20
Computer games	18
Rhymes/songs	17
Recordings	13
Games	13
Posters	11
Puzzles	11

Comments:

- Any material should fit into what is already being done in nurseries.
- Material should be aimed specifically at pre school age group.
- Material should be linked to a story or poem.
- Do not take the older poems out of the pack but add more material to it.
- The children need to be hands on and interacting in activities to keep them interested.
- Recordings should be on CD rather than tapes.

Conclusion:

Resources specifically directed towards children in the early years is required to support staff aiming to use and promote the dialect within pre-school settings. Teachers and playgroup leaders are keen for more materials to be made available for this age group and are willing to use and develop any new resources.

4.10. Suggestions made by pre-school staff:

- List Shetland speakers who are willing to come into the nursery (children tend to listen to visitors)
- Children need the opportunity to find out about local heritage and culture
- Computer based material
- Continue work on dialect into primary
- Translate classic stories into dialect
- Produce short video
- Produce CD with poems and songs relevant to young children
- Write words phonetically to help teachers who do not speak the dialect
- Activities and tasks that children could choose to do themselves would be useful in a nursery setting
- A list of available materials
- Story sacks
- Shetland dictionary for children
- Staff need to feel it is ok to promote dialect
- Snap cards or card games
- More good stories for pre school age children
- Involve parents
- Training for staff
- Cluster groups - working on materials
- Raise the profile of dialect generally
- Share information on Shetland ForWirds website
- Have event for pre-school children at word play festival
- Label items, pictures around classroom with Shetland names and English version
- List of story tellers and specific agencies
- Convert nursery rhymes into Shetland dialect

4.11. Problems

During the course of the survey a number of issues relating to the promotion of dialect in pre-school were brought up in conversation and during the interview.

Listed below are some of the issues raised:

- Lack of time to find and prepare material.
- Lack of available material targeted towards young children.
- Parents, TV and other influences.
- A few teachers stated they would not use dialect with a child who has learning difficulties, especially if they were not native to Shetland.
- Staff are unsure to what extent dialect should be used.
- If promoting dialect in pre-school it work must continue in primary school.
- Vocabulary not relevant in today's society and so the children have no need or motivation to learn and use it.
- Have to include and consider everybody, including those who don't speak the dialect.
- Money is an issue if nursery departments and playgroups are to buy materials.

These issues should be taken into consideration when developing ideas and strategies to promote dialect within pre-school settings.

6. Discussion

The findings reveal that the quality and level of dialect resources do not meet the potential demand. All nursery teachers and playgroup leaders interviewed regarded the promotion of dialect as important. This is supported by guidelines and documents that outline the requirements of pre-school education. The Pre-School Handbook (SIC, Education Services) summarises the pre-school curriculum framework. It highlights the need for staff to *“recognise and value the importance of the accents and dialects of the home and community in the development of the young child.”* The Curriculum Framework for Children 3 – 5 in detail states that children’s *“home language should be valued and encouraged so that children can respond confidently to adults and other children, and express their own needs, thoughts and feelings.”*

Teachers working in pre-school settings lack material and awareness of what is available. A small number make use of the material included in the Early Years Dialect Pack (1996), others are unaware of it or do not use it due to the lack of suitable content for children in their early years. Up-dating this pack with new and improved resources, raising general awareness of dialect, supporting teachers efforts and providing guidance, will assist and encourage pre-school staff with the promotion of dialect.

The findings also reinforce and resemble conclusions and recommendations made in the Dialect Survey of Shetland Primary Schools, 2005 including the need for more up-to-date material, guidelines, a list of dialect speakers and involvement of other organisations.

Dialect is undoubtedly an important part of Shetland’s culture and heritage. The Shetland Cultural Strategy aims to ensure cultural development continues and that opportunities are available for everyone to take part and to feel *“that they have been challenged, excited, inspired and educated and have fulfilled their potential.”* (Shetland Cultural Strategy). Shetland has *“a strong foundation from which to move forward. But we must aspire to more.”* Cultural development is vital for the future of Shetland and dialect is an important aspect of this. Furthermore *“cultural development is a key aspect of community planning and can contribute so much to*

economic prosperity, the further development of tourism, lifelong learning and social inclusion.”

There is an opportunity and a need to put measures in place to reduce the disparity between the guidelines and current practice and therefore facilitate the promotion of dialect within pre-school settings. This includes the provision of appropriate support and resources, which is crucial if dialect is to be used and encouraged within education. Exposing pre-school children to the dialect is especially important as children in their early years “*acquire language rapidly and easily from activities and experiences with a confidence that is difficult to achieve at later stages of their development.*” (A Curriculum Framework for Children 3 to 5)

5. Recommendations

1. Up date existing Early Years Resource Pack with:
 - Pictures, poems, rhymes, songs, stories and tasks.
 - Relevant, child friendly material.
 - Audio recordings on CD
 - List of other available resources.
2. Distribute a copy of at least one storybook in dialect to every local authority nursery class and partner provider.
3. Create story sacks, which can be provided through a lending service.
4. Produce a list of dialect speakers willing to visit pre-school settings detailing particular subjects and activities to be carried out with children.
5. Offer workshops and training for staff.

Also to be considered:

6. Development of a Shetland Dialect Policy
7. Raising awareness with parents
8. Sharing and distributing material on the Shetland ForWirds website
9. Ensuring continuity into Primary School

7. Conclusion

The Shetland dialect is still alive and in use by both adults and children in nurseries and playgroups, however the vocabulary used is likely to be different in today's society due to changes in lifestyle. There is a great enthusiasm to maintain the use of Shetland dialect throughout the islands, and within pre-school settings in particular, staff are keen to promote it.

Resources suitable and available for children in their early years are extremely limited. The Dialect Resource Pack produced by the Education Service (1996) is not widely used in nursery classes and playgroups. There is a need to up-date this pack and to provide relevant, child friendly material for pre-school children.

There are a number of changes and developments that could be made to help pre-school staff use the dialect more widely and more frequently. Focusing on the development of inspiring new resources, promoting it and providing guidance for staff should help ensure this opportunity is not missed.

References

Scottish Executive, *A Curriculum Framework for Children 3 to 5*, Second edition, Learning and Teaching Scotland, 2004.

Shetland Cultural Strategy, A vision for cultural life in Shetland 2004 – 2008

<http://www.shetland.gov.uk/community/documents/ShetlandCulturalStrategy.pdf>

Pre-School Handbook and Nursery Policies, Shetland Islands Council, Community Services Department, Education Services

Bibliography

Laureen Johnson and Christian Tait, *Dialect Survey of Shetland Primary Schools*, Shetland ForWirds, 2005

Shetland Islands Council, Education Department, *Shetland Dialect Project, Early Years*, 1996

Iris Sandison, '*Ellie an da Sail Needle*', Hansel Cooperative Press, Orkney, 2005

<http://www.hanselcooperativepress.co.uk/>

James Robertson and Mathew Fitt, *Katie's Moose. A Keek-a-boo Book for Wee Folk*, Itchy Coo, Edinburgh, 2006

<http://www.itchy-coo.com/>

Appendix 1: Questionnaire

Survey of Shetland Dialect in Nursery Classes and Partner providers

This survey aims to find out the extent of dialect use in nursery classes and partner providers. It will also be used to find out what materials and resources are required to facilitate dialect use within the pre-school setting.

Staff situation

1. Do you speak Shetland dialect?
2. Do you speak to the children in dialect?
3. Do other staff members speak Shetland dialect?
4. Do they speak to the children in dialect?

Current situation in Nursery and Playgroups

1. What percentage of the children in your nursery (at the present time) speaks Shetland dialect?

Comments

2. Do you encourage the children to use dialect in play and activities?
3. How do the children react when dialect is used by:
 - a. Peers
 - b. Adults
4. How important is it that dialect is promoted in pre-school?

5. Do you have visitors who speak dialect come into the nursery/playgroup?

Resources

1. Do you use materials from the Dialect pack introduced by the Education Services in 1996?
 - a. Never seen the pack
 - b. Never use it
 - c. Not sure
 - d. Sometimes
 - e. Regularly

Comments on Dialect Pack:

2. What dialect materials do you use at present?
3. What kind of materials/resources would you like to see made available e.g.
 - a. Stories
 - b. Poems
 - c. Puzzles
 - d. Recordings
 - e. Posters
 - f. Rhymes/songs
 - g. Games
 - h. Computer
games/activities

4. We are looking to provide dialect resources for common project topics. Please list your common topics?

5. Do you have the confidence to use dialect materials?

6. If not, or if you have colleagues who don't feel confident using dialect materials how could this be addressed?

7. Shetland Forwards (a group set up to promote Shetland dialect) are producing a website, it is hoped there will be an education based section. Would you find this useful?

Teachers Suggestions

Materials/resources

Involving others

Other suggestions

Appendix 2: Detailed Findings

The results detailed on the following pages correspond to the questions listed below:

- What percentage of pre-school children speaks dialect?
- How important is the promotion of dialect in pre-school?
- Do you have dialect-speaking visitors into the nursery class/playgroup?
- Do you use the Dialect Resource Pack?
- Common Pre-School Topics

Percentage of Children Speaking Dialect	
	Reaction
0%	
11%	very few, rough estimate
30%	some have dialect speaking parents but do not speak dialect, not influenced by peers significantly
30%	seem to have no difficulty understanding, encourage communication and language generally, parents
33%	TV an influence, many Shetland words not relevant to children so don't learn them
33%	some with Shetland parents do not speak dialect, children are not discouraged
44%	TV an influence, many influences
50%	some with Shetland parents do not speak dialect
50%	varying degrees, dialect speakers has plummeted, understand far more than they say, TV an influence
50%	some with 2 Shetland parents do not speak Shetland
50%	
50%	possibly less than half. TV an influence, less than half fully understand,
50%	no difficulties understanding
50%	not pure dialect, certain words, 1 broad speaker,
50%	usually understand, may point out dialect words
53%	TV an influence, few don't understand
60%	one very broad, if they do not understand they will ask, some children will pick up words others will not
75%	TV an influence, some have all dialect speaking family but does not speak dialect
80%	not influenced by peers significantly
88%	
100%	one very broad
100%	
	parents tend not to speak dialect to child, understanding is good
	all Shetland, only few broad Shetland, children only use odd word
	mixture of Shetland and English, very few only English
	2 broad, all speak a mixture of English and Shetland, parents do not speak dialect and don't realise it

How important is the promotion of dialect in pre-school?	
very important	
very important	
very important	
very important	part of our culture
very important	discouraged when I was at school
really important	it should be promoted and encouraged in school
really important	
really important	if it is going to survive
really important	
important	at an early age
important	shouldn't be lost but bairns are not coming to nursery with it
important	discouraged when I was at school
important	
important	like to keep it alive but do not actively encourage it
Important	part of heritage, awful if it disappeared in one generation
important	
important	teachers should be using it if it is natural to them
important	building foundation for the future in pre school
important	speaking dialect helps children settle in nursery
important	
important	important for them to understand it is acceptable but they must be understood
fairly important	
fairly important	
	important to make them feel comfortable whatever they speak

Dialect speaking visitors		
DSV	Who?	Comments
yes	visiting teachers, students	some students do not use the dialect when speaking to children
yes	dialect projects mentioned	
yes	parents, Hansel project	will ask others in if doing specific project
yes		not specifically for dialect
yes		any visitor will speak dialect if natural to them
yes		not specifically for dialect
yes	parents and others	some not specifically for dialect
yes		not specifically for dialect
yes	Hansel project, people in community	
yes	Hansel project, local story tellers	
yes	other teachers	others not specifically for dialect
yes	story tellers	
yes	relatives of children	
yes	Hansel project, visiting teachers	visitors tend to use natural speech
yes	other teachers, Hansel project	
yes	Hansel project,	others not specifically for dialect
yes		some

Dialect Resource Pack	
Pack used	Reaction
sometimes	some material is irrelevant, out of date and are about things that are no longer used or done
sometimes	really good material, useful, bairns enjoy it
sometimes	needs more material for pre-school children
sometimes	
sometimes	
no	used in primary school
no	used in primary school
no	used in primary school
no	never use it, Pre-school play has folder
no	no longer use it
no	never use it, do have a copy, material not child friendly
no	never use it
no	never seen it, need material children can relate to
no	never seen it
no	never seen it
no	never seen it
no	never seen it
no	never seen it
no	never seen it
no	never seen it
no	never seen it
no	never seen it
no	never seen it
no	aware of it, don't have a copy

Common Pre-school Topics

Animals
Birds
Christmas, Easter, Halloween
Colours
Fairy tales
Family
Farming
Favourites
Festivals
Food
Garden and growth
Harvest
Healthy eating
Hot and cold
Jungle
Local area
Mini beasts
Myself
Night and day
Number
Nursery rhymes
Other cultures
People who help us
Post office
Road safety
Sea and boats
Seasons
Senses
Shape
Shetland
Teeth
Toys
Transport
Up Helly Aa
Weather
Wildlife

Topic choice depends on children's interests