

# Report:

Susbaint aig meadhanan  
didseatach mar thaic ri  
sgilean Gàidhlig Digital Media  
content as support for Gaelic skills



January 2017



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## Geàrr-chunntas den Aithisg

### Aithisg air Susbaint nam Meadhanan Didseatach mar thaic do sgilean Gàidhlig

#### Speac a' Phròiseict

**Amas an Rannsachaidh:** 'S e prìomh amas an rannsachaidh tuigse fhaighinn air a' cheangal eadar susbaint nam meadhanan didseatach Gàidhlig agus meudachadh ann an sgilean Gàidhlig am measg a' phobaill.

**Toraidhean Rannsachaidh:** 'S e an toradh a tha MG ALBA agus Bòrd na Gàidhlig a' sireadh, eòlas air a' cheangal eadar diofar sheòrsaichean is ìrean de shusbaint a tha air a dèanamh gu proifeiseanta agus:

1) ionnsachadh foirmeil a nì luchd-togail na Gàidhlig, a' gabhail a-steach:

- o clann ro aois sgoile,
- o sgoilearan ann am Foghlam tron Ghàidhlig (FtG), agus
- o sgoilearan ann am Foghlam Luchd-ionnsachaidh (FLi).

2) mothachadh don Ghàidhlig is ionnsachadh fad-beatha na Gàidhlig, a' gabhail a-steach:

- o inbhich air cùrsaichean teisteanais foirmeil de bheil a' Ghàidhlig na pàirt, agus
- o inbhich a tha ag ionnsachadh Gàidhlig ann an dòigh neo-fhoirmeil.

3) leasachadh fad-beatha air sgilean le luchd-cleachdaidh na Gàidhlig, a' gabhail a-steach:

- o teaghlaichean aig a bheil a' Ghàidhlig mar phrìomh chànan,
- o daoine le sgilean Gàidhlig ach nach bi ann an àrainneachdan Gàidhlig gu tric, agus
- o daoine le sgilean Gàidhlig ann an coimhearsnachdan traidiseanta na Gàidhlig.

**Buil a' Chùmhnaint:** 'S i buil a' chùmhnaint ris a bheilear dùil:

-an t-eòlas gus ro-innleachdan èifeachdach a chruthachadh airson daoine a chuideachadh le bhith ag ionnsachadh is a' leasachadh sgilean Gàidhlig,

-stiùireadh air na tha a dhìth sna meadhanan didseatach gus taic a thoirt dhan ionnsachadh is leasachadh sgilean seo, agus

- stiùireadh air innealan mheadhanan a chuidicheadh le seo.

**CLÀR-MÌNEACHAIDH A' BHRIATHRACHAIS:** 'S e a th' ann am meadhanan didseatach Gàidhlig (MDG), susbaint dhidseatach a ghabhas craoladh tron eadar-lìon no lìonraidhean choimpiutairean, a' gabhail a-steach TBh, rèidio, teacsa, fuaim, bhideo, grafaigs agus na meadhanan sòisealta. Tha na lìonraidhean, innealan is fòrmatan air a bheil susbaint nam meadhanan didseatach ri faighinn a' fàs

fad an t-siubhail, a' gabhail a-steach telebhiseanan eadar-lìn, fònaichean-làimhe agus tablaidean, mar eisimpleir.

## **Geàrr-chunntas air a' Phrìomh Aithisg:**

**Sgòp:** Ged a tha staitistearachd àireamhachail ann mar-thà mu chleachdadh nam meadhanan didseatach Gàidhlig (MDG), tha glè bheag de dh'fhiosrachadh càileachdail ann mu dè tha a' tarraing luchd-cleachdaidh gu na meadhanan didseatach, dè tha a' cumail suas an ùidh, agus ciamar a tha MDG a' cur ri ionnsachadh na Gàidhlig aig an àm seo agus ciamar a b' urrainn dhaibh cur ri ionnsachadh san àm ri teachd. Tha dà thaobh ann: mar a tha agus mar a dh'fhaodadh MDG cur ri ionnsachadh na Gàidhlig, agus a' bhuidhe a th' aig MDG air inbhe a' chànain agus air mar a tha daoine a' mothachadh dhi. Gus an toradh rannsachaidh seo a choileanadh, bha feum air mion-sgrùdadh air modhan-giùlain raiseanail is neo-raiseanail (pàtran coimhead, mar a tha daoine a' cleachdadh nam meadhanan didseatach, rudan a tha a' toirt buaidh air roghainnean dhaoine, prìomh adhbharan brosnachaidh, prìomh bhacaidhean agus measaidhean air feumalachdan ionnsachaidh) agus air mar a tha daoine a' faireachdainn no a' smaoinichadh mu dheidhinn MDG. A thaobh a bhith a' cumail suas ùidh ann an ionnsachadh na Gàidhlig, tha sinn cuideachd air beachdachadh air na ceistean co-cheangailte ri agus air raointean eile co-cheangailte ri taic airson ionnsachadh na Gàidhlig, a' gabhail a-steach: meadhanan sòisealta far am faighear cothroman còmhraidh, stiùireadh do luchd-ionnsachaidh air far am faighear cothrom ionnsachaidh agus air mar as urrainn do MDG cur gu mòr ri com-pàirteachadh le luchd-ionnsachaidh san fhad-ùine.

Tha an dòigh-obrach seo a' cumail taic ri ro-innleachd MG ALBA *Lèirsinn 2021* a thaobh a bhith a' cur ri gleidheadh is fàs na Gàidhlig, agus i a' gabhail ris an iomadachd anns an àrainneachd obrachaidh agus iomadachd nan custamairean. Tron obair seo, tha sinn air obrachadh a-mach mar as motha as urrainn do MDG buaidh a thoirt air a bhith a' toirt fàs air ionnsachadh na Gàidhlig.

**Dòighean-obrach:** A chionn 's gu bheil e cudromach gu bheilear a' cosg airgead air na meadhanan didseatach Gàidhlig a rèir na buaidhe a thathar a' sùileachadh gun toir iad air na buidhnean rannsachaidh 1, 2 agus 3 a tha a' togail sgilean Gàidhlig (iomradh (iom.), geàrr-chunntas air speac a' chùmhaint), chaidh an sampall againn a roinn anns an dòigh seo:

- Earrann 3A **Luchd-ionnsachaidh na Gàidhlig**
- Earrann 3B **Fileantaich**
- Earrann 3C **Daoine aig a bheil ùidh ann an ionnsachadh na Gàidhlig**

Le bhith cleachdadh nan roinnean seo rinneadh cinnteach gun deach deagh fhianais a chruinneachadh bho luchd-freagairt (tron t-suirbhidh air-loidhne) agus nach robh cunnart ann gum biodh fiosrachadh sgapte ann bho dhiofar buidhnean beaga de luchd-freagairt. Ach, gus dèanamh cinnteach gun robh am mion-fhiosrachadh a fhuaras bho bhuidhnean rannsachaidh 1, 2 agus 3 (iom. geàrr-chunntas air speac a' chùmhnaight), chaidh na roinnean seo a chumail airson nam buidhnean fòcais. Thairis air na dòighean-obrach air fad, chleachd sinn dòighean-cruinneachaidh dàta a bha co-ionann agus cunbhalach, a' ciallachadh gun do chleachd sinn na h-aon cheistean airson gach buidhinn, ach chaidh an dèanamh freagarrach airson diofar bhuidhnean den t-sampall far an robh sin a dhìth.

A bharrachd air seo, tha geàrr-chunntas de na toraidhean bho chlann aig ceann shuas na bun-sgoile, an dà chuid ann am Foghlam tron Ghàidhlig (FtG) agus Foghlam Gàidhlig do Luchd-ionnsachaidh (FLi) air a chlàradh ann an Earrann 3D **Clann ann am FtG agus FLi: Lèirmheas**.

#### Toraidhean:

Chòimhead **lèirmheas an litreachais** air sia raointean agus chuir seo ri cruth an rannsachaidh aig ìre thràth. Bha na raointean seo a' gabhail a-steach:

1. Susbaint nam meadhanan didseatach Gàidhlig: Ro-ràdh is Mìneachadh
2. Co-theacs Poileasaidh an rannsachaidh seo
3. Meadhanan ann am Mion-chànanan agus ath-thilleadh gluasad cànan
4. Luchd-ionnsachaidh inbheach na Gàidhlig
5. Fileantaich, craoladh Gàidhlig agus Sgilean Gàidhlig
6. Fo-thiotalan

Fhuaras a-mach gun robh glè bheag de litreachas ann a bha a' coimhead gu sònraichte air dòighean soirbheachail air cànanan ionnsachadh tro mheadhanan didseatach – le tòrr phàipearan acadaimigeach a' co-dhùnadh gun robh feum air barrachd rannsachaidh anns an raon seo. Tha an lèirmheas litreachais a' coimhead air na prìomh chuspairean co-cheangailte ri bhith a' cur ro-innleachd shoirbheachail air dòigh airson nam meadhanan didseatach Gàidhlig.

Chaidh 1109 **suirbhidhean air-loidhne** a lionadh le 3A luchd-ionnsachaidh, 3B fileantaich is 3C daoine aig am biodh ùidh ann an ionnsachadh na Gàidhlig. Bha eadar 15 agus 25 ceistean anns gach suirbhidh le measgachadh de cheistean càileachdail agus àireamhachail.

Chaidh còig **buidhnean fòcais** a chumail le: fileantaich (teaghlaichean aig an robh Gàidhlig mar am prìomh chànan aca agus feadhainn le sgilean Gàidhlig ann an sgìrean traidiseanta na Gàidhlig), luchd-ionnsachaidh (foirmeil) agus luchd-ionnsachaidh (neo-fhoirmeil agus nach

robh gu tric ann an àrainneachd Ghàidhlig) agus clann ann am FtG agus pàrantan le clann ann am FtG a tha ag ionnsachadh na Gàidhlig. Chaidh suirbhidh beag a dèanamh le clann ann am FtG agus FLi cuideachd am measg clann sna bliadhnaichean mu dheireadh sa bhun-sgoil. Chaidh na buidhnean fòcais seo a chumail ann an Dùn Èideann, san Eilean Sgitheanach agus san Òban.

**Prìomh Thoraidhean - Buidhnean Fa leth:** Tha caochladairean co-roinnte agus caochladairean sgarichte a tha a' toirt buaidh air adhartas soirbheachail leis na meadhanan didseatach Gàidhlig. 'S e am prìomh fhiosrachadh agus na caochladairean sgarichte:

### 3A Luchd-ionnsachaidh

- Bidh 93% de luchd-ionnsachaidh na Gàidhlig a' coimhead air BBC ALBA agus tha iad a' cur sùim mhòr san t-susbaint. Thathar ag iarraidh barrachd susbaint ùr (gu sònraichte dràma agus prògraman aithriseach).

- 'S e an t-susbaint a tha a' toirt na taic' as motha do dh'ionnsachadh na Gàidhlig na naidheachdan, prògraman aithriseach agus an uair sin, cùisean làitheil, dràma agus prògraman cloinne.

- A barrachd air a bhith a' faighinn tlachd às na prògraman, tha adhbharan eile airson mar a tha susbaint BBC ALBA a' cuideachadh ionnsachadh na Gàidhlig, a' gabhail a-steach: neartachadh briathrachais, gnàthasan-cainnt is abairtean, cothrom air diofar bhlasan-cainnt, dualchainntean agus modhan-cànain agus cothrom air ionnsachaidh sùbailte tro phrògraman is goireasan MG ALBA is BBC ALBA.

- Is e Speaking Our Language agus na naidheachdan na prògraman TBh as motha a bhios air an cleachdadh gus cuideachadh le ionnsachadh na Gàidhlig agus tha an t-susbaint iomamheadhanach aig LearnGaelic.scot agus Beag air Bheag (agus An Litir Bheag agus Litir do Luchd-ionnsachaidh) air a meas fìor mhath agus air a cleachdadh gu mòr cuideachd. Bidh 72% ag èisteachd ri Radio nan Gàidheal agus tha e gu sònraichte soirbheachail a thaobh luach an airgid.

- Tha beachd ann gu bheil gainnead de dh'aplacaidean ionnsachaidh ann agus gu sònraichte gu bheil beàrn ann a thaobh a bhith a' faighinn fios mu chothroman ionnsachaidh bhon ìre eadar-mheadhanach air adhart.

### 3B Fileantaich

- Bidh 95% de daoine aig a bheil Gàidhlig a' coimhead air BBC ALBA.

- Tha 88% den bheachd gu bheil BBC ALBA ag àrdachadh inbhe na Gàidhlig.

- Is e naidheachdan, prògraman aithriseach, prògraman ionadail agus cùisean làitheil na seòrsaichean susbaint a tha toirt barrachd brosnachaidh is misneachd do dh'fhileantaich mu bhith a' bruidhinn na Gàidhlig - gu sònraichte, tha iad a' cur ri àbhaisteachadh a' chànain

taobh a-staigh co-theacs ùr-fhasanta an latha an-diugh, a' cur ri ìomhaigh a' chànain agus ris an t-sùim a tha daoine a' cur innte.

-Thuir 79% gun robh MDG a' cur ris an uiread de Ghàidhlig a bhiodh iad a' cleachdadh agus thuir 66% gun robh mar a bhiodh iad a' cluinntinn Gàidhlig air MDG a' cur ris na sgilean Gàidhlig aca.

-B' urrainn MDG taic na b' fheàrr a thoirt do an cuid sgilean Gàidhlig le bhith a' toirt roghainn dhaibh coimhead air MDG às aonais fo-thiotalan, is dòcha air BBC iPlayer, YouTube, làrach-lìn MG ALBA no dòighean eile.

- Bhiodh e na chuideachadh do MGD nan robh barrachd susbaint ùr ann, nam biodh barrachd iomradh air a thoirt orra air seanailean eile agus nan robh barrachd cheanglaichean ann ris na meadhanan sòisealta ann an susbaint a tha ga craoladh. Gu sònraichte, bhiodh barrachd chothroman eadar-ghnìomhach an cois cuid den t-susbaint na chuideachadh gus barrachd òigridh a thàladh.

-Bhiodh 72% a' leughadh na Gàidhlig air na meadhanan sòisealta le 67% a' freagairt anns a' Ghàidhlig. Ach feumaidh MDG dèiligeadh ris an dì-mhisneachd a th' aig luchd-labhairt na Gàidhlig a thaobh a' bhith ga sgrìobhadh, agus tha feum air barrachd susbaint mar *vlogs* agus stuthan gus luchd-labhairt a thàladh is gus cur ri eadar-ghnìomhachd air na meadhanan sòisealta.

-bidh 95% de dhaoine aig a bheil Gàidhlig ag èisteachd ri BBC Radio nan Gàidheal (RnG) agus tha 77% a' faireachdainn gu bheil e a' cur ris an uiread de Ghàidhlig a tha iad a' cleachdadh bho latha gu latha. Bha 86% den luchd-èisteachd a' faireachdainn gun robh RnG a' cur ris na sgilean Gàidhlig aca.

### **3C Daoine aig a bheil ùidh sa Ghàidhlig**

- Tha 45.5% ag ràdh gun deach an ùidh a th' aca ann a bhith ag ionnsachadh na Gàidhlig a bhrosnachadh bho bhith a' coimhead air BBC ALBA. 'S e an t-susbaint as motha a tha ag togail ùidh am measg dhaoine ann a bhith ag ionnsachadh na Gàidhlig, a' tòiseachadh leis an adhbhar as motha: prògraman aithriseach, ceòl, na naidheachdan agus cùisean làitheil.

-Tha 76% den bheachd gu bheil BBC ALBA a' togail ìomhaigh agus inbhe na Gàidhlig le 57% ag ràdh gu bheil BBC ALBA a' sealltainn na Gàidhlig ann an co-theacsa an latha an-diugh.

-Cha robh ach 25% den luchd-fhreagairt air cluinntinn mu dheidhinn LearnGaelic.scot.

- Bhathar den bheachd gur iad seo na goireasan as fheàrr gus cuideachadh a thoirt do luchd-ionnsachaidh na Gàidhlig: ionnsachadh cànan air-loidhne (aplacaidean, ionnsachadh sùbailte 'leum a-mach is a-steach', stiùireadh gu far am faighear cothroman ionnsachaidh, structaran ionnsachaidh brosnachail air-loidhne, cothroman còmhraidh beò air-loidhne) agus an uair sin, ionnsachadh TBh air BBC ALBA air a dhlùth-cheangail ri prògraman ionnsachaidh air-loidhne agus an uair sin, prògraman àbhaisteach le fo-thiotalan air an sgrìn.

**Co-dhùnaidhean:** 'S iad seo na prìomh cho-dhùnaidhean a rinneadh ri linn nan toraidhean a fhuaras bho na roinnean uile, agus a tha a' toirt buaidh air mar bu còir prìomhachasan a stèidheachadh airson goireasan/maoineachadh MDG aig an ìre macro:

- **Tha susbaint ùr na prìomhachas, an dà chuid barrachd de na th' ann mar-thà agus barrachd stuth ùr air BBC ALBA. 'S e an t-susbaint 'ùr' a tha a dh'ith barrachd den aon seòrsa phrògraman air a bheil fèill mhòr am measg nan diofar roinnean mar-thà: prògraman aithriseach, cùisean làitheil, dràma, prògraman do luchd-ionnsachaidh na Gàidhlig, prògraman òigridh agus prògraman cloinne.** A thaobh nan toraidhean a thathar ag iarraidh bhon rannsachadh seo, thathar a' creidsinn gum biodh leudachadh ann an uairean de phrògraman ùra den t-seòrsa seo le BBC ALBA feumail airson cur ri ionnsachadh na Gàidhlig, airson cur ri susbaint airson òigridh (roinn chudromach airson fàs ann an ionnsachadh na Gàidhlig), airson a bhith a' cruthachadh luchd-ionnsachaidh ùra (a bhiodh ag iarraidh Gàidhlig ionnsachadh mar thoradh air BBC ALBA fhaicinn) agus gheibhear raon farsaing de phrògraman ùra airson fileantaich. Thathar ag aithneachadh gu bheil luchd-coimhid eadar-dhealaichte aig BBC ALBA a tha ag iarraidh diofar rudan ach gu bheil seòrsaichean susbaint ann a tha a' ruigsinn air agus a' còrdadh ris a h-uile seòrsa neach-amhairc.
- **Bu chòir MG ALBA a bhith a' togail air dòighean gus ionnsachadh na Gàidhlig a bhrosnachadh barrachd tro bharrachd sanasachd airson LearnGaelic.scot (tro BBC ALBA, tro shusbaint air a co-roinn le seanailean BBC eile agus tro iomraidhean air na seanailean sin, agus tro ro-innleachd margaidheachd airson ionnsachadh na Gàidhlig air an taobh a-muigh) tro bhith ga thaisbeanadh agus e mar 'uinneag-bùtha' airson chothroman gus Gàidhlig ionnsachadh.** Tha e cudromach a bhith a' toirt stiùireadh soilleir do luchd-ionnsachaidh agus sibh a' frithealadh air na feumalachdan aca le cunntasan-beachd a gheibh iad nuair a dh'fhosglas iad goireasan ionnsachaidh a' gabhail a-steach LearnGaelic.scot, Beag air Bheag agus Speaking Our Language gus taic ionnsachaidh phearsanta a dh'aona-ghnothach a libhrigeadh. Bu chòir cur ri mothachadh air LearnGaelic.scot am measg dhaoine a dh'fhaodadh Gàidhlig ionnsachadh tro iomairt sanasachd a tha ag amas air a' bhuidhinn seo a ruighinn agus a thàladh gu bhith ag ionnsachadh na Gàidhlig. Tha e fìor chudromach a bhith a' leudachadh ionnsachadh na Gàidhlig am measg luchd-amhairc aig a bheil ùidh sa chànan agus chan eil e math gu leòr dìreach a bhith a' cur ri mothachadh air LearnGaelic.scot. Nuair a dh'fhosglas luchd-tadhail ùra LearnGaelic.scot bu chòir dhaibh taic is stiùireadh fhaighinn sa bhad. Thathar a' moladh aplacaid coltach ri Duolingo airson na Gàidhlig air sàillibh nam buannachdan mòra a gheibhear a tha a' cur an aghaidh tòrr de na 'bacaidhean' air ionnsachadh cànan a tha an rannsachadh seo air comharrachadh.



- **Bu chòir MG ALBA feuchainn ri cothroman bogaidh a chruthachadh tro MDG agus taic a chumail riutha. Tha seo a' gabhail a-steach a bhith a' cruthachadh barrachd gnìomhachd air-loidhne co-cheangailte gu dìreach ri prògraman agus luchd-cleachdaidh a th' ann mar-thà, agus luchd-cleachdaidh ùra, a bhrosnachadh gu bhith a' leughadh agus a' co-roinn susbaint air-loidhne. Bu chòir cuideachd goireasan stèidhichte air MDG a chruthachadh a bhios a' toirt brosnachadh agus taic do luchd-ionnsachaidh ùra.** Bu chòir lìonraidhean còmhraidh air-loidhne a chruthachadh agus a bhrosnachadh air feadh na h-Alba. Tha seo na riatanas air leth cudromach agus tha e cuideachd na adhbhar brosnachaidh, oir tha an gainnead de chothroman còmhraidh na bhacadh mòr do dhaoine aig am biodh ùidh ann a bhith ag ionnsachadh na Gàidhlig no a tha ga h-ionnsachadh. Tha diofar mholaidhean ann a thaobh a bhith a' togail chothroman còmhraidh, a' gabhail a-steach barrachd aplacaidean le fuaim, meantoran, taic buidhne air-loidhne (air a cur an gnìomh tro MDG) agus lìonraidhean taic stèidhichte air àite (air an cur an gnìomh tro MDG) a chruthaicheas cothroman bogaidh.
- **Bu chòir MG ALBA a bhith ag obair còmhla ri Bòrd na Gàidhlig (BnG) gus slighean-ionnsachaidh a thathar a' moladh a chruthachadh a bhios air an cruthachadh airson diofar roinnean de luchd-ionnsachaidh (a bhios stèidhichte air ìrean comais aithnichte).** Tha an rannsachadh a' sealltainn nach eil mòran eòlais no misneachd againn mar nàisean mu bhith ag ionnsachadh cànan sam bith agus gu tric, tha na dh'fhiosraich sinn de bhith ag ionnsachadh chànanan anns an sgoil air a bhith caran mì-rianail. Tha e deatamach airson cur ri cleachdadh na Gàidhlig gun tèid aithneachadh gu bheil feum air stiùireadh agus treòrachadh - ged a thathar a' coimhead oirnn mar chaitheadairean shoifioستاigeach an 21mh linn ann an suidheachaidhean eile. Tha planadh airson shuidheachaidhean deatamach: bho dhaoine a tha ag ionnsachadh aig an taigh leotha fhèin (mar chur seachad) gu àiteachan agus pàrantan le clann ann am FtG. Ma thèid slighean ionnsachaidh a chomharrachadh airson gach roinn de luchd-ionnsachaidh, gabhaidh an deagh chleachdadh a sgaoileadh don luchd-ionnsachaidh fhèin tro MDG. Tha an taic a gheibhear deatamach mar bhrosnachadh. Fhuair sinn a-mach gu bheil laigsean ann le clasaichean ionadail (a chaidh ainmeachadh san rannsachadh) agus gu bheil feum mòr air taic neach gu neach (tro aplacaidean MDG).

Bu chòir Bòrd na Gàidhlig stiùireadh a thoirt seachad air deagh chleachdaidhean airson ionnsachadh tro MDG anns gach Plana Gàidhlig a thèid ùrachadh; an dà chuid (1) ionnsachadh èifeachdach na Gàidhlig ann an àiteachan-obrach, agus (2) comhairle a thoirt do bhuidhnean aig a bheil Plana Gàidhlig air mar a chleachdas iad na meadhanan didseatach gus ionnsachadh na Gàidhlig a bhrosnachadh tro dhòighean-conaltraidh poblach air-loidhne.

**Molaidhean:** Tha an làn chlàr de mholaidhean ann an Earrann 4 den phrìomh aithisg. Tha an rannsachadh, anailis agus na co-dhùnaidhean a bha air cùl nam molaidhean rim faighinn ann an Earrann 3 (A-D).

**Gnìomhan:** Ann an Earrann 5, tha liosta de 12 gnìomh ann, a tha a' tighinn bho na prìomh mholaidhean co-roinnte agus na prìomh chùisean a chaidh a chomharrachadh (a' coimhead air tar-laighe agus prìomhachasan thairis air na molaidhean airson 3A-3D).

Tha liosta nan gnìomhan gu h-ìosal a' liostadh nam molaidhean a rèir prìomhachais (tha na molaidhean gu tric a' bualadh air barrachd air aon de na buidhnean air an do rinn sinn rannsachadh):

### **Gnìomh 1**

Cuir air dòigh siostam taice do luchd-ionnsachaidh tro LearnGaelic.scot. Cuir air dòigh leasachaidhean do luchd-cleachdaidh a tha a' toirt taic do chothroman bogaidh dian le bhith a' cur barrachd ri LearnGaelic.scot, le ceanglaichean ri aplacaidean le fuaim, meantoran, dòighean gus còmhradh a dhèanamh air-loidhne, agus ri lìonraidhean taice stèidhichte air àite. Dèan sanasachd air seo bhon làraich-lìn agus bho phrìomh àiteachan conaltraidh an luchd-cleachdaidh (iom. 3A12).

### **Gnìomh 2**

Thoir maoinachadh do, cruthaich agus lìbhrig tionndadh Gàidhlig de Duolingo (iom. 3C7)

### **Gnìomh 3**

Cuir air dòigh ro-innleachd gus barrachd dhaoine a stiùireadh gu LearnGaelic.scot tro BBC ALBA, BBC Scotland agus Radio Scotland (iom. 3C1, 3C2, 3C4, 3C7, 3C8).

### **Gnìomh 4**

Cuir barrachd susbaint à BBC ALBA a tha tarraing tòrr luchd-amhairc air iPlayer no YouTube gun fho-thiotalan (iom. 3B10).

### **Gnìomh 5**

Lìbhrig barrachd susbaint ùr, gu sònraichte: prògraman aithriseach, dràma agus prògraman cloinne (iom. 3B4, 3C1, 3D1).

### **Gnìomh 6**

Cuir ri tar-chur, agus ri gnìomhachd air na meadhanan sòisealta mar thoradh air seo, air làrach-lìn BBC ALBA tro bhith a' stèidheachadh stuth eadar-ghnìomhach air-loidhne bho roghainn de phrògraman air BBC ALBA (iom. 3B8, 3B15, 3B17, 3B21, 3C9).

### **Gnìomh 7**

Gluais barrachd susbaint bho BBC1 is BBC2 gu BBC ALBA gus barrachd luchd-coimhid fhaighinn bho mheasg luchd-amhairc nas fharsainghe (iom. 3A20).

### **Gnìomh 8**

Cuir air dòigh agus dèan sanasachd airson goireas SpeakGaelic.scot a bheir taic air-loidhne do dh'fhileantaich le an cuid sgilean sgrìobhaidh (iom. 3B21).

### **Gnìomh 9**

Lean air le bhith a' toirt seachad, agus cur ri, susbaint (a tha a' brosnachadh com-pàirteachadh) airson deugairean agus inbhich òga aig a bheil Gàidhlig (iom. 3B21, 3D1).

### **Gnìomh 10**

Thoir maoinachadh do agus thoir seachad sreath (no dèan ath-chraoladh de shreath le inbhe àrd) mu eachdraidh nàiseanta na Gàidhlig agus a cultar agus seall seo air BBC1, agus cleachd seo mar àrd-ùrlar airson brannd LearnGaelic.scot (iom. 3C1).

### **Gnìomh 11**

Bu chòir do MG ALBA làrach-lìn BBC ALBA agus RnG agus LearnGaelic.scot a chleachdadh gus seòrsaichean teicneòlais ùra a thaisbeanadh a bhios a' cur ri misneachd is comasan an luchd-cleachdaidh a thaobh a bhith a' sgrìobhadh agus a' co-roinn Gàidhlig sgrìobhte (iom. 3A20).

### **Gnìomh 12**

Bu chòir do Bhòrd na Gàidhlig dòigh-obrach bhun-tomhasach a shònrachadh gus dèanamh cinnteach gu bheil na meadhanan didseatach Gàidhlig cho èifeachdach 's a ghabhas airson a bhith a' brosnachadh ionnsachadh na Gàidhlig an dà chuid air an taobh a-muigh (am measg an luchd-ùidhe air fad agus am measg a' phobaill) leis a h-uile buidheann aig a bheil Plana Gàidhlig, ach bu chòir seo cuideachd a bhith a' gabhail a-steach cleachdadh MDG taobh a-staigh bhuidhnean aig a bheil Plana Gàidhlig (iom. 3C11).

# Executive Summary of Report

## Report on Digital Media content as support for Gaelic language skills:

### **Contract Brief**

**Research Aim:** The primary aim of the research is to gain an understanding of the relationship between Gaelic digital media content and Gaelic language skills in the country.

**Research Output:** The output MG ALBA and Bòrd na Gàidhlig (BnG) seek is knowledge of the relationship between different types of professionally produced content and:

1) Formal learning among acquirers of Scots Gaelic, including:

- children of pre-school age,
- pupils in Gaelic Medium Education (GME), and
- Pupils in Gaelic Learner Education (GLE).

2) Awareness and lifelong learning of Scots Gaelic, including:

- adults on formal qualification courses in which Gaelic plays a part, and
- adults learning Gaelic by an informal route.

3) Lifelong enhancement among users of Scots Gaelic, including;

- families with Gaelic as their first language,
- those with Gaelic skills who are not frequently in Gaelic environments, and
- those with Gaelic skills in traditional geographic Gaelic communities.

**Contract Output:** The anticipated outcome of the contract is:

-the knowledge to create effective strategies for the learning and enhancing of Gaelic,

-guidance on what is required of digital media in order to support this learning and enhancement, and

-guidance on media tools which would assist in this.

**GLOSSARY OF TERMINOLOGY:** Gaelic digital media (GDM) is digitised content that can be transmitted over the internet or computer networks and includes TV, radio, text, audio, video, graphics and social media. The adaptability of digital media content to a range of networks and formats is ongoing but includes SMART TV's, phones and tablets as examples.

## **Main Report Summary**

**Scope:** Whilst there are already quantitative statistics on use of Gaelic digital media (GDM) there is very little qualitative information on what is drawing users to digital media, what is sustaining their interest and how GDM is currently, and could increasingly grow engagement in Gaelic learning. This falls into two areas; how GDM is enhancing Gaelic learning and could increasingly do so and the impact that Gaelic digital media is having on the status and awareness of the language. Addressing this outcome has required the close scrutiny of rational and non-rational human behaviours (consistency of viewing and digital media interactions, choice influencers, key motivators, key inhibitors and learning needs assessment) and how people feel or think about GDM. From the viewpoint of sustaining interest in Gaelic learning we've also considered the related and realistic issues and links to supporting Gaelic learning including social conversational outlets, effective sign-posting for learner audiences and how GDM can fully deliver learner participation and long-term engagement.

This approach supports the MG ALBA *Vision 2021* strategy in terms of boosting Gaelic language maintenance and growth, acknowledging the diverse GDM operating environment and customer base. Fundamentally we have identified how GDM can have the greatest impact on growth in Gaelic learning.

**Methodology:** Given the importance of aligning digital media investment to a return on impact of Gaelic learning research groups 1, 2 and 3 (ref. contract brief summary) were segmented according to shared Gaelic acquisition characteristics becoming:

- Section 3A **Gaelic learners**
- Section 3B **Fluent Speakers**
- Section 3C **People interested in learning Gaelic**

This segmentation has ensured the collection of sound consumer evidence (via the online survey) rather than threaten the risk of fragmented information from low consumer cohorts. However to ensure the detailed input of research groups 1, 2 and 3 (ref. contract brief summary) the focus groups retained this grouping format. Across all methodologies we used consistent and identical data capture meaning that we applied identical questions to each segment with customisation where appropriate across learner segments.

In addition the summary of findings from the senior primary children both in Gaelic Medium Education (GME) and Gaelic Learner Education (GLE) are recorded in Section 3D **Children in GME and GLE Review**.

## Outputs:

**The literature review** covered six key areas which helped inform and shape the study at the early stage. The areas included:

1. Gaelic digital media content: Introduction and Definition
2. Policy context of this study
3. Minority language media and reversing language shift
4. Adult learners of Gaelic
5. Fluent speakers and Gaelic broadcasting and Gaelic skills
6. Subtitling

There was found to be a dearth of literature specific to referencing successful approaches to language learning through digital media - with many academic papers concluding the need for more research in this area. The literature review explores the key issues pertinent to practical implementation of successful Gaelic digital media strategy.

1109 **online surveys** responses were returned from the 3A Gaelic learners, 3B Gaelic speakers & 3C People interested in learning Gaelic, surveys. Each survey had between 15 and 25 questions with a quantitative and qualitative mix.

Five **Focus groups** were undertaken with; Gaelic speakers (families with Gaelic as their first language and those with Gaelic skills in traditional geographic Gaelic communities), learners (formal) and learners (informal and those not frequently in Gaelic environments) plus GME parent learners and children in GME. A mini survey was also carried out with GME and GLE senior primary children. The full geographic coverage included Edinburgh, Isle of Skye and Oban.

**Key Findings- Segregated Groupings:** There are shared and segregated variables that affect successful Gaelic digital media progression. Key information and segregated variables are:

### **3A Learners**

- 93% of Gaelic learners are watching BBC ALBA with the content highly regarded. More new content (particularly drama and documentaries) is wanted.
- The BBC ALBA content most supporting Gaelic learning is the news and documentaries then music, current affairs, drama and children's programmes.
- Beyond sheer enjoyment there's a myriad of reasons why BBC ALBA content is helping Gaelic learning, they include; vocabulary reinforcement, idioms and phrases, access to different dialects and register and access to flexible learning through MG ALBA and BBC ALBA'S product family.

- Speaking Our Language and the news are the top TV content that is used to help Gaelic learning with LearnGaelic.scot and Beag air Bheag (plus An Litir Bheag and Litir do Luchd-ionnsachaidh) mixed digital media content highly used and regarded. 72% listen to Radio nan Gàidheal and it's very popular as a service that punches above its weight.
- There is a perceived lack of Gaelic learning apps with a definite gap in learning path sign-posting from intermediate level onwards.

### **3B Fluent Speakers**

- 95% of speakers are watching BBC ALBA.
- 88% feel that BBC ALBA is raising the status of Gaelic.
- News, documentaries, local programmes and current affairs are key content profiles that are making speakers more confident and positive about speaking Gaelic - in particular they fuel the normalisation of the language within the modern day to day context, building the profile and validity of Gaelic.
- 79% said that GDM is increasing their use of Gaelic with 66% expressing that hearing Gaelic on GDM is increasing their Gaelic skills.
- GDM could better support their Gaelic skills by giving viewers the option to watch BBC ALBA content without subtitles perhaps on BBC iPlayer, YouTube, MG ALBA website or other facilitators.
- GDM would benefit from having more new content, having more referrals from other channels and integrate social media motivators from broadcast content. In particular increased interactivity applied to selective content may help engage more young people.
- Reading of Gaelic social media is at 72% with 67% of speakers responding in Gaelic. However GDM needs to address a lack of confidence in writing Gaelic amongst speakers and there needs to be more content such as vlogs and material to pull in speakers and increase social media interaction.
- 95% of speakers listen to BBC Radio nan Gàidheal (RNG) and 77% feel it increases their use of Gaelic day to day. For 86% of listeners RNG is increasing their Gaelic skills.

### **3C People interested in Gaelic**

- Experiences of viewing the BBC ALBA channel are motivating the interests of 45.5% of respondents to learn Gaelic. The content most motivating this Gaelic learning in descending order is documentaries, music, the news and current affairs.
- 76% feel that BBC ALBA raises the status and profile of Gaelic with 57% expressing that BBC ALBA shows Gaelic in a modern context.
- Only 25% of respondents have heard of LearnGaelic.scot.
- The best GDM support resources for helping Gaelic learners were perceived as online language learning (apps, flexible dip-in and dip-out learning, sign-posting, online motivational support structures, live online triggered conversational options) then BBC ALBA

TV learning integrated with online learning programmes then generic programme broadcasts with on screen subtitling.

**Conclusions:** The key conclusions that merge across all segments and affect macro GDM resource prioritisation are:

- **There's a priority for more new content, more of the same and more of what's new on BBC ALBA. The particular 'new' content is more of the high quality programmes already popular across segments; documentaries, current affairs, drama, Gaelic learning, young people and children's programmes.** In terms of the outcome of this brief it is believed that an increase in hours of new broadcasting by BBC ALBA of this type would be useful to increase Gaelic learning, make more provision for young people (an important learner growth segment), new entrants (those enticed to learn Gaelic via passive BBC ALBA exposure) and a wide range of programming for fluent speakers. It is recognised that different BBC ALBA viewers want different things but that there are distinctive types of material that reach and inspire all audiences.
- **MG ALBA should build on ways to drive more Gaelic learning through more advertising for LearnGaelic.scot (via BBC ALBA channel, sharing content via other BBC channels and referrals plus intricate external marketing strategy for Gaelic learning) of show cased and shop window Gaelic learning opportunities.** Clearly sign-posting learners through servicing their needs via on-line polls on opening Gaelic learning products including LearnGaelic.scot, Beag air Bheag and Speaking Our Language is important to deliver personal dovetailed learning support. Awareness of LearnGaelic.scot needs to increase amongst potential learners through marketing campaign efforts targeted at both reaching and engaging this segment. A focus on driving experimentation with Gaelic learning amongst interested audiences is a critical need raising awareness of LearnGaelic.scot in itself is not enough. On opening LearnGaelic.scot new visitors should immediately be supported and directed. A Duolingo type app for Gaelic is recommended given its solid benefits that counter the majority of language learning 'inhibitors' identified through this research.
- **MG ALBA should aim to support and facilitate more Gaelic immersion opportunities through GDM. This includes generating more online activity associated directly from broadcasts to drive new and existing users to online reading and sharing. Also to develop GDM based resources to motivate and support new entrants into Gaelic learning.** Need to facilitate and promote online conversational networks across Scotland. It is a fundamental requirement and motivator, the lack of conversational opportunities is a major inhibitor for latent learner 'interested' audiences and many who are already learners. A range of solutions to building conversational options are marked as recommendations



including more audio equipped apps, mentors, on-line (activated through GDM) and location based cluster support networks (activated through GDM) that support immersion opportunities.

- **MG ALBA should work with Bòrd na Gàidhlig (BnG) to create advisory learning pathways optimised and transferable for specific learner segments (guided by accepted competency scales).** The research shows that as a nation we lack much knowledge or confidence about how to learn any language and often our experience of language learning in school has been haphazard. Recognising the need to hand-hold and direct the learner customer is essential for Gaelic proliferation- although in other walks of life we are perceived as sophisticated 21<sup>st</sup> century consumers. Gaelic learner needs scenario planning is fundamental from individual home based learners (leisure interest) to work places and GME parents. If concise GDM learning pathways are defined for the range of Gaelic learner groupings then this good practice can be fired out to the actual learner via their GDM contact points. The support hook is critical. We found that local classes are problematic for many reasons (cited from the research) and one to one support (via digital media applications) is a high need.

Bòrd na Gàidhlig should provide guidance on good practice for Gaelic learning through GDM within all updated Gaelic Language Plans; both, (1) effective Gaelic learning for workplaces, and (2) advise GLP organisations on how to use digital media to promote Gaelic learning via their outward public facing online communications.

**Recommendations:** The full table of recommendations are listed in Section 4 of the main report. The research, analysis and conclusions informing these recommendations are found in Section 3 (A-D).

**Actions:** In Section 5 twelve actions are listed, they derive from a *distillation* of shared recommendations and fundamental issues identified (addressing overlap and prioritisation across the recommendations for 3A-3D).

The action list below prioritises the long list of recommendations (which often overlap across research segments), as below:

#### **Action 1**

Set up opt-in learner support system through LearnGaelic.scot. Fully provide for user enhancements that best support immersive Gaelic experiences by further developing the LearnGaelic.scot offering to include links to audio equipped apps, mentors, online

conversation sharing options and location based cluster support networks. Promote from the website and priority online customer contact points (ref. 3A12).

**Action 2**

Fund, devise, deliver and promote a Gaelic version of Duolingo (ref. 3C7).

**Action 3**

Implement a strategy to sign-post LearnGaelic.scot more extensively from BBC ALBA, BBC Scotland and Radio Scotland (ref. 3C1, 3C2, 3C4, 3C7, 3C8).

**Action 4**

Make more non-subtitled high viewer BBC ALBA content available on iPlayer or YouTube (ref. 3B10).

**Action 5**

Provide more new content, in particular; documentaries, drama and children's programmes (ref. 3B4, 3C1, 3D1).

**Action 6**

Increase referrals and resultant social media and reading activity on the BBC ALBA website via imbedding online interactivity derived from selected BBC ALBA broadcasts (ref. 3B8, 3B15, 3B17, 3B21, 3C9).

**Action 7**

Move more material from BBC1 and BBC2 onto BBC ALBA in the interests of driving new viewers from a wider audience base (ref. 3A20).

**Action 8**

Provide and promote a SpeakGaelic.scot online facility to support fluent speakers with their Gaelic writing skills (ref. 3B21).

**Action 9**

Continue to provide and increase distinctive offerings (that maximise engagement) for teenagers and young adult Gaelic speakers (ref. 3B21, 3D1).

**Action 10**

Fund and deliver a series (or high profile repeat series) about the national history of the Gaelic language and culture and show on BBC1, use as a platform to promote the LearnGaelic.scot brand (ref. 3C1).

**Action 11**

MG ALBA to use the BBC ALBA, RNG website and LearnGaelic.scot to showcase useful technologies that provide enhancements to the users' confidence and abilities to write and share written Gaelic (ref. 3A20)

**Action 12**

Bòrd na Gàidhlig to inform and stipulate a standardised approach to optimising Gaelic digital media use for the promotion of Gaelic learning both externally (to all stakeholders and publics) by all organisations with Gaelic Language Plans but also to include the use of GDM for Gaelic learning within the GLP organisations (ref. 3C11).

# Main Report: Digital Media content as support for Gaelic skills

## Introduction

The primary aim of the research is to gain an understanding of the relationship between Gaelic digital media content and Gaelic language skills in the country. The output MG ALBA and BnG seek is knowledge of the relationship between different types of professionally produced content and:

1) Formal learning among acquirers of Scots Gaelic including:

- children of pre-school age,
- pupils in Gaelic Medium Education (GME), and
- pupils in Gaelic Learner Education (GLE).

2) Awareness and lifelong learning of Scots Gaelic, including:

- adults on formal qualification courses in which Gaelic plays a part, and
- adults learning Gaelic by an informal route.

3) Lifelong learning among users of Scots Gaelic, including;

- families with Gaelic as their first language,
- those with Gaelic skills who are not frequently in Gaelic environments, and
- those with Gaelic skills in traditional geographic Gaelic communities.

The anticipated outcome of the contract is:

**-the knowledge to create effective strategies for the learning and enhancing of Gaelic,**

**-guidance on what is required of digital media in order to support this learning and enhancement, and**

**-guidance on media tools which would assist in this**

## Section 1.0 Methodology

A **review of literature** was undertaken initially involving an examination of digital media impact and minority language learning within international academic literature, in respect of Gaelic and of comparable language situations.

From early stage investigations there was found to be a dearth of literature specific to referencing successful approaches to language learning through digital media - with many academic papers concluding the need for more research in this area. Therefore the literature review explores the key issues pertinent to practical implementation of successful Gaelic digital media strategy within the national operating environment reflecting on key knowledge and academic insights.

The literature review covers six key areas which helped inform and shape the study at the early stage. The areas include:

1. Gaelic digital media content: Introduction and Definition
2. Policy context of this study
3. Minority language media and reversing language shift
4. Adult learners of Gaelic
5. Fluent speakers and Gaelic broadcasting and Gaelic skills
6. Subtitling

Informed through the initial literature review findings and client insights three **online surveys** were undertaken investigating the experience and views of learners and other Gaelic users, who are consciously enhancing or consolidating their Gaelic skills through Gaelic media, or who can be encouraged to do so.

Given the importance of aligning digital media investment to a return on impact of Gaelic learning, research groups 1, 2 and 3 (ref. contract brief summary) were segmented according to shared Gaelic acquisition characteristics, becoming:

- Section 3A **Gaelic learners**
- Section 3B **Fluent Speakers**
- Section 3C **People interested in learning Gaelic**

This segmentation has ensured the collection of sound consumer evidence (via the online survey) rather than threaten the risk of fragmented information from low consumer cohorts.

A total of 1109 **online surveys** responses were returned from the 3A Gaelic learners, 3B Gaelic speakers & 3C People interested in learning Gaelic. Each survey had between 15 and 25 questions with a quantitative and qualitative mix.

**Focus groups** were undertaken to investigate and consult people to ascertain the views of the various groups as listed as 1, 2 & 3 (ref. contract brief summary) who make use of Gaelic

media, retaining this grouping format has ensured their detailed input by recording views specific to each cohort.

Across all research methodologies we used consistent and identical data capture meaning that we applied identical questions to each segment with customisation where appropriate across learner segments.

## Section 2.0 Literature Review

### ***Gaelic digital media content: Introduction and Definition***

Gaelic digital content media content can and does play an important role in enhancing Gaelic language skills. The purpose of this study is to gain further understanding of the relationship between Gaelic digital media content and Gaelic language skills in Scotland.

By Gaelic digital media content, we mean the output of BBC ALBA. BBC ALBA is a Scottish Gaelic language digital television channel jointly owned by the BBC and MGALBA. The station is unique in that it is the first channel to be delivered under a BBC licence by a partnership. The channel is available in Scotland via Freeview, and throughout the UK on Sky, Freesat, Virgin Media, BBC iPlayer, and TVPlayer. We also include the Gaelic digital media content produced by BBC Gàidhlig and by MG ALBA outwith the BBC ALBA partnership. This is professionally produced content. This output consists of linear TV and radio output and also online content, particularly catch-up content via the BBC iPlayer and BBC iPlayer Radio. Gaelic digital media content also includes the LearnGaelic.scot website. We will also look at social media content - both professionally produced and in general - where this relates to the main subject of the study.

#### ***1. Literature review - introduction***

This research is looking at Gaelic digital media content and its learning impact on three main groups of people<sup>1</sup>:

- Adult learners of Gaelic and non-speakers of Gaelic who consume digital media and might potentially learn Gaelic. For this latter group, the awareness impact of the Gaelic digital content in addition to the lifelong learning aspect is to be considered.
- Existing speakers of Gaelic
- School pupils studying through Gaelic or studying Gaelic.

There is a range of literature relating to Gaelic broadcasting in general, particularly the numerous works of Mike Cormack (e.g. Cormack 1994, 2006, 2008, 2010). There is also a

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<sup>1</sup> In practice, of course, these groups are interconnected as for example, some in the "existing speakers of Gaelic" category have learnt Gaelic as adults and a number of school pupils come from Gaelic speaking homes.

broader literature on the relationship between minority language broadcasting and Reversing Language Shift (RLS).<sup>2</sup> In terms of the target groups of this study, much has been written about the Gaelic for Adults sector and the issue of broadcasting is covered to some extent within this (e.g. MacCaluim 2007, McLeod 2010).

Although a wide range of literature exists about the demographics and sociolinguistics of fluent Gaelic speakers, very little of this has touched on the impact of broadcasting on language use or acquisition of language skills. While there is also a growing body of research on Gaelic education, the use of digital media content has not been considered within this. Likewise, relatively little has been written directly about attracting non-speakers but some useful studies have been conducted relating to public opinion relating to Gaelic which can shed some light into this subject (MacKinnon 2011, West & Graham 2011).

In addition to academic literature on the subject of Gaelic broadcasting, there are a range of policy documents relating to national goals for Gaelic broadcasting and Gaelic development which should be considered to put this study in context.

This section will look at relevant policy documents and debates relating to Gaelic broadcasting and Gaelic skills. It will then look at minority language broadcasting in general and Gaelic broadcasting in particular as relates to RLS before looking at the target groups of this study.

## **2. Policy context of this study**

MG ALBA's *2021 Lèirsinn/Vision* document is a strategy for the Gaelic media from 2016-21. It clearly situates the Gaelic media in the context of RLS, setting out "MG ALBA's assessment of how Gaelic Media can best contribute to Gaelic revitalisation and the steps required in order for that potential to be realised" (p5).

The strategy notes that the mission of MG ALBA is "to inspire and encourage through Gaelic and media; and - to bring Gaelic to you" and that Gaelic is therefore central to the strategy. It summarises some ways in which Gaelic media can contribute to RLS:

MG ALBA recognises the vital place BBC ALBA in particular occupies for Gaelic. It is a powerful symbol of the language's status, and a precious asset. It is a mirror for the Gaelic community, and has the potential to enrich society through the unique perspective of its content, and by showcasing the riches of Gaelic arts and music. It can profoundly influence the place of Gaelic in Scottish society and beyond. It can also be an engine for growth. MG ALBA recognises all of this, and is aware of the responsibility that this brings. We are more than a funder of content.

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<sup>2</sup> For a summary of these issues which relates them to the situation of Scottish Gaelic in particular, see McConville & Ó Maolalaigh 2015 and Dunbar et al 2012.

MG ALBA is ambitious for Gaelic, for users of Gaelic, and Gaelic media. We are ambitious for the role that Gaelic media can play in the revitalisation of Gaelic. We recognise our role in catalysing, facilitating and enabling the revitalisation of Gaelic, including our role in building the awareness and status of Gaelic in modern day Scotland. This strategy sets out what we believe MG ALBA can do, in partnership with others, to further facilitate the revitalisation of Gaelic, building on the success of our existing initiatives, BBC ALBA, FilmG and LearnGaelic.scot. (p6).

This is closely related to the subject of this study, the learning of Gaelic in schools, and Gaelic for Adults (including the attraction of new learners) which are closely related to the number of Gaelic speakers and enhancement of Gaelic skills by existing speakers which may in turn have an impact on the level of usage and type of Gaelic usage.

In looking at the context in which Gaelic media operates, it is noted that some of the key themes are the national targets on increasing the number of Gaelic speakers and the numbers going into Gaelic Medium Education (p9). Other key themes identified which are relevant to this study are a relative absence of Gaelic social media user generated content (UGC) and the relative lack of participation on social media through the medium of Gaelic and also funding of Gaelic broadcasting (funding being a matter with an impact on the level, diversity and impact of media content and therefore the ability of Gaelic media content to aid RLS).

Of the measures sought in *Lèirsinn 2021*, a number have particular relevance to this study, namely (MG ALBA 2015:58, 59):

|   |   |
|---|---|
| <b>Outcome:</b><br>Gaelic Users are informed educated and entertained and have their lives enhanced through media in their own language |   |
| <b>Measure:</b>   | <b>Commentary:</b>  |
| Increase use of non-linear Gaelic language learning resources   | This measure is relevant to adult learners of Gaelic.   |
| Increase viewing hours - core audience  | This measure is relevant to existing speakers of Gaelic (assuming that a link between media content and language skill acquisition can be evidenced). |
| Increase digital media engagement of viewers with Gaelic broadcasting   | This measure is relevant to existing speakers of Gaelic - particularly as relates to acquisition of literacy skills.                                  |
| <b>Outcome:</b><br>Celebration and normalisation of Gaelic and Gaelic culture in mainstream Scottish society                            |   |
| <b>Measure:</b>   | <b>Commentary:</b>  |
| Increase appreciation of Gaelic and Gaelic culture in Scotland  | This measure is relevant to potential adult learners of Gaelic and to raising awareness amongst non-Gaelic speakers.                                  |



|  |   |
|--|---|
| Increase viewing hours nationally  | This measure is relevant to potential adult learners of Gaelic and to raising awareness amongst non-Gaelic speakers.    |
| <b>Outcome:</b><br>Better educated, more skilled and successful Gaelic media community |   |
| <b>Measure:</b>  | <b>Commentary:</b>  |
| Increase media skills and literacy levels of Gaelic speaking children of school age    | This measure is relevant to children in Gaelic education.   |
| <b>Outcome:</b><br>The celebration of Gaelic and Gaelic culture internationally        |   |
| <b>Measure:</b>  | <b>Commentary:</b>  |
| Increase viewing hours internationally on non-linear platforms                         | This measure is relevant to adult Gaelic learners and to existing speakers living outwith Scotland/the UK. <sup>3</sup> |

Of the initiatives in the strategy, three are particularly relevant to this study:

***Initiative 1: Research***

Research that will seek to establish the relationship between Gaelic media content and Gaelic learning (2016:28). The current study constitutes part of this research.

***Initiative 2: Learning Initiative***

A complementary major learning partnership initiative in order to create new learning content (2016:31). This will involve working with Bòrd na Gàidhlig and Stòrlann Nàiseanta na Gàidhlig to create new multi-platform Gaelic learning content, building the LearnGaelic brand. MG ALBA intend to work with Bòrd na Gàidhlig to complement its work in articulating a cohesive strategy for adult learners. This links closely to the Gaelic for Adults sector which is a key part of this study. It could also potentially link to attracting learners and to lifelong learning for existing Gaelic speakers depending on the content included.

***Initiative 3: Children's content***

Build strongly marketed national brands for pre-schoolers and primary school children, leveraging the partnership, e.g. through CBeebies to better serve this audience, and seed

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<sup>3</sup> While the remit of this study relates to Scotland, we will be referring to learners outwith Scotland where relevant as the advent of the internet and cheaper international travel since the late 1990s means that Gaelic learners and speakers, wherever they may be based, are able to contribute greatly to Gaelic development in Scotland through participating in online communities and through visiting Scotland to use or learn Gaelic. Overseas Gaelic learners add to the scale of the market place for Gaelic-specific products such as literature. These factors also mean that learners from outside Scotland are now more likely to become fluent than was the case in the pre-internet days.

future linear content viewing (2016: 32). This links to the strand of this study relating to Gaelic education.

These objectives, outcomes and initiatives in the strategy will be borne in mind in our research.

The other key strategy document is the *National Gaelic Language Plan 2012-17* (BnG 2012). Of the 8 key outcomes which the National Plan seeks to deliver, two are particularly relevant to the present study (BnG 2012:8):

- **Education: Post-school Education** An increase in the number of adults acquiring Gaelic from the current total of around 2,000 to 3,000 by 2017 and enhanced language skills among fluent Gaelic speakers.
- **Arts & Media** Development of Gaelic arts and media as a means of promoting the language, attracting people to it and enhancing their commitment through opportunities to learn, use and develop Gaelic.

Within these priority areas, the following strategic priorities are particularly relevant:

#### **Education: Post-school education**

- Extending access to, and participation in, a wide range of Gaelic learning opportunities for adults and increasing the numbers progressing to fluency
- Ensuring opportunities for the continuity and progression of literacy and other language skills for adults learning Gaelic and for fluent speakers
- Ensuring good resources are available to support adults learning Gaelic
- Strengthening the unique capacity in further educations and higher education to enrich the profile of Gaelic in Scotland<sup>4</sup>.

#### **Arts and Media**

- Extending participation in the arts and media that supports Gaelic language learning and use as well as positive association with the language.

How professional Gaelic digital media content can be used to further these priorities and outcomes will be considered throughout this study.

Finally, *Ar Slighe gu Fileantas: Gaelic for Adults - A Learning Strategy for Adult Gaelic Learners in Scotland* by Ruairidh MacLean (2016) is a strategy for attracting more adult

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<sup>4</sup> In terms of FE and HE, it should be noted that Bòrd na Ceiltis (Alba) and Sabhal Mòr Ostaig are partners in LearnGaelic.

Gaelic learners, encouraging more of them to remain on a learning pathway and for bringing as many as possible to fluency in the language. Some of the recommendations in the report are linked to professional digital media content and will be considered in further detail below.

### **3. Minority language media and Reversing Language Shift (RLS)**

The relationship between media and RLS efforts in terms of linkage to actual language use is a very complex one. This has been clearly illustrated in two recent literature reviews on the subject (Dunbar et al 2012, McConville & Ó Maolalaigh 2015). The latter of these, *Some Background to Research into the Language Political Effects of Minority Language Broadcasting* by McConville and Ó Maolalaigh was commissioned by MG ALBA and also contains the sections on broadcasting from Dunbar et al.'s broader literature review on Gaelic communities, education, and policies. As this area has recently been extensively summarised, the key points will be noted here rather than being discussed in detail.

A central problem identified is that while the media are usually seen as being very important to RLS, how exactly this is the case is less well understood, particularly as relates to the use of the language at family and community levels (McConville & Ó Maolalaigh 2015:2).

As Mike Cormack has pointed out:

The media are usually seen as essential bulwarks of minority language such as Gaelic, although the question of exactly how they might support and encourage the speaking of a language is not so clear". (2006:211)

The level of complexity of this issue is further teased out by Cormack:

Media reception is a complex process, involving a range of factors, such as the individual psychology of consumers, the immediate social context in which media consumption takes place and the broader national and regional contexts, as well as the many factors which operate through media producers to affect the media text itself. Similarly language maintenance is complex with a wide range of relevant factors. Put these two processes together and the difficulty in making accurate pronouncements about the media and language maintenance will be obvious. (2006:214)

This complexity makes carrying out research difficult as "there is no clear, accepted methodology in place for doing detailed empirical, sociological research into the effect of minority language media on personal language practices, in part because of significant practical and ethical challenges" (McConville & Ó Maolalaigh 2015:2). Indeed, they conclude that "previous reviews of research done into the effect of minority language broadcasting on language policy aims can, with some justification, be summarised as saying that nothing

concrete is really known yet, because not nearly enough of the necessary research has been done" (McConville & Ó Maolalaigh 2015:3). Dunbar has also argued that further exploration is needed on the contribution that the media can make to language ideologies and the impact that the media can have on language attitudes (Dunbar 2012, quoted in McConville & Ó Maolalaigh 2015:8).

In terms of existing research, McConville & Ó Maolalaigh point out that while there is research on other minority languages, these tend to be ones in different positions from Scottish Gaelic, which have stable diglossia or sustainable intergenerational transmission rates (2015:2). It might also be added that languages frequently studied such as Catalan, Basque, Welsh and Irish also differ from Scottish Gaelic in that they have a closer relationship with the national identity of their respective countries.

McConville & Ó Maolalaigh provide a distinction devised by McConville & Ross (in preparation) between two fundamental modes of language policy intervention activity which is useful in considering research on the effect of the Gaelic digital media on RLS (2015:4).

The first mode is ideological consolidation which covers the traditional domains of status and usage planning, where the focus is on resolving society-wide conflicts between competing language ideologies. This involves sociological research focusing on high-level questions, which as seen above are very difficult to answer as society-wide language behaviour and ideology is very complex.

The second mode is acquisition support. This mode of language policy intervention activity operates at the more concrete and pragmatic level of individual language ideology and practice. Rather than trying to engineer society's linguistic practices and ideologies from a macro-level, acquisition support targets people who already want to change their linguistic behaviour but need help in doing so (McConville & Ó Maolalaigh 2015:5).

McConville & Ó Maolalaigh therefore suggest that there is lot of scope for MG ALBA to become involved in this area of acquisition support, through supporting Gaelic learners and Gaelic speakers who feel they need more practical support to allow them to use Gaelic more effectively and comfortably in their daily lives, including access to high quality, comprehensive language resources for users to consult. As part of this, they suggest a need for a one-stop-shop for language professionals - a SpeakGaelic.scot as opposed to a LearnGaelic.scot (2015:6). These suggestions will be fully considered in this research.

The current research project falls almost entirely into the language acquisition mode, looking at Gaelic learners (potential and current), Gaelic speakers and pupils in Gaelic education and how they currently and potentially use Gaelic to enhance their language skills. In line with the study brief, the attitudes of some non-Gaelic speakers viewing BBC ALBA has also been considered, mainly looking at the interest of viewers in learning Gaelic.

#### 4. Adult learners of Gaelic

*"Given the rapid decline in Gaelic speakers' numbers in Scotland, a concerted effort will have to be made for adult learner recruitment and provision. Gaelic is going to depend heavily on new adult speakers over the next 30 years at least" (Ministerial Advisory Group on Gaelic 2002:51)*

##### 4.1 An Introduction to Gaelic for Adults literature

There have been a number of major studies of adult learners in the last 25 years. These have included *Feumalachdan Luchd-Ionnsachaidh – Rannsachadh Nàiseanta / Provision for Gaelic Learners – National Survey*, produced by Comunn na Gàidhlig and Comann an Luchd-Ionnsachaidh in 1992; Alasdair MacCaluim's 2002 PhD thesis on adult learners, updated and published in book form in 2007 as *Reversing Language Shift: The Role and Social Identity of Scottish Gaelic Learners*; and *Provision of Gaelic Classes for Adult Learners* by Irene Pollock for Deiseal Ltd in 2008.

In 2010, McLeod, MacCaluim and Pollok undertook a major study: *Adult Gaelic Learning in Scotland: Opportunities, Motivations and Challenges - A Research Report for Bòrd na Gàidhlig*.

These studies all examined the Gaelic learning infrastructure and surveyed learners, looking at factors such as their background, motivation for learning, learning methods and progress with the language.

More recently, Bòrd na Gàidhlig have instituted an annual Gaelic learners census (Taylor 2015, 2016) which has consisted of a survey of learners and learning providers. This provides a useful comparison to Galloway's earlier *Estimation of the Number and Distribution of Adult Learners of Gaelic* report of 1995. Taylor's studies have identified around 3,500 Gaelic learners in Scotland (Taylor 2015, 2016).

Academic literature and policy documents on adult learners argue that Gaelic learners have a key role to play in RLS (e.g. Ministerial Advisory Group on Gaelic 2002, MacCaluim 2007, McLeod et al 2010, MacLean 2016).

As McLeod has noted (2010:2), adult learners can contribute to RLS in a range of ways:

- increasing the level of intergenerational transmission of Gaelic within the family
- adding to numbers of fluent Gaelic speakers
- adding to numbers of Gaelic speakers recorded on the census
- filling Gaelic-related job vacancies, including teaching vacancies
- adding to the diversity and skills base within the Gaelic community
- adding to the demand and uptake for Gaelic services

- adding to the number of supporters of and advocates for the language<sup>5</sup>

While Gaelic for Adults (GfA) introduced as *Gàidhlig do dh'Inbhich* by McLeod et al. 2010 is undoubtedly crucial for RLS purposes, its potential can only be met if learners can be attracted and reach fluency in significant numbers. The literature has consistently identified key weaknesses in the GfA infrastructure, however, with McLeod, for example, concluding that:

Current GfA provision in Scotland tends to be patchy, uncoordinated, poorly promoted, inadequately funded and often lacking in professional rigour. Provision compares unfavourably with Wales and Ireland (2010:vi).

Key issues identified have included:

- Lack of coordination
- Gaps in provision in classes both geographically and in terms of levels provided
- A lack of tutor training and shortage of tutors
- Overreliance on traditional evening classes with a shortage of intensive courses and flexible learning opportunities.

This situation has not changed noticeably since 2010 with the exception of the development of the LearnGaelic.scot website as a one stop shop for both learning information and learning resources.

As a result of the weaknesses identified above, relatively few Gaelic speakers become fluent both as an absolute number and as a percentage of learners reaching fluency in the language (MacCaluim 2007, McLeod 2010).

Also of concern has been the high average age of learners repeatedly shown in surveys (MacCaluim 2007: 115, McLeod 2010:22, Taylor 2015, Taylor 2016). Most studies have shown respondents to be middle-aged and older, with relatively few learners falling into the strategically important under-30 age group, a pattern that has negative implications for intergenerational transmission and the uptake of Gaelic-medium education. Surveys have also tended to show more women learning than men, with 36% of Taylor's survey respondents being male and 63% female (2016:17).

Studies of learners and census data also suggested that many learners are more confident at reading and writing than at speaking Gaelic (McLeod 2010, National Records of Scotland 2015, Taylor 2016). The 2011 census for example, has identified 6,100 people with literacy

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<sup>5</sup> It should be noted that learners do not need to reach fluency to act as supporters and advocates of the language (McLeod 2010:48), to add to the uptake of certain Gaelic services (e.g. books) or to choose Gaelic education for their children. Some non-fluent Gaelic learners may also record themselves as being Gaelic speakers on the Census (McLeod 2010:31).

skills in Gaelic (reading or writing) but who were not able to speak Gaelic (National Records of Scotland 2015:9).

In terms of potential barriers to learning McLeod's 2010 survey found more than half (54%) of the respondents indicated that the 'lack of opportunities to interact with native speakers and fluent learners' was an obstacle. Significant numbers also expressed 'difficulty in accessing courses due to other commitments' and 'lack of appropriate courses in local area'. (2010:26)

Taylor's survey has identified similar potential barriers to learning. Of those indicating they had encountered issues, difficulties or barriers that had prevented them from improving their Gaelic skills, again, lack of interaction with fluent Gaelic speakers was identified as the main problem (56%), followed by personal commitments (41%), accessibility of venue or location (34%) and lack of course at an appropriate level (32%). Other factors cited by significant numbers of respondents included cost (26%), difficulty in finding out about learning opportunities (24.5%) and lack of flexible learning options (19.5%).

Lack of interaction with fluent speakers and the broader implications of this have been identified by MacLean as a key issue:

There are also particular issues concerning a minority language that would not be so prominent in other learning situations, notably entry into a scattered and decentralized language community that can be difficult to access. Many learners involved in GfA feel isolated from native or fluent speakers of the language and seek opportunities to meet and interact with other Gaelic-speakers. A GFA strategy must take account of this (2016:7).

Ruairidh MacLean's recent *Ar Slighe gu Fileantas - Gaelic for Adults strategy* (2016) recognises that the key weaknesses identified above still exist and makes many recommendations as to how these can be tackled. Many of these relate to Gaelic professional digital media content and will be considered in more detail below.

A key purpose of this study will be to investigate whether professional Gaelic digital media content can help to address any of the current weaknesses in the Gaelic learning infrastructure and overcome some of the potential barriers to learning.

#### **4.2 Gaelic for Adults - broadcasting and Gaelic learning**

Much of the literature concerning GFA has touched directly upon broadcasting. MacCaluim has noted there are different ways in which broadcasting can contribute to the Gaelic for Adults sector (2007:47-55).

Gaelic digital media can aid language learning in the following ways:

- Providing a formal learning resource. By this we mean professionally produced digital content intended directly at language teaching and learning. Examples of these in the Gaelic context are the *Speaking Our Language* television series, the *Beag air Bheag* radio programme and the LearnGaelic.scot website. It can also be an information resource, through letting people know about learning opportunities.
- Providing an informal learning resource. Learners at all level can improve their vocabulary and fluency in Gaelic by watching and listening to Gaelic digital media content covering a variety of subjects and registers from news and current affairs to chat programmes. In other words, learners can use materials not specifically intended for learners to aid their learning process.
- Providing a semi-formal learning resource. This would be creating interventions to enable resources not specifically designed for language learning to be used for learning. This might include producing guides for learners as to which programmes are suitable, providing Gaelic subtitles or transcripts for programmes or linking web content to glosses or dictionaries. One good example is the [Watch Gaelic](#) section of the LearnGaelic website where existing television content including news and documentaries can be watched along with transcripts, translations, glosses and the ability to click on an individual word to hear pronunciation.
- In addition to providing a Gaelic for Adults language resource and encouraging non-speakers to learn, Gaelic broadcasting has potential to add to the language skills of existing speakers. For example, through exposing speakers to a wider range of vocabulary including new terminology, and through exposing users of the digital media to a wide range of dialects and registers.

Studies have shown that Gaelic broadcasting is very widely used by Gaelic learners as a means of learning.

MacNeil & MacDonald 1997 identified television as a key learning resource for learners, concluding that television provides learners with “access to an authentic speech community” as it enables viewers to be exposed to various different registers and dialects of Gaelic and to see the language being used in various contexts (1997: 4). Their survey of Gaelic learners found that around 90% of respondents watched Gaelic television programmes for the purpose of enhancing their Gaelic (1997: 2,15).

Over half of the respondents also undertook follow-up learning activities related to their viewing such as the jotting-down of words or phrases or the recording of programmes for reuse (1997: 26). Many found English subtitles useful to the learning process (1997: 24).

In addition to the direct learning benefits of television, the study argued that programmes can also sustain learners’ interest in Gaelic and give learners more understanding of Gaelic-speaking communities through the programmes based on and intended for these communities (1997: 27).



McLeod's 2010 study found that one-quarter of respondents (28%) listened to Gaelic radio programmes daily, and another quarter (29%) weekly, although 20% never did. 19% watched Gaelic television programmes daily and 34% weekly, but 21% never did. Online Gaelic content was accessed daily by 12% and weekly by 25%.<sup>6</sup>

The importance of Gaelic digital media content has also been shown in the most recent study of learners. Taylor 2016 has found that Gaelic television was the most popular resource used by learners to help consolidate or improve Gaelic skills (75%), followed by Gaelic online resources (73%). Gaelic radio was used by 65%. Digital media resources specifically named by respondents included *Speaking Our Language* and apps (2016:24).

### **4.3 Gaelic for Adults - broadcasting as a means of attracting Gaelic learners**

As MacCaluim has noted, in addition to providing a learning resource for existing learners, Gaelic broadcasting can encourage people to learn Gaelic by raising awareness of the language and/or of learning opportunities (2007:53).

Gaelic television is amongst the motives cited by adult learners for deciding to learn Gaelic (MacCaluim 2007, McLeod 2010). In MacCaluim's study, undertaken in the late 1990s, "I would be able to understand Gaelic TV" was cited as a very important reason for learning by 28.8% respondents and as quite important by 45% (2007:157. It was only cited as the main reason for learning by 0.5%, however. A similar pattern emerged in the 2010 study with many respondents citing "I would be able to enjoy Gaelic TV" as motivating factor for starting learning but with no respondents citing it as a main reason.<sup>7</sup>

Attracting learners can come about as a welcome by-product of the availability and visibility of broadcasting in a minority language but can also be encouraged as a deliberate policy intervention through, for example, choosing programmes likely to appeal to potential Gaelic learners, through portraying the language in a particular way or through programmes or publicity campaigns to encourage the learning of the language.

The extent to which digital media content can attract people to learning Gaelic was seen in the Gaelic learning course *Speaking Our Language*. This ambitious multimedia course, *Speaking Our Language*, was commenced by Scottish Television in 1993. The television programme ran for four series and contained a total of 72 programmes. Textbooks, videos, cassettes, a basic CD-ROM, a newsletter and an innovative teaching pack with worksheets and guidance for tutors accompanied this structured television series. The series achieved a high level of sales for the learning resources with over 7,500 copies of the series 1 course pack being sold between 1993 and 1995 for example (Galloway 1995:46). The course also

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<sup>6</sup> It should be noted that this survey was conducted before BBC ALBA became available on Freeview in 2011.

<sup>7</sup> It should be noted that the first of these studies was carried out in the late 1990s when Gaelic television was spread across BBC and ITV and the second was carried out before BBC ALBA was available on Freeview.

directly challenged stereotypes and sought to show the national relevance of Gaelic through portraying Gaelic in a modern and often urban context. As Cormack has argued, this was part of a broader strategy by those involved in Gaelic broadcasting to emphasise youth, modernisation and Scottish identity in the new Gaelic programming at this time (Cormack 1994).

That a larger number of people may be interested in learning than are currently actively learning can be seen, for example, by the fact that over 30,000 people contacted the television series *Speaking Our Language* for information about learning Gaelic with over 100,000 watching the programme in each of its first seven weeks (Johnstone 1994: 54, 60). An opinion poll conducted by the BBC on attitudes to Gaelic showed that 16% of respondents would consider learning the language in the future with a further 16% responding “maybe” (BBC 2003, quoted in MacCaluim 2007).

That there are many more people who could possibly be interested in Gaelic than are currently actively learning is suggested by opinion surveys about the language (MacKinnon 2011). In the most recent opinion survey, 12% of respondents stated that they would be encouraged to learn or to use Gaelic more if other people spoke it, and 12% stated that they would be encouraged if they had access to education or courses (West & Graham 2011).

It should be noted that things have changed greatly since *Speaking Our Language* launched. This was at a time before multi-channel television and when use and the potential of the internet was at a far lower level.

As noted below, a new *Speaking Our Language* equivalent is not a realistic proposition for either attracting learners or as a learning source for learners. In a multi-channel world, the number of people likely to be made aware of Gaelic through BBC ALBA is likely to be significantly fewer than those in the largely 4 channel world of 1993 despite the very high level of non-Gaelic speaking BBC ALBA viewers.

In terms of cost, the level of resources required to provide a full learners course with the same production values as *Speaking Our Language* would likely be prohibitively expensive for MG ALBA with the multi-million pound cost having to come in place of other provision unless additional funding could be sourced.

More importantly, patterns of digital media consumption have changed beyond recognition with near universal adoption of the internet and mobile devices meaning that people are now able to learn languages by non-linear means. This has been recognised by MG ALBA and the other partners behind LearnGaelic which provides both information and both formal and semi-formal Gaelic learning resources for learners.

For this reason, key research questions for this study will be to investigate how best professional digital media content can be used not only to help existing learners with their

Gaelic learning, but also to attract more learners and where possible, to encourage awareness and positive attitudes to Gaelic amongst non-Gaelic speakers.

In doing so, recommendations made by McLeod (2010) and MacLean (2016) for attracting Gaelic learning will be considered, namely that:

- BnG should continue to work to raise the profile of Gaelic and attract the attention of the wider Scottish public. These efforts should include active marketing of the language through national publicity campaigns (McLeod 2010 vi).
- That there should be more cross promotion between BBC content (both on Gaelic and English channels) and LearnGaelic and more active marketing of the language (McLean 2016)

#### **4.4 Gaelic for Adults - strategy**

The recent *Slighe gu Fileantas: Gaelic for Adults - A learning Strategy for adult learners in Scotland* (MacLean 2016) makes a number of suggestions for the GfA infrastructure to increase coordination, to attract more learners and to ensure that more reach fluency.

Its overall ambition is that numbers of learners increase to 5,000 from the current figure of 3,500 identified by Liz Taylor's 2015, 2016 studies (McLean 2016).

Some of these recommendations relate to professional digital media content.

These include that:

- The LearnGaelic.scot website be increasingly promoted as a one stop shop for information and resources for learning Gaelic and supporting the language. Gaelic promotional campaigns and materials will be encouraged to direct people to the website (recommendation 13).
- MG ALBA will seek more opportunities to direct viewers, particularly when there is a large non Gaelic speaking audience, to the LearnGaelic.scot website. The website will include more basic language support for current programmes on the channel, notably sports programmes, in order to encourage non Gaelic speakers to engage with the language (recommendation 14).

On learning resources, the report notes the major changes in learning in recent years:

Past generations of adult Gaelic learners were served by book-based learning and by television series such as *Can Seo* and *Speaking Our Language*, all of which were based on a linear learning process. However, the IT revolution and vast changes in society have created new opportunities and new expectations on the part of learners. MG ALBA has indicated that it sees the marketing and raising awareness of learning resources to be the key challenge in this area, and that it has no present intention of commissioning a new adult Gaelic learning series to replace *Speaking*

Our Language. It is, however, keen to commission non-linear learning resources, suitable for independent learning, which can be accessed on the LearnGaelic.scot website (McLean 2016:13).

As a result of these changes, independent technology-assisted learning is becoming increasingly important. This can be a particularly cost-effective means of learning and can encourage a creation of new networks of learners (MacLean 2016). MacLean therefore recommends:

- A working party will be set up to audit the current availability of independent technology assisted learning for GFA and will identify priorities for development (recommendation 7).

The report notes the progress towards a national scale of competencies for Gaelic linked to the Common European Framework of Reference for Languages (CEFR). He says that this scale should be included on the LearnGaelic.scot website (recommendation 9).

The current report is concerned with the acquisition of Gaelic skills by existing speakers as well as by learners so it is important to note that MacLean's report also notes that the GfA sector should recognise the wide range of learners abilities, needs and aspirations of and "take account the needs of fluent speakers who wish to improve their literacy skills" (recommendation 6).

In the context of the skills of existing speakers of Gaelic, it should be noted that the briefing paper by Mark McConville and Roibeard Ó Maolalaigh to MG ALBA on the language and political effects of minority language broadcasting suggests the need for an easily-accessible and authoritative one-stop shop for linguistic guidance - perhaps a SpeakGaelic.net as opposed to a LearnGaelic.net (2015:6).

### ***5. Fluent speakers and Gaelic broadcasting and Gaelic skills***

While much literature on Gaelic learners touches upon broadcasting, there is little in the way of literature about the impact of Gaelic digital media content on the acquisition of Gaelic skills by existing Gaelic speakers.

As Bell et al have pointed out in their major study of Gaelic corpus planning it is clear that digital media, particularly radio, play an important role in creating and disseminating new words (2014:85). In addition to vocabulary, fluent speakers also hear a range of different speakers and registers of Gaelic in Gaelic broadcasting. This issue will be investigated further in our study.

An important finding of Bell et al.'s study was that many Gaelic speakers are not confident in their linguistic abilities. A generation gap was identified amongst respondents with younger speakers tending to be less confident (2014:134). For this reason, whether broadcasting can aid confidence will be investigated in our study.

One of the central conclusions to the report was that most Gaelic speakers, not just learners, admit that they are in need of more practical support to allow them to use Gaelic more effectively and comfortably in their daily lives, including their professional lives (Bell et al. 2014, summarised in McConville & Ó Maolalaigh 2015:6). How professional Gaelic digital media content can contribute to this will be investigated further in our research.

One digital media issue which is worth investigating with regard to existing Gaelic speakers is the major changes which have occurred in the media in the new millennium. These are summarised with particular reference to Gaelic by Cormack in his 2008 paper, *Gaelic in the New Digital Landscape*. In addition to the expansion of multi-channel TV and the internet, there have also been changing roles within the digital media.

This has been due to the advent of the "second web" or "internet 2.0" since the mid 2000's, basically meaning that the world wide web has seen increased file sharing and content creation by users with less intervention and control by professionals. This includes developments like social media, YouTube and Wikipedia (Cormack 2010:131).

This raises some research questions - namely how and to what extent Gaelic speakers' are making use of the internet in Gaelic and to how this interacts with their use of more traditional Gaelic broadcasting content. As much of the social media content involves writing, this raises interesting questions around the reading and writing in Gaelic as native Gaelic speakers are often more fluent and confident in speaking than in writing the language. The most recent census data shows that of all people with any Gaelic language skills (speaking, reading, writing or understanding), 21.8% of respondents came under the "speaks but does not read or write Gaelic" category (National Records for Scotland 2015: figure 2).

## **6. The issue of subtitling**

Subtitling is an issue with impact on all viewers of Gaelic television and comes up frequently in literature relating to Gaelic skills acquisition and broader RLS issues. It is also a somewhat controversial issue at times (see for example Campbell 2016 for a discussion of issues around subtitling). High quality Gaelic programmes with English subtitles can help attract non-Gaelic speaking viewers and, by allowing non-speakers to access Gaelic television, encourage some to learn Gaelic or form positive attitudes to the language (Johnstone 1994:65). Subtitling can also act as a learning resource for learners of Gaelic (MacNeil & MacDonald 1997: 24).

For more advanced learners or for fluent speakers however, there is the concern that English subtitles may also undermine the acquisition or improvement of language skills by

drawing attention from the minority language to the subtitles (Johnstone 1994:65; O'Connell quoted in Campbell 2016).<sup>8</sup>

These issues have led some commentators to suggest changes to subtitling policy for BBC ALBA, for example, that English subtitling should be optional and/or that Gaelic subtitles should be introduced (see for example Campbell 2016 and The draft National Plan for Gaelic, Bòrd na Gàidhlig 2006, 39). Recognising the importance of the accessibility of the language to non-Gaelic users, MG ALBA has a policy preference to work towards English language 'turn off' optional subtitles and is investigating the options with regard to this (MG ALBA 2015).

This discussion raises the research question as to how policy on subtitling can best serve the needs of Gaelic learners, potential Gaelic speakers and the skills of existing Gaelic speakers. These were therefore investigated further in our research.

### ***Conclusion of literature Review***

Policy papers on the Gaelic media and Gaelic development in general show a desire by MG ALBA and Bòrd na Gàidhlig for professional digital media content to aid RLS. Literature on the impact of broadcasting on RLS has shown that the relationship between the two is complex and can be difficult to research, particularly in terms of impact on language usage and intergenerational transmission. In the area of broadcasting acting as a resource for learning and for encouraging the learning of Gaelic, however, key focuses of this study, it seems that a relatively straightforward link can be established, particularly when the focus is broadened from broadcasting to professional Gaelic digital media content in general.

McConville & Ó Maolalaigh provide a useful distinction between two modes of language policy intervention: ideological consolidation and language support (2015:5). The former involves sociological research focussing on high-level questions on status and usage planning. The latter is acquisition support, policy intervention at the more concrete and pragmatic level of individual language ideology and practice. Rather than trying to engineer society's linguistic practices and ideologies from a macro-level, acquisition support targets people who already want to change their linguistic behaviour but need help in doing so. The topic of this research falls into the category of language support.

For adult learners, key questions arising from existing literature are how Gaelic learners use Gaelic media content to aid their learning journey, what their views are on existing provision and how they feel it can be improved. As part of this, to what extent the digital media can aid in compensating for gaps and weaknesses in the current Gaelic learning infrastructure

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<sup>8</sup> The broader question has also been raised for Gaelic that closed-subtitling of Gaelic programmes with no corresponding Gaelic subtitling being made available has negative consequences for the status of the minority language with programmes becoming in effect English language programmes (this point is made, for example by Angus Peter Campbell, quoted in Allan Campbell 2016). This is an important issue but is largely outwith the remit of this study.

will be investigated. How more learners, including younger learners, can be attracted is also a key issue to be investigated. Some interventions in these areas have already been suggested (e.g. by MacLean 2016, McLeod 2010) and these will be considered as part of the research.

There is little in the way of literature on the link between Gaelic digital media and Gaelic skills acquisition on the part of existing Gaelic speakers. Areas for investigation suggested by research, however, are whether viewers feel that broadcasting aids their skills in understanding different dialects and registers and acquiring new vocabulary. As literacy skills are often weaker in native speakers than speaking skills, use of Gaelic webpages and social media and social media interaction are also considered. For use of Gaelic broadcasting in a school context this is a very understudied area and we have chosen to investigate this mainly through focus groups.

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## Section 3.0 Analysis, Conclusions and Recommendations

This section records and analyses the results and provides conclusions and recommendations. Please note that the focus group results are fully integrated within each sub-section 3A, 3B, 3C and 3D. The focus groups (whilst structured very differently) covered the same content as the survey which means that findings from both the surveys and the focus groups are exactly aligned and analysed together. Occasionally additional perspectives from focus groups where there was strong group consensus- are recorded in the analysis.

The structure of the reporting reflects that some of the questions have been moved around from their original layout to help the reader follow a more logical breakdown of findings. In the interests of optimising survey returns the survey structures had been set out slightly differently.

For each survey the results, conclusions and recommendations are recorded. It's suggested that the recommendations (also listed in section 4) are considered for future digital resource planning. The term n/a (non-applicable) is added to the recommendation column where there is no allocated recommendation; this applies to many factual yes/no type questions which are directly influencing the 'evidence' to justify the recommendations tabled elsewhere.

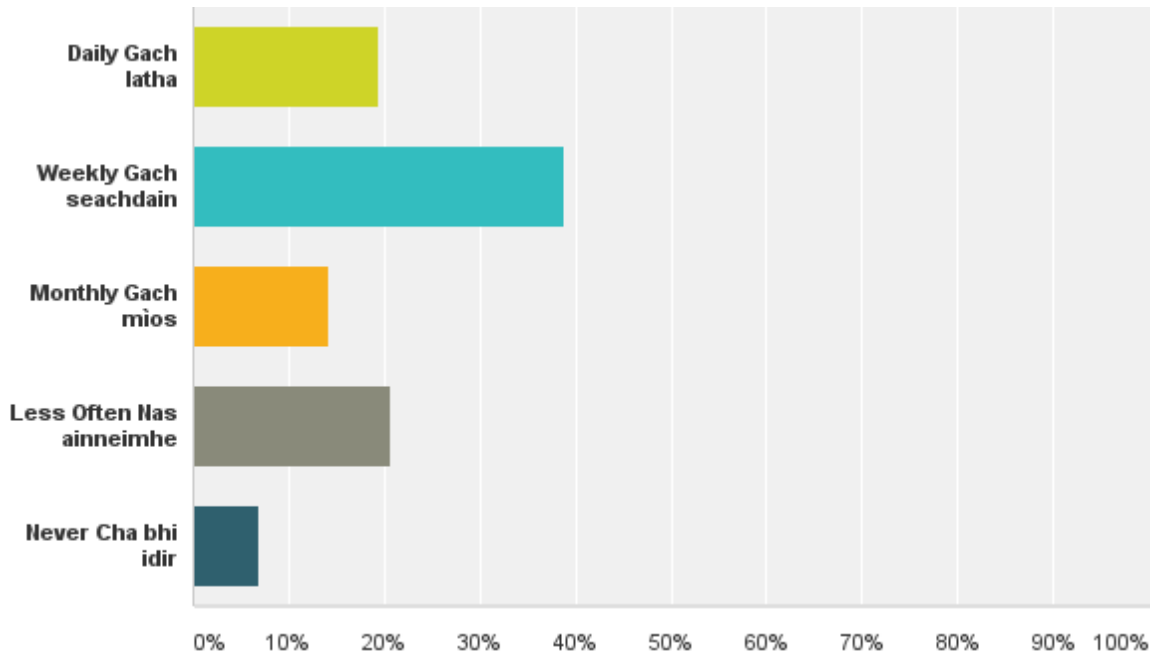


### 3A Gaelic Learners Review

There were 528 responses. 60% of respondents were female and 40% male. Responses were from: 0-24 year olds- 7%, 25-44 year olds 39%, 45-64 year olds 43%, 65-74 year olds 9% and

75 year+ 2%. The four highest local authority locations for survey responses were Highland 18%, Glasgow 12.5%, Edinburgh 11%, Argyll and Bute 8.5%.

**3A1 Do you watch BBC ALBA? Please tick the one that most applies.**



**Results**

93% of respondents watch BBC ALBA

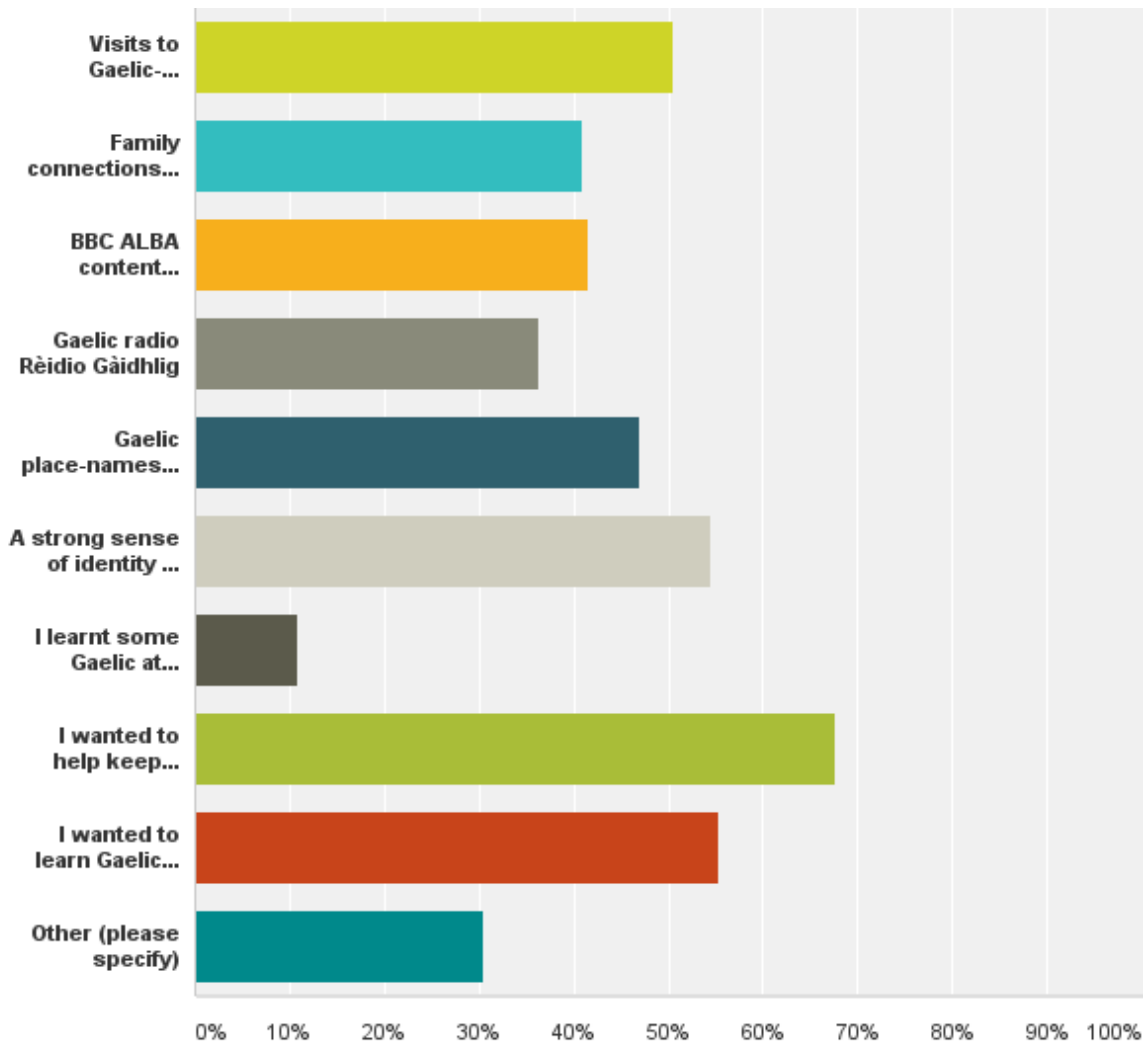
**Conclusions**

The viewing frequency was very similar within the Gaelic learner Focus group results, particularly the intermediate learners where the breadth of the content viewed was very high. Notably very early beginners were more likely to be watching BBC ALBA less with GME parent early learners mainly watching children’s programmes in Gaelic with some watching music, sport and documentaries occasionally.

**Recommendations**

| CODE 3A1 | Recommendations |
|----------|-----------------|
|          | n/a             |

**3A2 Which of the following experiences (if any) have helped drive your interest in learning Gaelic?** Respondents were asked to tick all reasons applying:



**Results**

The top 5 reasons from highest were;

- 1<sup>st</sup>- I wanted to help keep Gaelic alive
- 2<sup>nd</sup>- I wanted to learn as it's a National language of Scotland
- 3<sup>rd</sup>- A strong sense of identity and association with Gaelic or Gaelic culture
- 4<sup>th</sup>- Visits to Gaelic- speaking parts of Scotland
- 5<sup>th</sup>- Gaelic place-names

*In addition* 159 'other' comments were provided (even though only [ $<1\%$ ] respondents didn't answer the main options). In order highest to lowest the main additional reasons cited for learning Gaelic were;

- Nursery or GME parent or wanting to learn to pass it onto their kids
- Songs and music interests

- A strong interest in Gaelic learning from a range of ‘specialist’ and intrinsic motivators
- Work related and to assist career
- Part of Gaelic community
- Irish Gaelic connections

Please note that the other options on the survey (those marked as summary titles on the graph axis and not summarised above) are: BBC ALBA content, Gaelic radio, I learnt some Gaelic at school and decided to develop my knowledge.

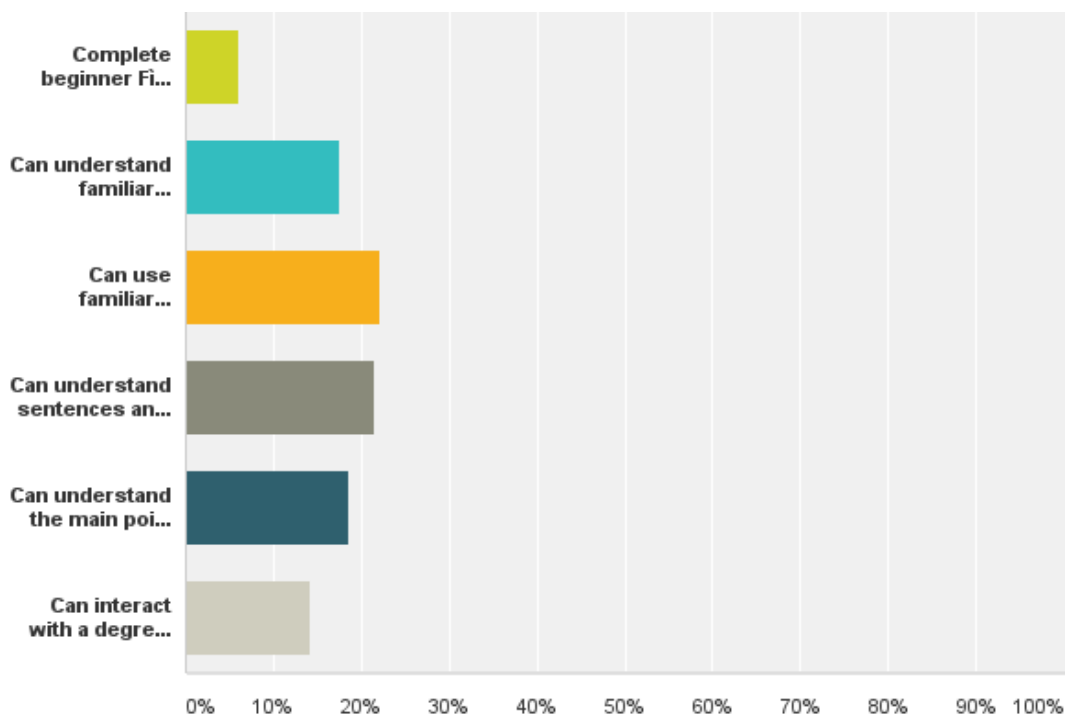
### Conclusions

There are a great variety of motivators for why people are learning Gaelic. The top reasons are a motivation to help keep Gaelic alive and respondents wanting to learn it because of it being a national language of Scotland. Perhaps the strong sense of identity and association with Gaelic language and culture (3<sup>rd</sup> top option) is what is driving the two top reasons. We may be able to draw a direct relationship between positive intrinsic experience of the Gaelic language and culture as having a direct impact on the status of the language.

### Recommendations

| CODE 3A2 | Recommendations |
|----------|-----------------|
|          | n/a             |

### 3A3 How do you rate your existing Gaelic language skills? (Tick one)



## Results

The results show that there is a mixture of learner levels with fewer complete beginners and relatively more advanced beginners.

Note Vertical axis titles are:

Complete beginner

Can understand familiar everyday expressions and very basic phrases

Can use familiar everyday expressions and very basic phrases

Can understand sentences and frequently used expressions related to areas of most immediate relevance (for example, very basic personal and family information)

Can understand the main points of conversation on familiar matters

Can interact with a degree of fluency and spontaneity that makes regular interaction with learners and/or native speakers possible

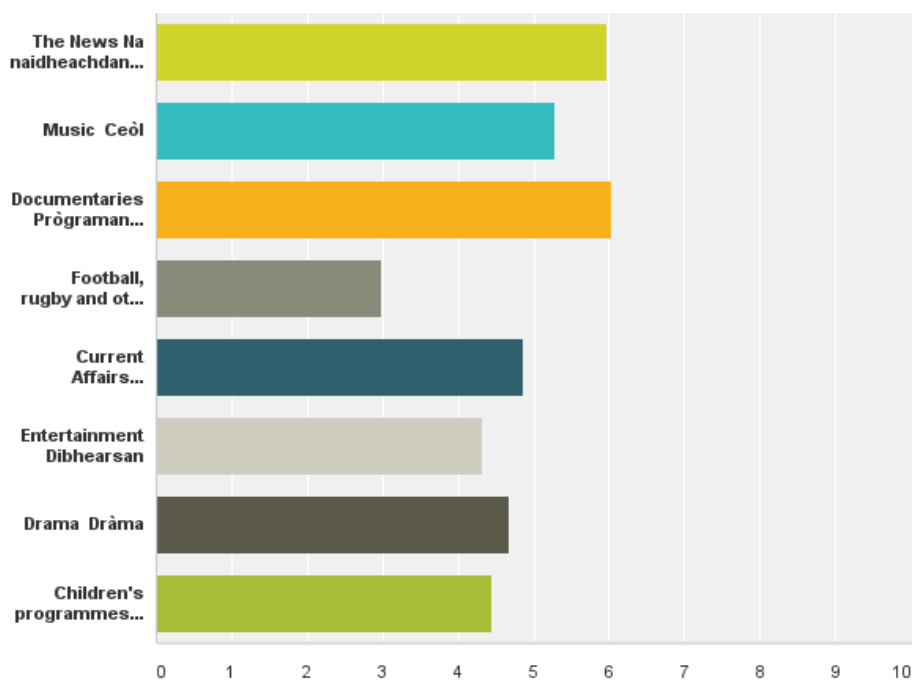
## Conclusions

There are a variety of learner levels taking part in this research.

## Recommendations

| CODE 3A3 | Recommendations |
|----------|-----------------|
|          | n/a             |

**3A4 In order (1-8), 1 being the highest, which BBC ALBA content most supports your Gaelic learning? If none of these apply then please leave this question blank.**



**Results**

This was answered by 78% of respondents. The results from highest to lowest show that documentaries very closely followed by the news then music and current affairs, drama then children’s programmes are cited as most supporting Gaelic learning.

Please note that the full written options on the survey (those marked as only summary titles on the graph axis) are: Football, rugby and sports.

**Conclusions**

This questions learners about the sorts of content that’s most supporting their Gaelic learning without taking account of any learner dedicated programmes. What is consistent across both the survey and focus groups results is that people feel they are improving their Gaelic when they are ‘engaged’ with the content of the broadcast (where they are closely listening in) and where they can follow the content both visually and verbally.

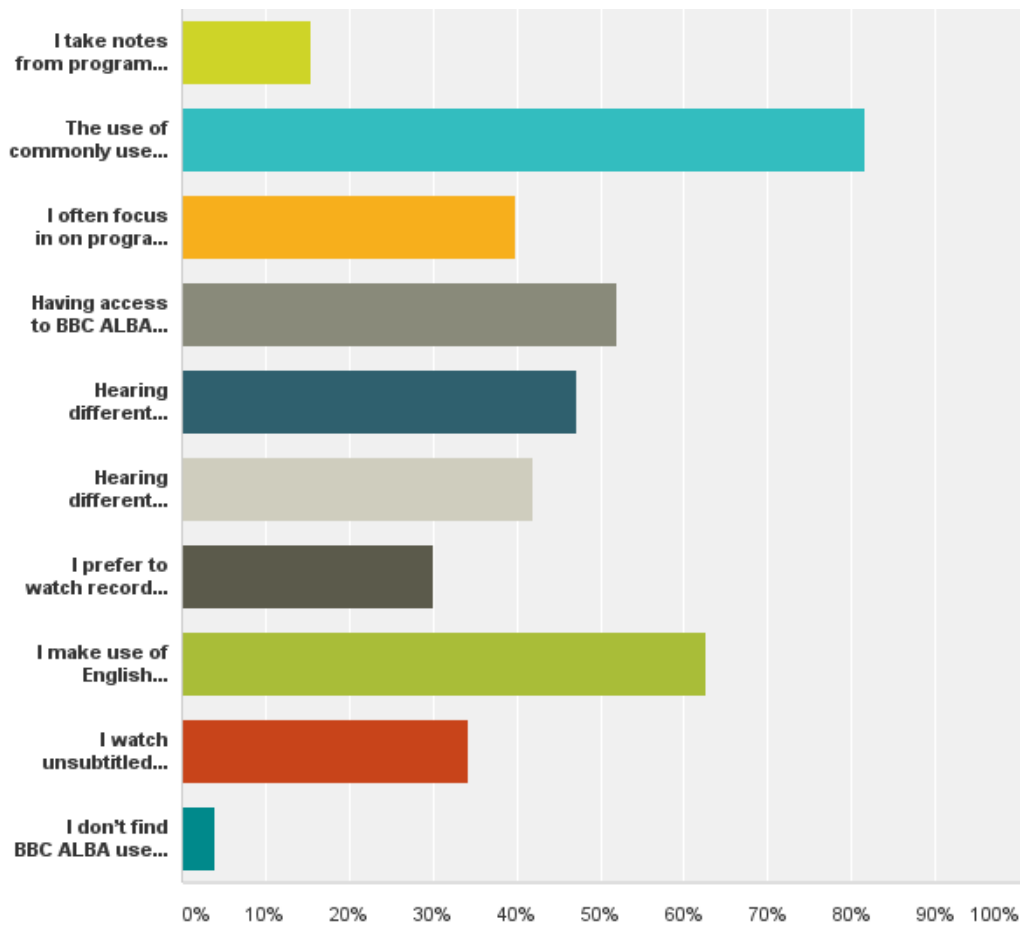
Some focus group attendees who were *early beginner* learners felt that their access or entry points into the BBC ALBA channel were not obvious and they relied more on self-initiative to explore the contents of the BBC ALBA channel. Their key point was that BBC ALBA is not making Gaelic learners aware of the benefits of viewing the channel and how to use the programmes to improve their Gaelic. This said all participants at the early learners’ focus group already watched the BBC ALBA children’s programmes which they found very useful for their Gaelic learning due to the use of simple phrases.

Suggestions were made that promotional referrals to BBC ALBA from the other BBC channels would be an advantage, as would providing popular drama series and film nights on the BBC ALBA channel. The suggestion was that the popular dramas and films would be in Gaelic but with English subtitles (with the option to switch off subtitles ideally).

**Recommendations**

| CODE 3A4 | Recommendations |
|----------|-----------------|
|          | n/a             |

**3A5 How does your BBC ALBA viewing motivate and support your Gaelic learning? Please tick all that apply.**



## Results

The top 4 ways were:

1<sup>st</sup> -The use of commonly used words and phrases within programmes and features re-inforce Gaelic vocabulary.

2<sup>nd</sup> -I make use of English language subtitles in order to learn the meanings of words, idioms and phrases.

3<sup>rd</sup> -Having access to BBC ALBA online content via the BBC ALBA website including iPlayer and YouTube enables me to select and interact with Gaelic content at a time that suits me.

4<sup>th</sup> -Hearing different Gaelic dialects helps me to understand the range of Gaelic spoken and re-assures me that there are different versions for certain words.

Please note that the remaining option titles only written as summary titles on the vertical graph axis are: I take notes from programmes that interest me, I often focus in on programme content and presenters that I can follow more easily helping my listening and conversational skills, Hearing different informal and formal Gaelic being used for different subjects helps my confidence to talk with Gaelic speakers, I prefer to watch recorded or iPlayer content so that I can pause the programme or repeat parts of the programme so as to go over learning points

**Conclusions**

BBC ALBA broadcasting is helping 81% of the respondent’s re-enforce their Gaelic vocabulary, this is very high. Also it’s helping learners to learn new word meanings, idioms and phrases. The access to content from iPlayer and YouTube is felt beneficial. Learning the various dialects of Gaelic is also a significant benefit of BBC ALBA broadcasting.

Being able to focus in on programme content and presenters that can be followed more easily to support listening and conversational skills is also recorded as beneficial. Also hearing different informal and formal Gaelic being used for different subjects is cited as helping confidence to talk with Gaelic speakers by over 40% of people.

The results for this question show that BBC ALBA broadcasting is assisting Gaelic learning from a variety of perspectives.

**Recommendations**

| CODE 3A5 | Recommendations |
|----------|-----------------|
|          | n/a             |

**3A6 Which BBC ALBA content in particular do you use to help your learning? (please insert names here).**

**Results**

This question required written only responses. 293 written responses were supplied. The top results were as follows;

- 1<sup>st</sup> -Speaking Our Language and The News (equal)
- 2<sup>nd</sup> -Eòrpa and wide-ranging documentaries (Trusadh particularly)
- 3<sup>rd</sup> -Bannan
- 4<sup>th</sup> -Children’s programmes

**Conclusions**

Speaking our Language is extremely popular. Some people commented that its needs updated but what they mean is the fashion era in which it is set rather than its actual content. As discussed previously, learners are watching the TV content that engages their interest i.e. the news, documentaries, current affairs and drama. Still significant is the importance of clearer and slower spoken Gaelic as is exemplified in these popular categories.

A key finding from the focus groups was that adults are using children’s programmes for learning basic vocabulary. As the vocabulary for children’s shows is sometimes (though not



always) reasonably basic the early beginner adults are able to follow the vocabulary and understand the words. In this context early learners feel that the lack of subtitles to be advantageous.

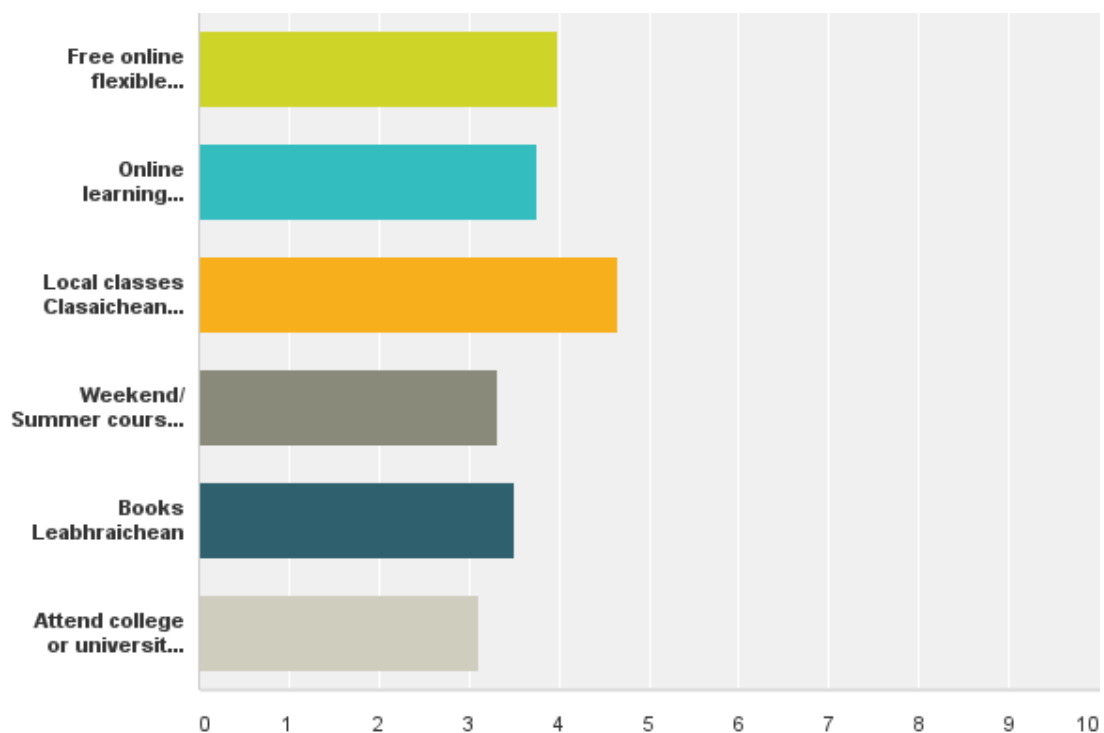
English subtitles remain controversial across all learner level segments with the flexibility to switch them on and off on demand being a shared recommended resolution.

Gaelic radio learning options featured highly although this question was dedicated to TV material only.

**Recommendations**

| CODE 3A6 | Recommendations |
|----------|-----------------|
|          | n/a             |

**3A7 How do you prefer to learn Gaelic? Please tick order of preference 1-6 (1 being the highest).**



**Results**

Top 5 from highest:

1<sup>st</sup> -Local classes

2<sup>nd</sup>- Free flexible online learning (dip-in approach)

3<sup>rd</sup> -Online learning (structured course)

4<sup>th</sup> -Books

5<sup>th</sup> -Weekend/Summer Course

### Conclusions

Local classes are most popular amongst learners. The learner focus groups and the qualitative research results of the survey show that people feel that conversational Gaelic is a key underpinning in being able to learn, use and enjoy the language. Free online flexible learning was also extremely popular. The focus groups felt that on-line flexible learning was the best fit to their day to day lifestyles whereby they don't have time to attend classes.

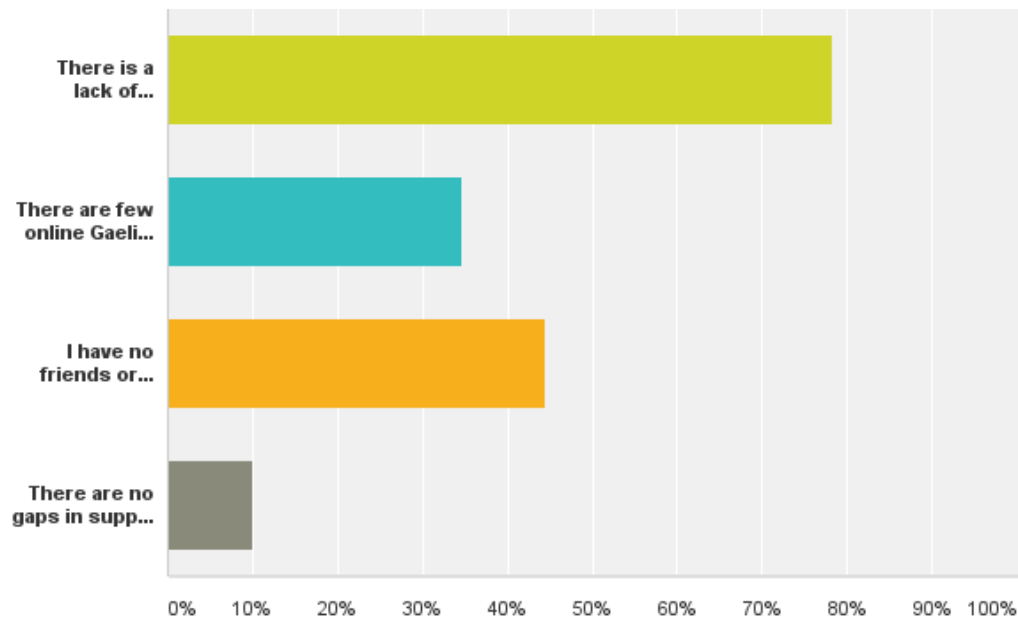
Other parts of this research tell us about the general problems around Gaelic classes; the lack of classes at the levels required, their lack of accessibility, the cost, the lack of continuity etc. In 2017 it is clear that there needs to be digital communication options that provide for Gaelic conversation; this could be person to person (mentor) through Skype or other audio communication or there could be social network options that facilitate the meeting of people and groups face to face in their locale. At the very least opt-in online network access to Gaelic conversation sharing is a priority.

Any new or extended digital learning options should take account of achieving the ongoing sign-up of users and supporting and motivating the learner through their learning journey. Whilst nowadays our basic needs are provided for with less hardship, modern lifestyles are bounded by the complexity of fitting more into day to day life - with competing choices over how to spend any free time available. For this reason Gaelic language learning needs to be attractive and fit into modern day lifestyles which means; customisation of content against learning needs, small regular lessons, reminders to keep participating, learning templates designed for mobiles, achievement motivators, options to share learning.

### Recommendations

| CODE 3A7 | Recommendations |
|----------|-----------------|
|          | n/a             |

**3A8 Do you feel there are gaps in the support for your Gaelic learning? Please tick any that apply:**



## Results

- 1<sup>st</sup>-There is a lack of opportunity for me to talk Gaelic in a Gaelic immersive environment.
- 2<sup>nd</sup>-I have no friends or family who can talk to me in Gaelic.
- 3<sup>rd</sup>-There are few online Gaelic language support networks available that would help my Gaelic learning.
- 4<sup>th</sup>-There are no gaps in support

The most common points made via the 116 written comments were that:

- there is a lack of ongoing provision of classes
- there is a lack of structured class options at the right level
- the affordability of classes is an issue
- there is a lack of conversational group options
- any sort of Gaelic support networks were cited as being helpful
- respondents from abroad felt that not having access to BBC ALBA abroad is a disadvantage

## Conclusions

The issue of not being able to speak Gaelic in an immersive environment is very prevalent. Only 10% said that there were no gaps in the support for their Gaelic learning. A third of respondents ticked that there were few online language support networks that would help support their learning.

The written comments showed that Gaelic classes' provision is currently problematic. The complexity of the varied provision and cost of Gaelic classes cannot be solved by the digital sector but digital media can be used to help promote classes. LearnGaelic.scot provides details on Gaelic classes but given the fragmented nature of class provision it seems important that Gaelic digital media addresses how it can support the conversational

learning issue (whilst not being a direct substitute). It would be worth exploring if responsive opt-in system via the LearnGaelic.scot website would be able to direct users to Gaelic mentors and also if LearnGaelic.scot could help set-up and support sociable meet-up networks for informal Gaelic conversation throughout Scotland. It's been found in other parts of the survey that Gaelic learners in some parts of Scotland believe themselves completely cut-off from anyone to converse with in the language. If Gaelic digital media (GDM) can be used to link learner's together then Gaelic classes or informal conversational meetings could be set up locally on the basis of demand.

Digital media needs to help facilitate Gaelic conversation and communication networks. Being able to share Gaelic conversation needs to be a carefully built in element of all digital learning resources. Audio dictionaries, podcasts and radio are thought of as great resources to support conversation but the missing link continues to be the option to share live conversations in Gaelic through digital media or face to face.

**Recommendations**

| CODE 3A8 | Recommendations |
|----------|-----------------|
|          | n/a             |

**3A9 Can you tell us about any types of resources through Gaelic media (TV, radio, websites, internet, apps, social media) that would support your own Gaelic learning?**

**Results**

This question had written responses only. 50% of respondents answered (266).

There was a huge range of answers. Most respondents recorded their own opinion about what existing named resources are useful for their learning rather than citing 'types' of resources that would support their learning. The following resources were cited as very popular:

- Gaelic radio (particularly Beag air Bheag, Litir Beag, Litir do Luchd-ionnsachaidh)
- LearnGaelic.scot
- Speaking Our Language
- Am Faclair Beag
- Gaelic4Parents

The key points coming through frequently were as follows:

- The need for more apps that are flexible (to use on any device), responsive and motivating.
- The need for conversational support networks to motivate commitment and enjoyment.
- The need for more podcasts.
- Update speaking our language and build in interactive app and website content.

- Some people felt that subtitles support their learning with others wanting rid of them.
- The need for adult BBC ALBA content that has wide appeal like Film nights, serialised dramas like Shetland, Down Town Abbey, crime based drama series and popular high viewer audience themes.

**Conclusions**

This question was interested in finding out what ‘type’ of digital media content is supportive for Gaelic learning, but what most respondents came back with was which existing resources they liked best.

Clearly people need resources that are responsive to their needs. Developing existing products to include more interactive features was supported, eg. podcasts, YouTube material, learning apps. The app products need to be motivating, responsive, enjoyable, flexible, and fit the learning to the needs of the users. Having access to a range of types of content continually came through as popular whether YouTube or iPlayer downloads. Having more options for more interaction with peer learners and tutors (ideally) was also supported.

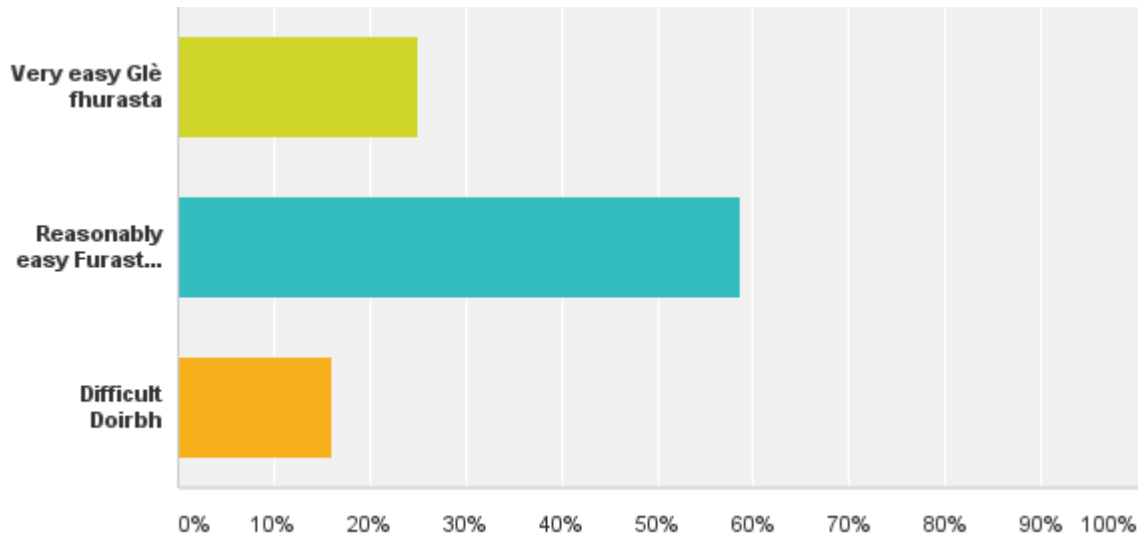
Beag air Bheag was consistently cited as an excellent resource by most early learners and all intermediate learners across focus groups and the survey. Explanations for the popularity attached to Beag air Bheag were that it had podcasts, translations and Litir Beag webpage links which are all valuable. Also the Beag air Bheag webpage promotes LearnGaelic.scot so all in all it is seen as a very helpful. LearnGaelic.scot is very popular, particularly the dictionary. Speaking Our Language is also very popular with some people commenting that more vocabulary web files would be an asset. There is a lot of support for a Duolingo or Mesmerize type app. When people are motivated to learn Gaelic as ‘lone wolves’ the hooks to keep them motivated needed to be strong and often direct from the GDM non-human resource.

It’s important to be aware of not re-inventing digital products that currently exist but under a different name. Instead address what already exists but make it even better, already LearnGaelic.scot and Beag air Bheag are very strong brands to build upon.

**Recommendations**

| CODE 3A9 | Recommendations   |
|----------|---|
|          | Conversational networks through digital learning should be promoted.  |
|          | Blasad Beag needs to be promoted to Gaelic beginners as some Gaelic beginners don’t access RNG as they assume it will be over advanced. |

**3A10 How easy has it been for you to find out about how to learn Gaelic?**



### Results

This tells us that 84% of learners have found it reasonably easy or very easy to find out how to learn Gaelic.

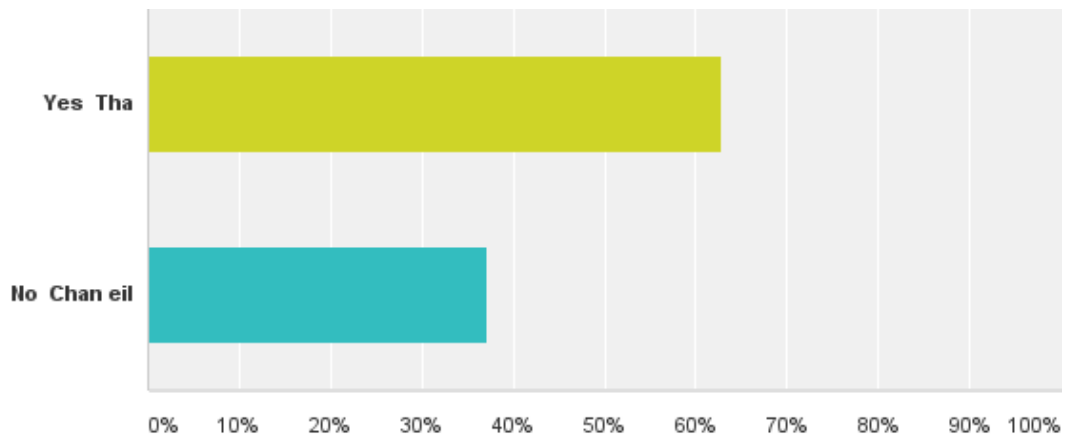
### Conclusions

The majority of existing learners have found it easy to find out about how to learn Gaelic. Whilst most people can find out about how to learn Gaelic the use of search engine optimisation and ongoing marketing of *intuitively titled* learning options is important.

### Recommendations

| CODE 3A10 | Recommendations   |
|-----------|---|
|           | Conversational networks through digital learning should be promoted.  |
|           | Blasad Beag needs to be promoted to Gaelic beginners as some Gaelic beginners don't access RNG as they assume it will be over advanced. |

### 3A11 Are you aware of LearnGaelic.scot?



**Results**

Awareness levels amongst learners of LearnGaelic.scot are at 63%.

**Conclusions**

Awareness is reasonable but could be improved by more marketing via digital media. Similarly 66% brand recognition was recorded amongst the beginner to intermediate learners’ focus group. The Gaelic Learner Education (GLE) survey and GME survey both recorded a very low awareness of LearnGaelic.scot. The reason for the low awareness amongst P6 and P7 children may be that LearnGaelic.scot is not specifically targeted for the use of primary children or perhaps it has been promoted to Education Scotland and Local Authorities rather than to teachers directly, also LearnGaelic.scot may not be developed to fit directly to the present curriculum.

**Recommendations**

| CODE 3A11 | Recommendations  |
|-----------|--|
|           | Utilise all MG ALBA digital family products for marketing LearnGaelic.scot |

**3A12 If you answered ‘yes’ to being aware of LearnGaelic.scot, then could you please comment on the quality of the resource and which features you find most useful:** The answers were written only.

**Results**

- LearnGaelic.scot is extremely highly thought off by all those have used it across all Gaelic acquisition segments.
- The service features highest in popularity are the dictionary with the audio/sound files with hearing Gaelic pronunciation being of particular benefit.

- All of the features of the product add up to the greater whole. For example the links to Gaelic radio broadcasts, stories, features and news were seen as interesting, intriguing and motivating.
- Little by little and stories based from news and RNG were seen as excellent links and good quality material for learning.
- There's a want for more apps linked to LearnGaelic.scot, this requires more apps but LearnGaelic.scot being the 'one stop shop' where these links are found and described.
- Some comments about the need to find grammar for the more complex stage beyond what LearnGaelic.scot offers even if this involves directing the intermediate learner to other resources.

### Conclusions

LearnGaelic.scot attracts a lot of Gaelic learner traffic, has an excellent word of mouth reputation and is in a strong position to be promoting 'extension' learning products. LearnGaelic.scot has high awareness and has a strong brand (achieved over a few years) it's important that it optimises this strong positioning.

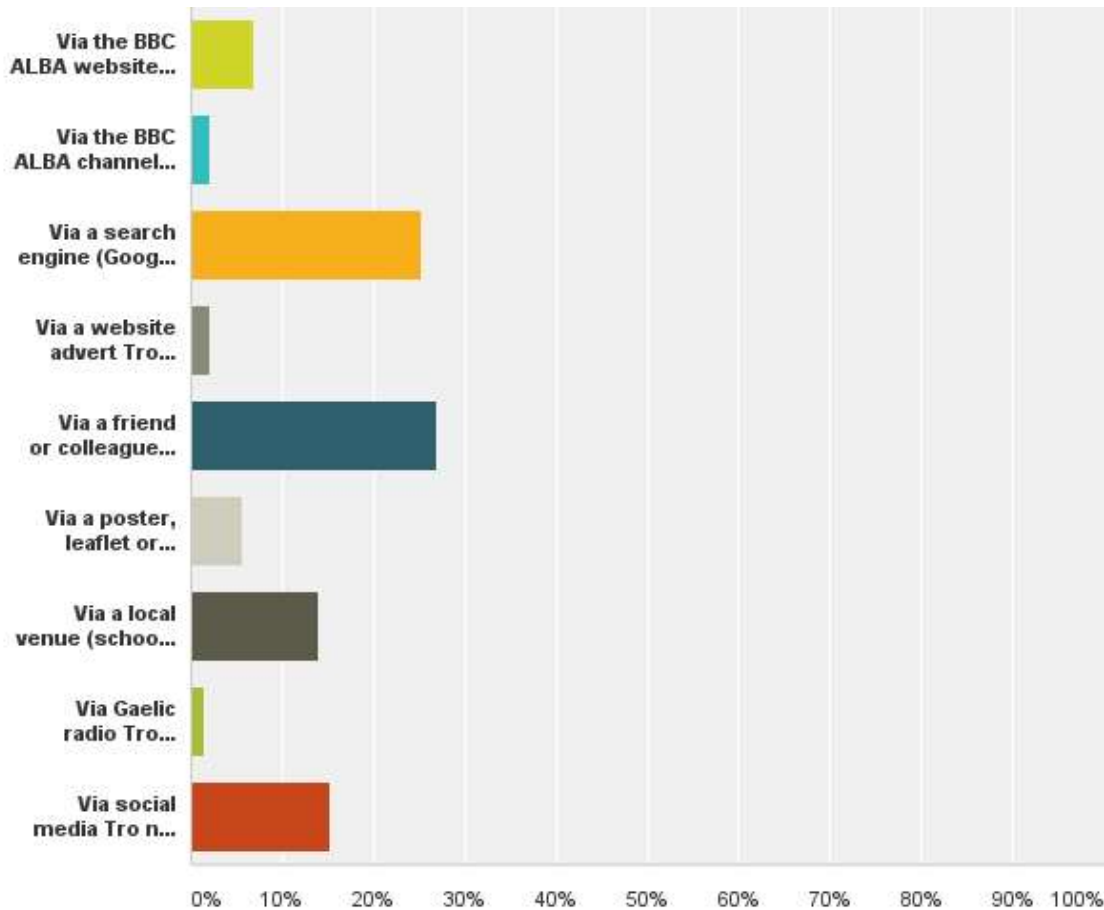
### Recommendations

| CODE 3A12 | Recommendations   |
|-----------|---|
|           | Utilise all BBC ALBA and MG ALBA digital family products for marketing LearnGaelic.scot   |
|           | <p>It needs to be remembered that some learners are completely disconnected from any social interactions or peer group to provide any advice on their Gaelic learning. Quite often this scenario applies (as reflected in this research) within Central Scotland where the Gaelic learning population is potentially high. This grouping who are in no way socially connected to Gaelic need to be encouraged or they may give up trying to learn Gaelic.</p> <p>To this end there is a need to implement a LearnGaelic.scot flash-up website opt-in advertisement system to communicate and 'hook' new site visitors - often they will be a new learner who may need help identifying how to learn Gaelic and will benefit from hand-holding advice on their options.</p> <p>Once LearnGaelic.scot has opt-in data and permissions for further communications with the new site visitor then there are many ways that the customer can be supported and motivated to learn Gaelic in the following example ways:</p> |



|  |  |
|--|--|
|  | <p><b>-Needs assessment:</b> The opt-in will begin with the key questions about how the website visitor would like to learn Gaelic and provide the various options for further enquiry. This further enquiry will be via e-mail to a responsive Gaelic learner advisor within LearnGaelic.scot.</p> <p><b>-Alerts e-mails:</b> Once people sign-up they will be sent shared member e-mails that promote a dedicated <i>Gaelic cluster mentoring system</i>, the promotion of events and interesting relevant stuff about the language, culture and getting more connected with Gaelic day to day.</p> <p><b>-Gaelic cluster groups:</b> Taking the learner email opt-in a stage further-an intervention to develop Gaelic conversation and immersion outcomes is suggested. From the research we know that lack of conversational outlets to speak Gaelic is a de-motivator and something GDM must aim to address. To grow and retain learners new methods are necessary to connect people to share Gaelic conversation.</p> <p>1) LearnGaelic.scot should seek Gaelic cluster mentors who are willing to undertake informal Gaelic conversation sessions with learners either through Skype (or similar) or face to face. This will be achieved via press ads and target public relations work undertaken by LearnGaelic.scot. These cluster mentors should be given a helpful hints toolkit to get set-up to offer informal meet ups and Skype sessions with people who are learning to speak Gaelic. The toolkit will include:</p> <ul style="list-style-type: none"> <li>- up to date information on Gaelic learning pathways for new learners covering useful learning advice including transferable GDM resources and all learning options,</li> <li>-templates kit for advertising informal open conversational meetings,</li> <li>-technical information on how to set up and manage Gaelic discussion forums</li> </ul> <p>2) A postcode match referencing system should be built in to identify and match local conversational mentors to learners.</p> <p>3) The facilitator cluster mentor will get in touch to arrange future communications with the new learner.</p> <p>4) The idea is that the cluster group is built-up with more and more people joining and the group meet informally now and again or regularly. They may choose to go walks and explore Gaelic place-names, perhaps meet in different day out locations or have a regular meet up point. They may or may not choose to fundraise for their group to pay for guest speakers, community events and venues.</p> <p>This GDM intervention will build a data-base of new learners and increase the number of learners.</p> |
|--|--|

**3A13 If you have heard of LearnGaelic.scot, then can you remember where you found out about it? Please tick the most appropriate answer.**



**Results**

LearnGaelic.scot is most commonly found out about via a friend or a colleague but often via Google, sometimes via social media or a local venue. Only 2% found out about it via the BBC ALBA channel.

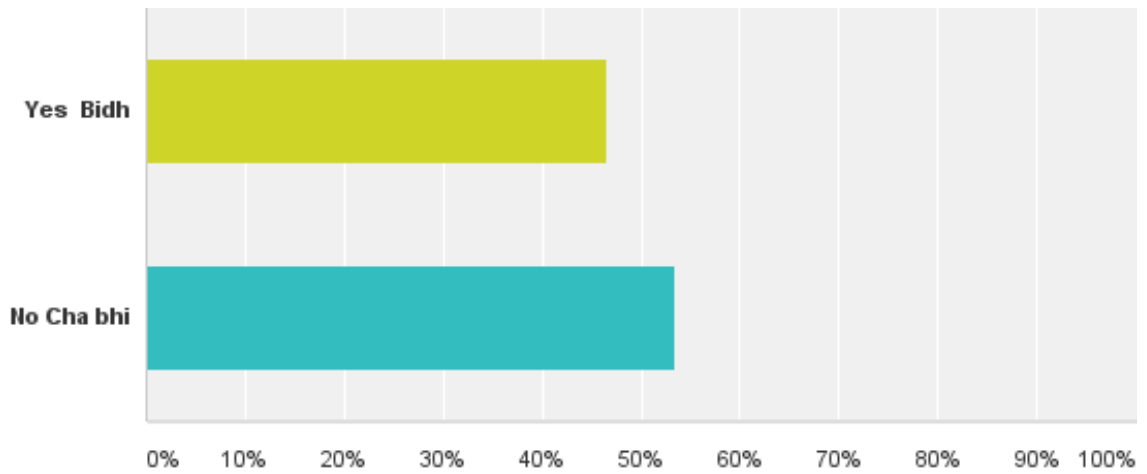
**Conclusions**

The fact that LearnGaelic.scot is promoted through word of mouth suggests people are pleased to refer new learners to the website. The fact that the google search is high is very re-assuring as it means that external people who have no associations with Gaelic speakers or existing Gaelic networks can easily find it.

**Recommendations**

| CODE 3A13 | Recommendations |
|-----------|-----------------|
|           | n/a             |

### 3A14 Do you use the BBC ALBA website?



#### Results

46.5 % use the website. 53.5% do not use the website. The focus group showed that more intermediate learners were more likely to be using the website. Beginner learners used it for downloads for children’s shows.

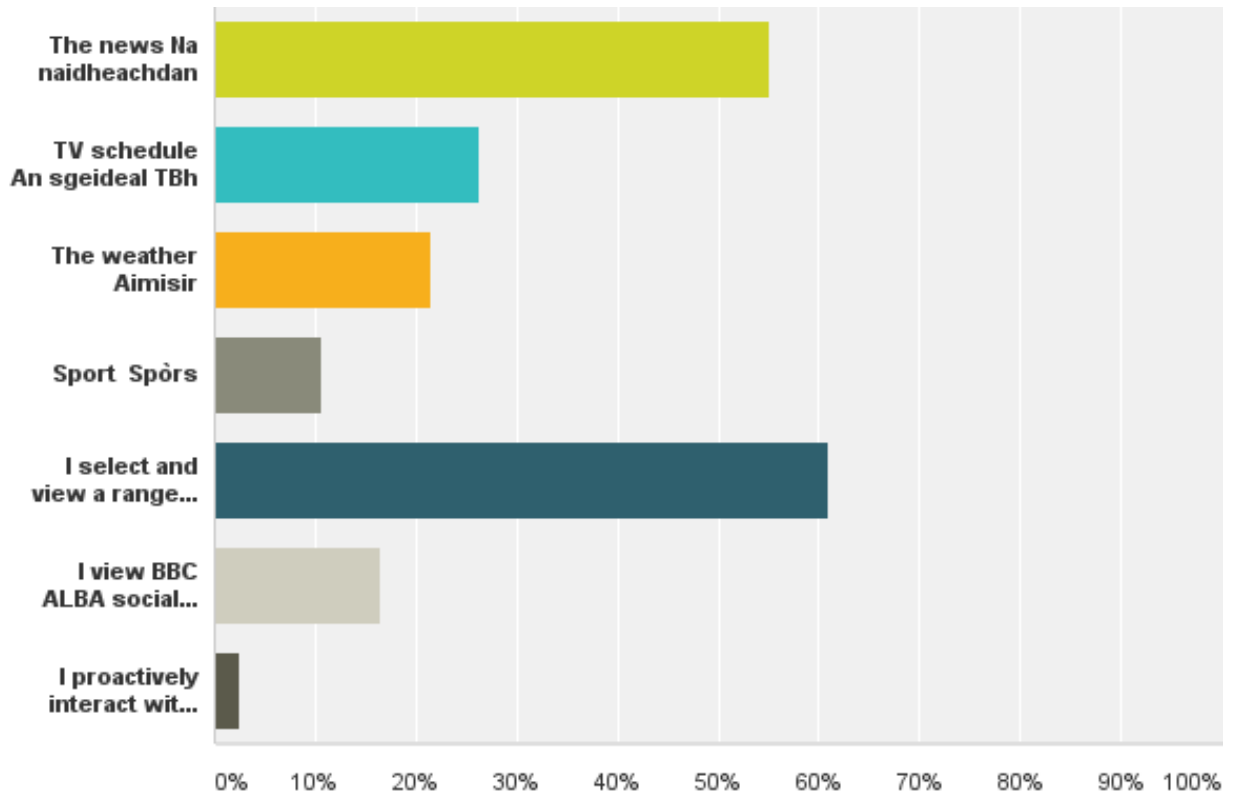
#### Conclusions

Almost half of learners have used the BBC Alba website.

#### Recommendations

| CODE 3A14 | Recommendations |
|-----------|-----------------|
|           | n/a             |

**3A15 If yes to 3A14 then please tick what you use the BBC ALBA website for?**



**Results**

- 1<sup>st</sup>- I select and view a wide range of on-line content that interests me.
- 2<sup>nd</sup>- The news
- 3<sup>rd</sup>- TV schedule
- 4<sup>th</sup>- The weather

**Conclusions**

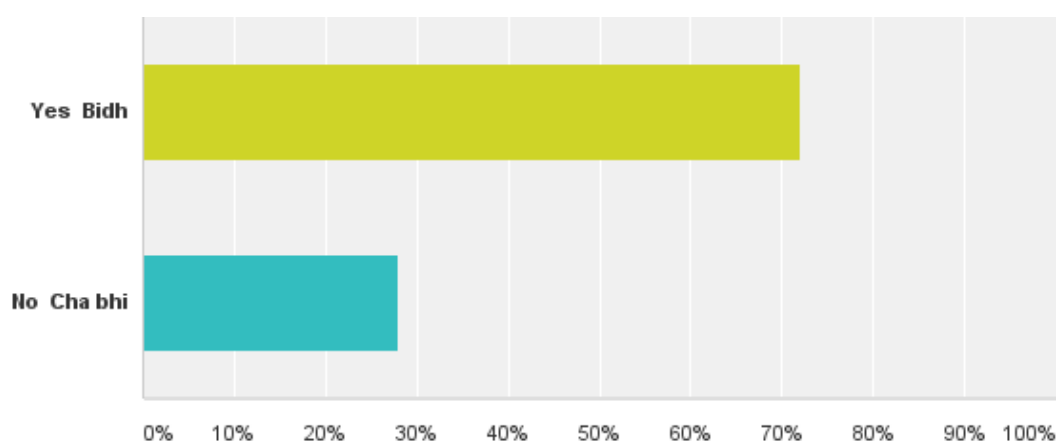
Over half are using the website for online content that interests them. The same was found from the learner focus groups, although many beginner learners had not checked the website other than as a means of downloading children’s programmes to tablets.

Intermediate learners praised the quality of the website particularly the news page, iPlayer links and access to social media. If there are ‘beginner’ learner benefits via the BBC ALBA website then they’re not promoted to them.

## Recommendations

| CODE 3A15 | Recommendations |
|-----------|-----------------|
|           | n/a             |

### 3A16 Do you listen to BBC Radio nan Gàidheal?



## Result

72% of learner respondents listen to BBC Radio nan Gàidheal (RNG). This is a very high. Via the workshops it was found that listening to RNG was very high amongst all learners (100% by nursery GME parents, beginner learners and intermediate learners) particularly for music, Beag air Bheag and Litir do Luchd-ionnsachaidh. Also a lot of passive listening was recorded like listening whilst driving, cleaning and making dinner. 70% of GME children listen to RNG with music, news and the Mòd reports most popular. Only 5% of GLE children said they listened to RNG.

## Conclusions

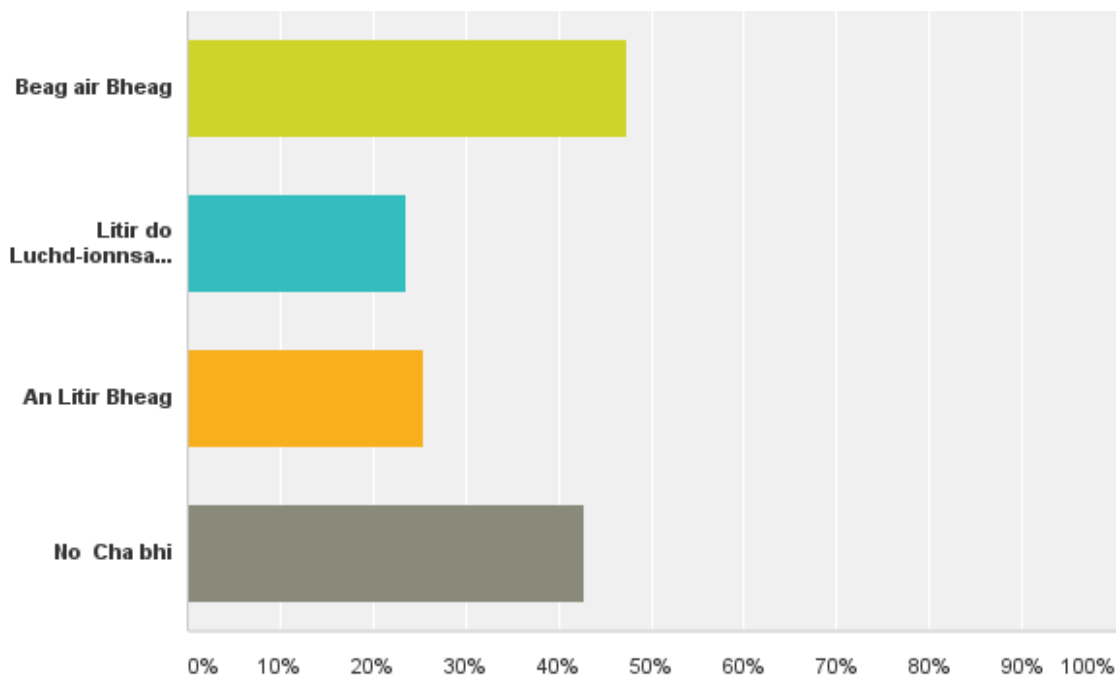
The number of wide ranging learners tuning into RNG is very high. Clearly RNG is providing many motivators for people to tune in because of its breadth of offering (something for everyone). Significantly also is the passive learning benefits the radio is providing (expressed by adult focus groups) in terms of talking and introductions between music and the use of familiar and new words. Many new learners said that they often follow up the meanings of words they hear on RNG via their dictionaries.

Learners are stumbling upon RNG through word of mouth and radio tuning. There is probably an untapped market for RNG listeners who are less connected with social Gaelic groupings to tune in to the Gaelic learning programmes on RNG.

### Recommendations

| CODE 3A16 | Recommendations  |
|-----------|--|
|           | Continue to promote RNG as a formidable resource to support Gaelic learning pushing Blasad Beag as the starting point. Ensure to promote the related digital support files via Beag air Bheag (podcasts, translation, audio) through Gaelic Learner education practitioners. |

### 3A17 Do you listen to any of the following content on BBC Radio nan Gàidheal?



### Result

The result reflects the popularity of Beag air Bheag (at nearly 50%) and the related learning resources listed. Also noted is that many learners listen to RNG for various other reasons or no specific reason.

### Conclusions

The results reflect that the Gaelic learner content is very popular but also that many learners tune in to RNG to hear all sorts of material. Many beginners enjoy the music and

attempting to understand discussions between songs. For the intermediate learners the news, documentaries and music came through as major motivators for listening. The intermediate learners particularly enjoyed the discovery themed broadcasts on RNG that cover a range of topics; social cultural, WW1- sighting enjoyment through intrigue. Many presenters on RNG are very popular with learners. The intermediate learners strongly enjoy the different characters of presenters.

**Recommendations**

| CODE 3A17 | Recommendations   |
|-----------|---|
|           | There needs to be more clarification of what levels the RNG learning programmes are suited to, it would be useful if this was more clear (in English) on the RNG website. |

**3A18 Which BBC Radio nan Gàidheal programmes in particular do you use to help your learning?** Written answers only.

**Result**

Beag air Bheag was highest followed by An Litir Beag and the News as equal. Litir do Luchd was just below. Program Choinnich followed with music (generally) and Rapal and Mir ri Mor and Aithris na Maidne/ an Feasgar. A lot of respondents said they listened to the radio because they enjoyed the station as a whole rather than for a particular programme. Many learners listen to RNG for various unspecific reasons with a shared one being hearing Gaelic and Gaelic music.

**Conclusions**

The results show that 72% of listeners listen in for a range of reasons, the news came through as a major motivator for intermediate learners with music coming through as being popular with all learners. Notably the written responses reflect the same results for ‘individual programme’ popularity as those recorded in quantitative question 3A17.

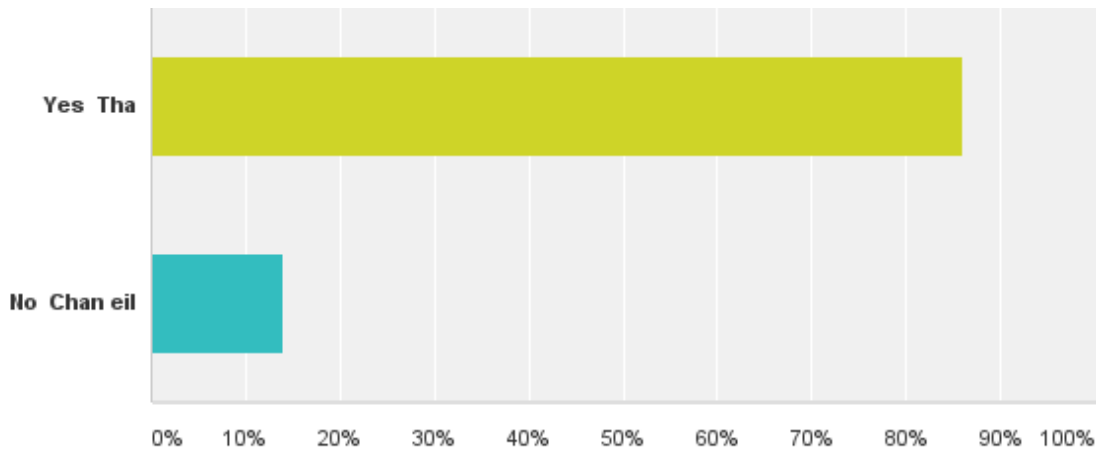
There needs to be more clarification of what levels the RNG learning programmes are suited to, it would be useful if this was more clear (in English) on the RNG website. Intermediate learners on the focus group are highly impressed with RNG they feel it to be a major Gaelic learner resource. The news programmes and Beag air Bheag are perceived as being of particular high quality.

**Recommendations**

| CODE 3A18 | Recommendations |
|-----------|-----------------|
|           |                 |

|  |   |
|--|---|
|  | To increase learner listeners even more it may be worth having a RNG advertising campaign to people in Lowland Scotland – highlighting the wealth of interest and enjoyment via the station. Only apply where the RNG reception exists. |
|--|---|

**3A19 Do you feel that Gaelic media content (BBC ALBA, BBC Radio nan Gàidheal, LearnGaelic.scot, BBC Gaelic web pages) have helped to sustain your interest in learning Gaelic?**



**Results**

86% say that Gaelic media content has helped sustain their interest in learning Gaelic.

**Conclusions**

Gaelic media content is having an overwhelming impact on sustaining Gaelic learning. All Gaelic broadcasting by BBC ALBA is proving to be valuable to learners beyond only the dedicated Gaelic learning resources.

**Recommendations**

| CODE 3A19 | Recommendations   |
|-----------|---|
|           | MG ALBA should continue to invest in providing and promoting dedicated Gaelic learning opportunities through digital media.                           |
|           | MG ALBA should continue to monitor its dedicated Gaelic learning opportunities by ‘testing’ the consumer journey and support through Gaelic learning. |



**3A20 Do you have any other comments about Gaelic media content (BBC ALBA, BBC Radio nan Gàidheal, LearnGaelic.scot and BBC web pages in Gaelic) and learning Gaelic?** Written responses only.

**Results**

The results for this question were ‘comments’ based as was requested. There was a lot of general feedback expressing that BBC ALBA should keep up the good work its doing. The main comments of significance to digital media planning and expressed several times are as follows:

- There is a need for more flexible usage structured learning apps like Duolingo or Memrise.
- There is a need for more immersion and conversation with other learners and fluent speakers- online conversation networks could help achieve this.
- Need to share learning more with fluent speakers.
- People want BBC ALBA content to be available outside the UK and on Freeview in England.
- Children’s programmes are very valuable to adult beginner learners.
- Speaking our Language is good but needs updated.
- It would be useful to show Gaelic programmes on other channels to draw wider attention to Gaelic, this would involve BBC ALBA sharing selective broadcasts with other channels (already happening to an extent).
- A feeling that there are less learning materials for intermediate learners.
- Conflicting views on whether or not to include subtitles with the most common position being that a choice to switch them off is the preference.
- TV and radio are important as they reflect how the language is spoken in day to day life.
- MG ALBA is helping people learn the language through TV and radio whilst also providing entertainment and engaging information.
- Less repeats would be good.
- The BBC ALBA news programmes (TV & radio) are excellent for reinforcing good use of grammar, idioms and vocabulary.
- There’s a need to better link Gaelic learners in non- Gaelic speaking areas for reasons of learning and support benefits.
- BBC ALBA football and sport is good for pulling in large audiences and exposing them to Gaelic.
- The documentaries are fantastic they are well done with much appeal and have sparked Gaelic learning by themselves alone.

- Scots need to understand that Gaelic is not only a language of the Hebrides, running a historical series to uncover this would be beneficial.
- More dramas on BBC ALBA would be great, perhaps dubbing a range of existing drama series or showing them roughly in tandem to the start date on other channels. Examples are the Crowdie and Cream Trilogy or Shetland or Danish crime dramas. Early learners need 'hooks' to get into and spend time watching BBC ALBA so it eventually becomes part of their viewer behaviour.

The re-stated 'comments' from the learners Focus Groups were in many cases *shared with those above*. The Focus groups allowed for more in-depth discussion and the following additional 'comments' were re-stated several times:

-It's supported that English subtitles are not applied to children's TV on BBC ALBA and hope this never becomes the case.

-It would be good to have more teenager content on BBC ALBA as post GME kids fall back into English usage. Rapal is supported but some of the language used is not good.

-The intermediate learners are especially keen on RNG, the news and the very engaging programmes covering a very varied spectrum of interests. The news is seen as top quality with correspondents reporting from all over the world and the use of a wide range of dialects on RNG is excellent for Gaelic learning.

-Intermediate learners commented on how much they like the BBC ALBA website and social media threads.

-A BBC ALBA news programme for children would be excellent.

-There needs to be more clear entry points into BBC ALBA from the other channels, referrals and recommendations to watching certain BBC ALBA shows from BB1 or BB2 would be a means of attracting bigger and wider audiences.

-You Tube has proved a worthwhile mode of learning for shared book reading with parents.

-Access to more audio books for pleasure would be good.

-The Gaelic learning aids through BBC ALBA need to be more explicitly promoted.

## Conclusions

The comments recorded above (made on several occasions) are valid in their own right but their validity in terms of prioritisation needs closer scrutiny. The conclusion is that there are ideas from learners based on their experiences but they need weighted against how they will impact on enhancing Gaelic learning, the awareness and status of the language.

A Duolingo type app provides for the needs of Gaelic consumers who need to fit Gaelic into their busy lifestyles, it is motivating and supporting. However it should be noted that the 'conversational' element for sharing Gaelic still needs addressed.

There is support for Speaking Our Language but a feeling that it should be updated. However as expressed, if it is just the costumes around the programme rather than the core content then the cost incurred for updating Speaking Our language is questionable unless specific quality additions like learning journey opt-in information links, podcasts and more GDM conversational elements are embedded.

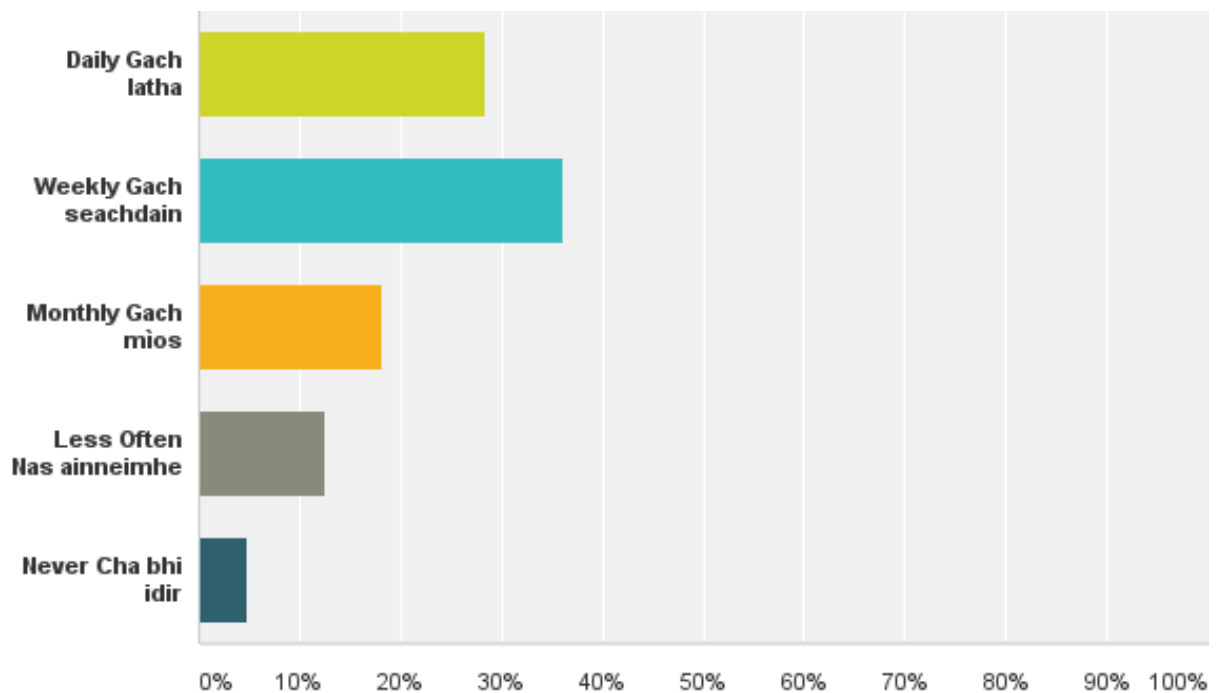
### Recommendations

| CODE 3A20 | Recommendations  |
|-----------|--|
|           | Create a learning app with ongoing flexible learning (Duolingo or similar)   |
|           | Address the issue of there being a lack of learning materials for intermediate learners and direct intermediate learners to suitable digital material via LearnGaelic.scot   |
|           | Find a solution to being able to switch subtitles off on demand- perhaps have non- subtitled versions made available on iPlayer/ YouTube for popular broadcasts.   |
|           | Have links to different types of instant Gaelic technologies that deliver instant spell-check, scroll over instant translation glosses, predictive text solutions, dictionary app and transition to Gaelic keyboard. |
|           | Aim to minimise the perception of repeats by gaining profile for new shows and broadcast these at peak time  |
|           | Use learner opt-in network to offer to share learner contacts in non-Gaelic speaking areas of Scotland   |
|           | Continue with mass appeal programmes like premier sporting fixtures to attract wider audiences to BBC ALBA   |
|           | The relevance of Gaelic needs to be promoted via the other BBC channels. See 3C1.  |
|           | Aim to run as many popular dramas series as possible to regularly attract new and a return visitor following   |
|           | A BBC ALBA news programme for children at around 4pm would likely attract GME and GLE kids nationally  |

### 3B Fluent Speakers Review

There were 247 responses. 65% of respondents were female and 35% male. Responses were from: 0-24 year olds- 14%, 25-44 year olds 39%, 45-64 year olds 38%, [65+ 9%]. The five highest local authority locations for survey responses were Highland 30%, Western Isles 17%, Glasgow 17%, Edinburgh 7.5%, and Argyll and Bute 7%.

#### 3B1 Do you watch BBC ALBA? Please tick the one that most applies.



#### Results

BBC ALBA is watched by 95.5% of the speaker respondents. 100% BBC ALBA viewing was recorded from the speaker focus group.

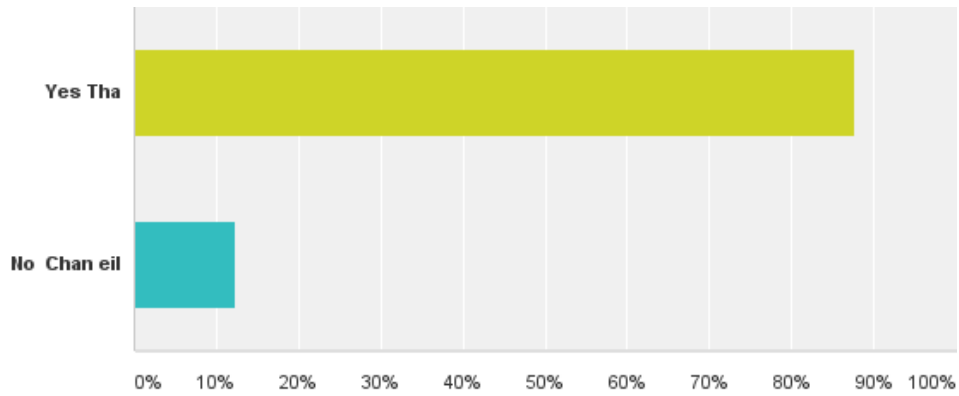
#### Conclusions

BBC ALBA is well known and used either daily or weekly by 64.5% of Gaelic speaker respondents. The channel is very well used.

#### Recommendations

| CODE 3B1 | Recommendations   |
|----------|---|
|          | For BBC ALBA to carry on with well- planned provision to meet the wants and needs of Gaelic speakers. |

### 3B2 Do you think that BBC ALBA content helps to raise the status and awareness of the Gaelic language?



#### Result

Yes at 88% and no at 12 %

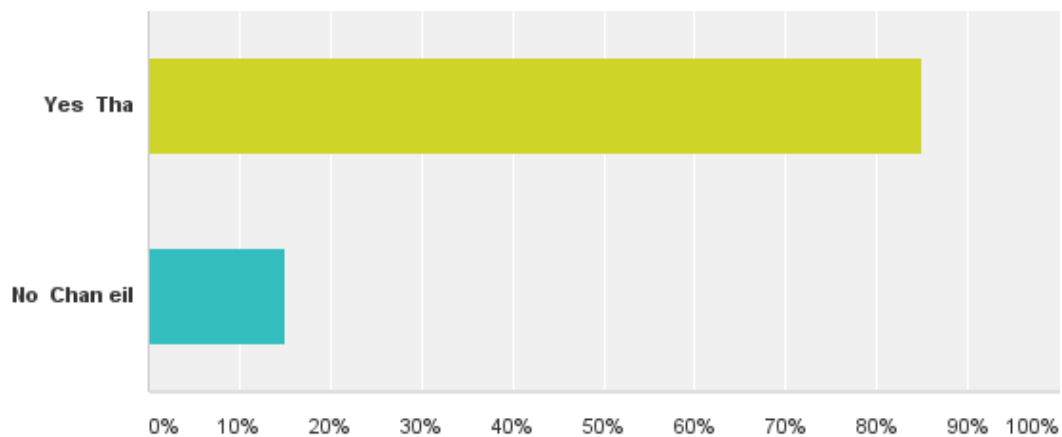
#### Conclusions

BBC ALBA is raising the status and awareness of Gaelic according to most speaker respondents.

#### Recommendations

| CODE 3B2 | Recommendation |
|----------|----------------|
|          | n/a            |

### 3B3 Do you think that BBC ALBA content helps to raise the status and awareness of Gaelic culture?



**Result**

Yes at 85% and no at 15 %.

**Conclusions**

BBC ALBA is raising the status and awareness of Gaelic culture according to most speaker respondents.

**Recommendations**

| CODE 3B3 | Recommendation |
|----------|----------------|
|          | n/a            |

**3B4 What BBC ALBA content makes you more confident and positive about speaking Gaelic day by day?** Written answers only.

**Results**

The main comment was that the news, documentaries, local programmes and current affairs are strongly engaging Gaelic speakers day to day and building the profile of Gaelic. Fundamental points about the mechanics of the content that makes speakers more confident and positive about speaking Gaelic were:

- Day to day conversations within BBC ALBA programmes and features normalise the use of the language in modern day contexts. Examples are the examination of peoples’ way of life where it is shared with global perspectives but from a Gaels viewpoint.
- Programmes that show and support the development and application of the language within work or social contexts make the language feel very relevant.
- Programmes that in their own way build the profile and validity of Gaelic as they place Highlanders as an authority on an environmental issue and relate the issue to local industries whether fishing, farming, energy or tourism etc. For example fish quotas, fish farming planning issues, windfarm pros and cons, tourism impacts.
- Programmes that have a connection and value to the Gaelic speaker community promote confidence, they include; music, the Mòd, historical landscapes, people and places that are relevant and intriguing, personalities, the arts and literature, stories and many broadcast features that make people feel happy.
- Bannan, Machair and other soaps are supported as good spring boards to re-assert and re-assure the use of idioms and phrases that are informal. Speakers are being re-assured that the usage of informal spoken Gaelic is normal in the home and socially.
- Hearing different dialects helps develop confidence in speaking as it reminds speakers about the cultural breadth of the language.

-Children’s programmes (without subtitles) are strongly valued by Gaelic speakers as a means by which Gaelic is normalised for children and gives them confidence to speak the language at home.

### Conclusions

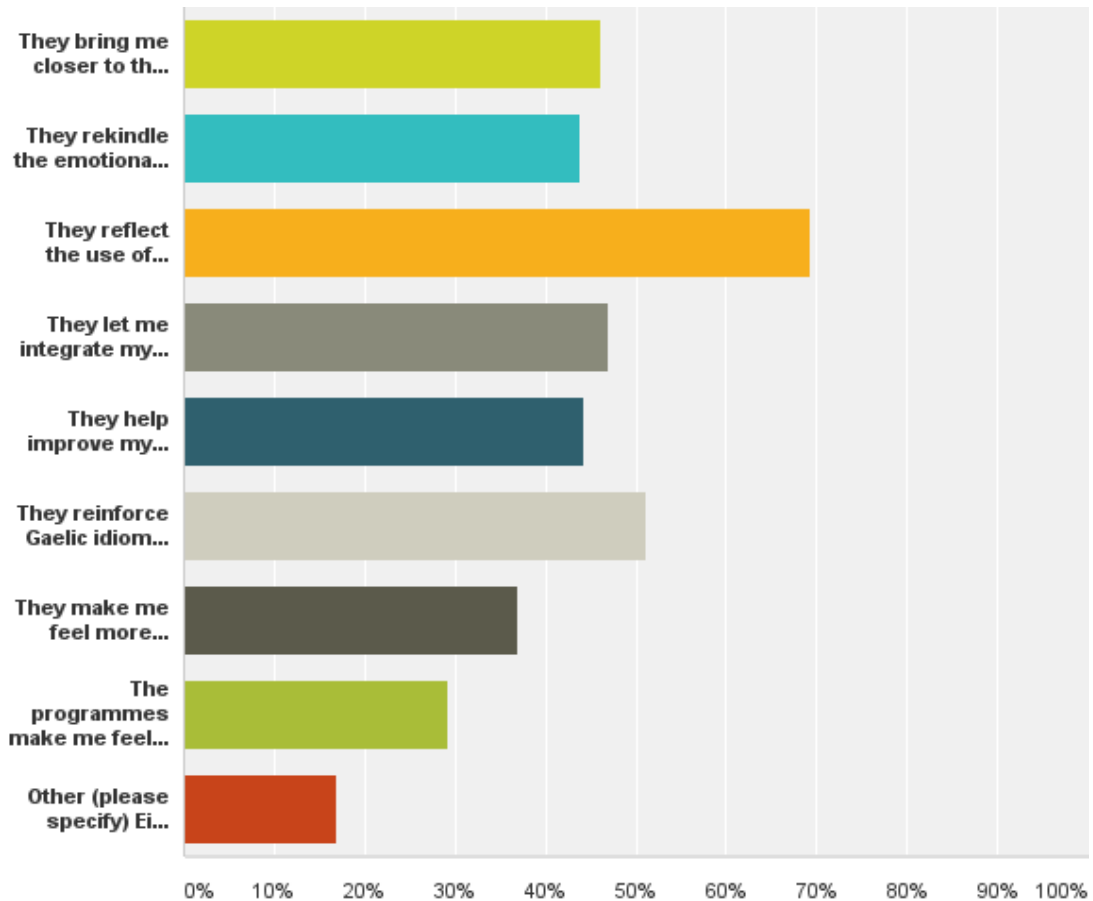
Clearly there is much particular named content and themes that build confidence and positivity about speaking Gaelic. The overwhelming factors are that BBC ALBA is improving the authority of Gaelic in society and this is raising confidence amongst speakers. In particular the news, documentaries, current affairs and cultural programmes are raising confidence across the Gaelic speaking community. Some speakers of Gaelic expressed that they speak Gaelic daily anyway but strongly support all BBC ALBA’s activities. Others expressed that they are more likely to speak Gaelic after watching a programme narrated in Gaelic.

In contrast to beginner learner audiences Gaelic speakers have expressed less need to be driven to watch BBC ALBA through irresistible dramas and entertainment hooks. In essence Gaelic speakers are more naturally drawn to BBC ALBA (given their Gaelic speaking status).

### Recommendations

| CODE 3B4 | Recommendations  |
|----------|--|
|          | Carry on with existing core content (news, documentaries, current affairs, soaps and children’s programmes) as a means of making speakers feel confident about speaking Gaelic and the re-assurance that Gaelic is a robust and relevant language and culture. Increase the amount of new content. <i>This need does not apply to all speakers who are rightly very confident to speak their language without encouragement.</i> |

**3B5 Why do you think these particular types of programmes (you've listed in 3B4) are making you feel more confident about speaking Gaelic? Please tick all that apply:**



**Results**

- 1<sup>st</sup> -They reflect the use of Gaelic in our present day modern society
- 2<sup>nd</sup> -They re-enforce Gaelic idioms and my informal spoken Gaelic
- 3<sup>rd</sup>- They let me integrate my use of Gaelic into day to day life
- 4<sup>th</sup>- They bring me closer to the essence of the Gaelic language and culture
- 5<sup>th</sup>-They help improve my grammar and vocabulary

Please note that the remaining option titles only written as summary titles on the vertical graph axis are: They rekindle the emotional ties that bind me to the Gaelic language, they make me feel more confident and at ease speaking Gaelic socially as well as at home, the programme makes me feel more confident in speaking Gaelic with those learning Gaelic, Other.



‘Other’ (17%) main comments:

- Rejection of sub-titles on BBC ALBA programmes
- Assertion that speakers don’t need to improve their confidence to speak the language
- Feedback that Gaelic is normalised via BBC ALBA broadcasts showing Gaelic to be relevant and transferable over a host of programme subjects and profiles. Applying this is felt to be making Gaelic stronger.
- Broadcasts are useful for disseminating some words that are new.
- It is good for the Gaelic language to hear a broad range of dialects.

Comments from the speakers’ focus groups mirrored all of the above. Some speakers felt strongly though that they didn’t need media interventions to build confidence to speak Gaelic day to day as they spoke it anyway. In saying this they made it very clear that the BBC ALBA channel is critical to the preservation of the language and highly value its existence. They feel there has never been a better time for seeing Gaelic on the TV apart from the fact that the number of repeats on BBC ALBA is increasing, although many repeats are enjoyable.

**Conclusions**

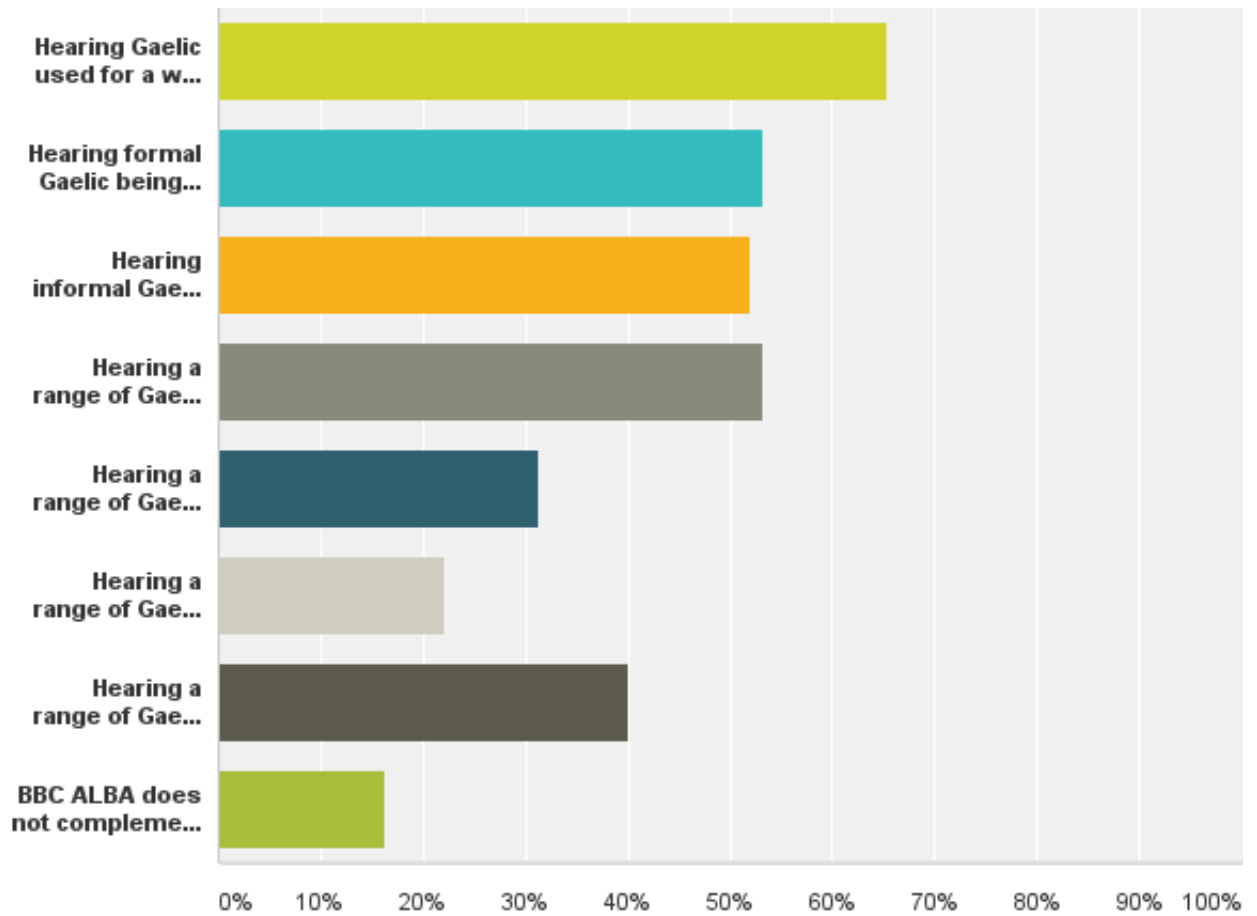
With 70% of respondents feeling that reflecting the use of Gaelic in our present day modern society is the factor most helping confidence in Gaelic speaking; then clearly the theme of ‘modern day relevance’ is the key hook to keep at the core of broadcast planning for fluent speakers.

**Recommendations**

| CODE 3B5 | Recommendations   |
|----------|---|
|          | Carry on providing broadcasts that reflect the use of Gaelic in our present modern day society. |

### 3B6 How does watching BBC ALBA content complement your Gaelic skills?

Please tick all those that apply:



#### Results

1<sup>st</sup> -Hearing Gaelic for a wide range of subjects on BBC ALBA improves my Gaelic skills.

2<sup>nd</sup> equal- Hearing formal Gaelic on BBC ALBA helps my Gaelic skills.

2<sup>nd</sup> equal - Hearing a range of Gaelic makes it easier for me to understand different Gaelic dialects.

3<sup>rd</sup> - Hearing informal Gaelic being used on BBC ALBA helps my Gaelic skills.

4<sup>th</sup> - Hearing a range of Gaelic helps improve my; grammar, words and understanding of the structure of the language.

Please note that the remaining titles only written as summary titles on the vertical graph axis are: hearing a range of Gaelic makes it easier for me to understand Gaelic learners, hearing a range of Gaelic makes it easier for me to understand children in GME, BBC ALBA does not complement my Gaelic skills

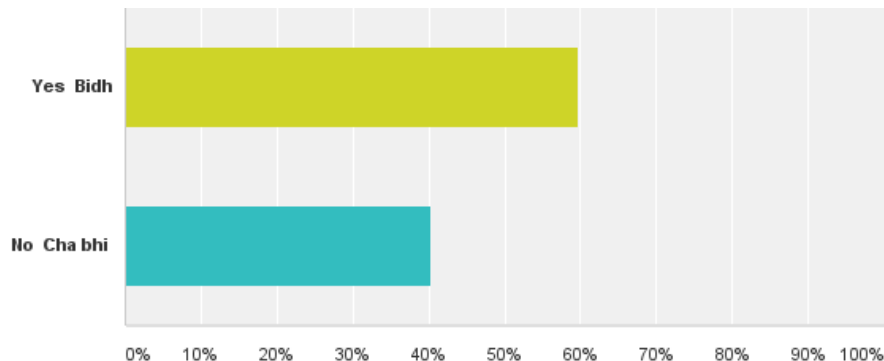
**Conclusions**

16% say that BBC ALBA does not complement their Gaelic skills but above half of speakers feel that watching BBC ALBA is having an impact on 5 key variables relating to Gaelic language skills.

The speakers focus group felt that BBC ALBA is a great asset to Gaelic and something the Gaelic language must never again do without, however they felt that there are issues around presenter quality (only in a minority of circumstances) where phrases like ‘aig mise’ are being used which are meaningless to native speakers. However, they are delighted about the wealth of dialects spoken on BBC ALBA but quality control over the use of inaccurate Gaelic phrases being broadcast is felt important. They have noted a standardised type of learner Gaelic coming through on BBC ALBA and can understand why this is so.

| CODE 3B6 | Recommendations |
|----------|-----------------|
|          | n/a             |

**3B7 Do you use the BBC ALBA website?**



**Results**

60% of fluent speaker respondents use the website and 40% don't.

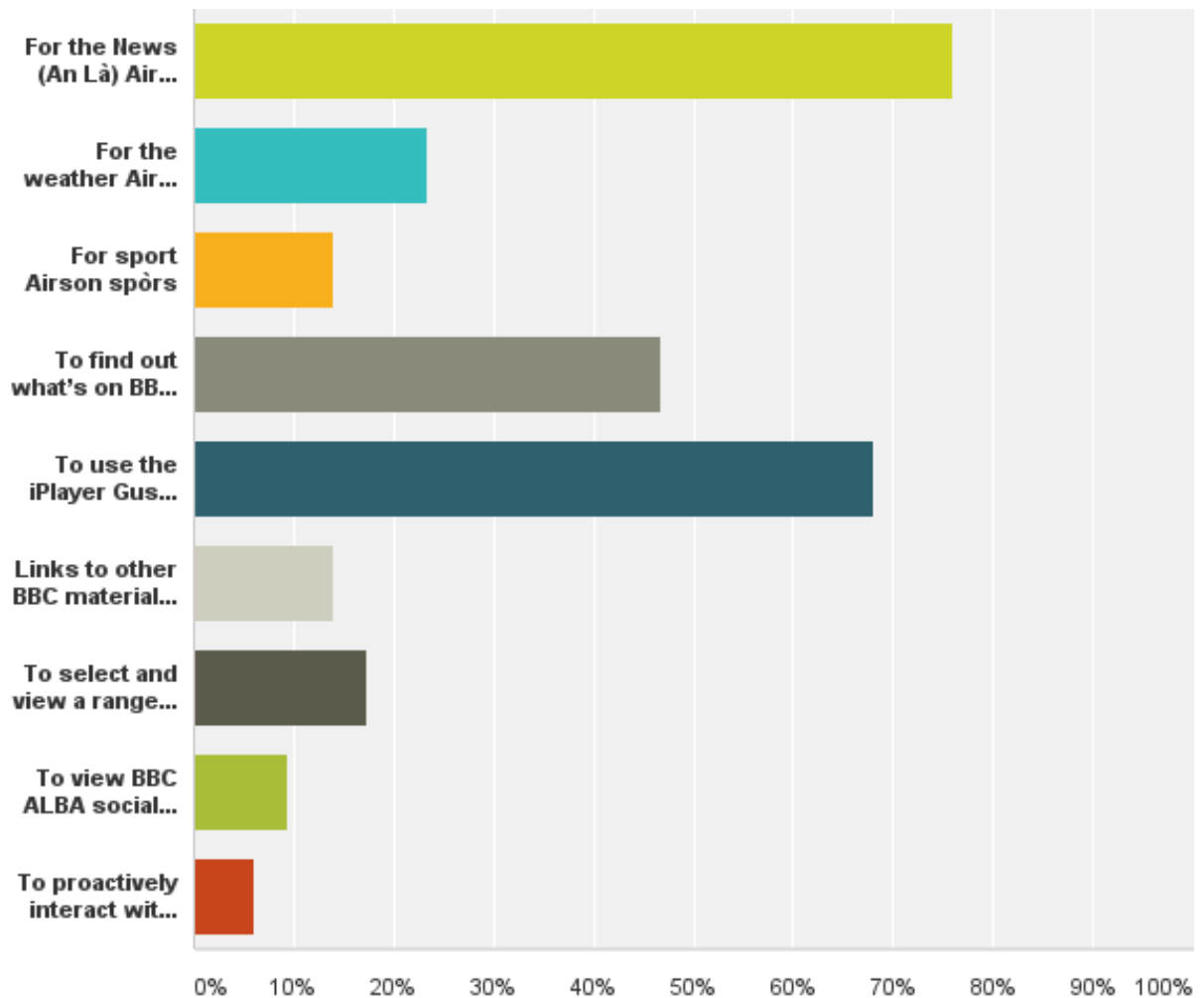
**Conclusions**

The website is reasonably well used. The usage could be higher than reported as people may not relate the use of the website for iPlayer downloads and other links. It may be that Gaelic speakers have no great need to investigate the website if their information needs are met directly through the TV channel (as expressed by the speaker focus group).

**Recommendations**

| CODE 3B7 | Recommendation |
|----------|----------------|
|          | n/a            |

**3B8 If you answered 'yes' to question 3B7 then can you please tell us about how you use the BBC ALBA website? Please tick all that apply.**



**Results**

- 1<sup>st</sup>-For the news
- 2<sup>nd</sup>-To use the iPlayer
- 3<sup>rd</sup> -To find out what's on BBC ALBA
- 4<sup>th</sup>- For the weather
- 5<sup>th</sup>- To select and view a range of online content that interests them

None of the speaker Focus group used the BBC ALBA website but felt they may use it for iPlayer downloads in the future.

Please note that the remaining titles only written as summary titles on the vertical graph axis are: for sport, links to other BBC material, to view BBC ALBA social media, to pro-actively interact with BBC ALBA social media

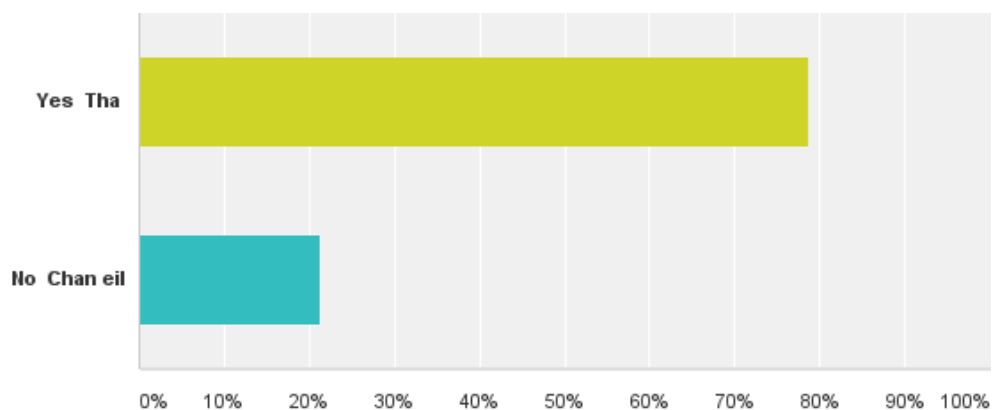
### Conclusions

Using the BBC ALBA website for the news, iPlayer downloads and BBC ALBA viewing schedule is common. The interaction with BBC ALBA social media is quite low although 17% of speakers are selecting and viewing a range of online content that interests them.

### Recommendations

| CODE 3B8 | Recommendations  |
|----------|--|
|          | Continue to make BBC programmes as interactive as possible referring viewers to the BBC ALBA website for further information links and any social media and conversation around the programme. |

### 3B9 Do you think consuming Gaelic media (e.g. TV, radio, websites, internet, apps, social media) increases your use of Gaelic?



### Results

79% of Gaelic speaker respondents said that consuming Gaelic digital media is increasing their use of Gaelic.

## Conclusions

Gaelic digital media is having a big impact on the amount of Gaelic spoken amongst speaker respondents.

## Recommendations

| CODE 3B9 | Recommendation |
|----------|----------------|
|          | n/a            |

**3B10 Do you think that there are ways Gaelic media could better support your confidence and motivation to speak more Gaelic both; (a) socially, and in the (b) home? Please comment on both (a) and (b).** Written answers only.

## Result

- BBC ALBA should continue to create a Gaelic environment as it's helping encourage people to speak it at home.
- It would be beneficial if BBC ALBA made more connections across the channels in terms of promotional referrals to particular BBC ALBA programmes (of interest to a wide consumer base) from BBC 1 & BBC2. This would enable Gaelic to be seen as relevant to wider audiences and advantage the profile of Gaelic socially.
- Subtitling threatens to decrease confidence in Gaelic usage and is diluting the language. Subtitles affect spoken Gaelic adversely as Gaelic speakers can't help reading them and learners do also. A choice to include subtitles should be offered.
- Integrate social media with BBC ALBA broadcasts to get more audience participation, debate and information sharing. An example is Derek Pluto on RNG.
- Encourage ordinary people to speak Gaelic on air and online.
- Create more youth attracting programmes for young people they need to feel that Gaelic speaking is normal in society and need to be encouraged to converse in Gaelic.
- An app that helps Gaelic speakers with written Gaelic would be helpful.
- Soaps and slice of life programmes help encourage Gaelic speaking.
- The more programmes with Gaelic speaking kids then the better for promoting spoken Gaelic in the home.
- Many programmes have too much English content.
- Any social networking facilitation for Gaelic speakers would be a good thing.
- More new programmes with reality TV, cookery programmes, panel programmes with different subjects each day and plenty podcasts would be good.
- Less Lewis Gaelic would be advantageous.
- Linked vlogs relating to TV content would be helpful.

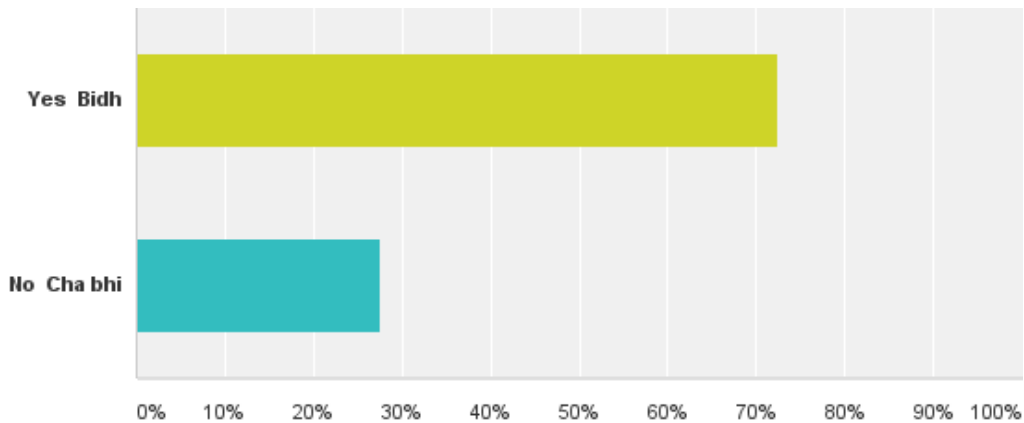
**Conclusions**

The issues relating to Gaelic speakers are quite specific: English subtitles are strongly rejected, new content is supported but less critical - as core items like the news, current affairs and documentaries will always be followed. Many speakers feel that subtitles are harming the growth and preservation of Gaelic in terms of their own use of the language and that of learners.

**Recommendations**

| CODE 3B10 | Recommendations   |
|-----------|---|
|           | Selectively get rid of subtitles or aim to provide a switch off option or provide the broadcasts online in a format that's without subtitles. |

**3B11 Do you read Gaelic social media content?**



**Result**

73% read Gaelic social media content.

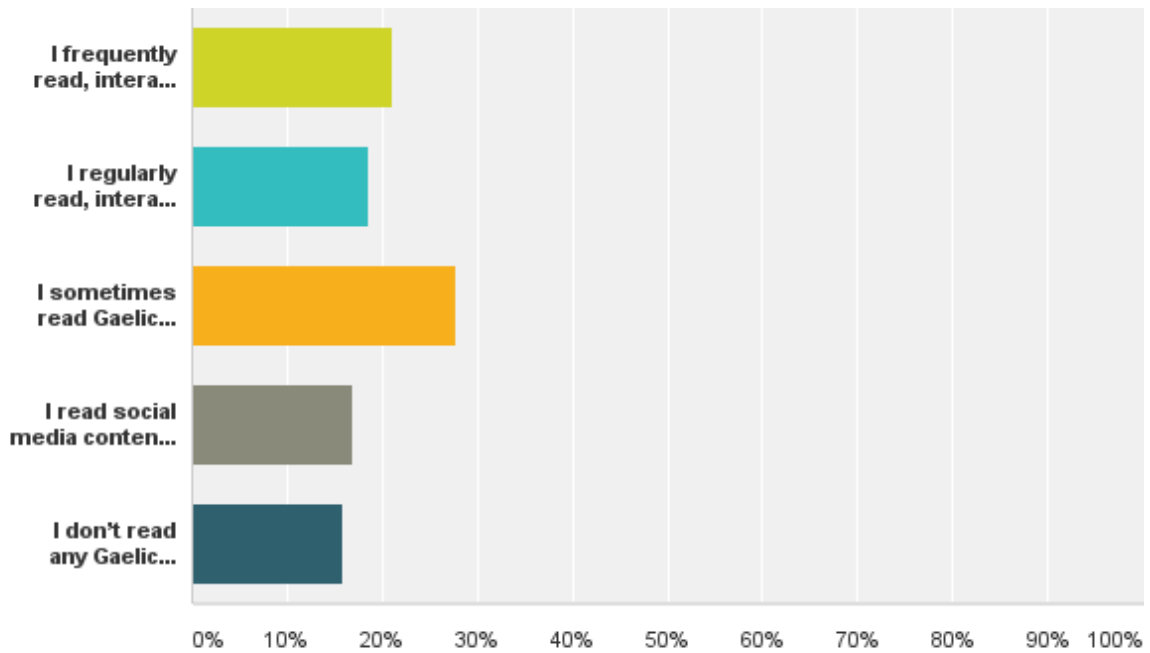
**Conclusions**

73% is very high.

**Recommendations**

| CODE 3B11 | Recommendations |
|-----------|-----------------|
|           | n/a             |

### 3B12 Do you read Gaelic social media content? What statement best describes your use of Gaelic social media interaction?



#### Result

- 1<sup>st</sup>- I sometimes read Gaelic social media content and sometimes respond
- 2<sup>nd</sup>- I frequently read, interact with and respond to a range of Gaelic social media
- 3<sup>rd</sup>- I regularly read, interact with and respond to a range of Gaelic social media
- 4<sup>th</sup>- I read social media content on-line but I don't interact with it.
- 5<sup>th</sup>- I don't read any Gaelic social media content

#### Conclusions

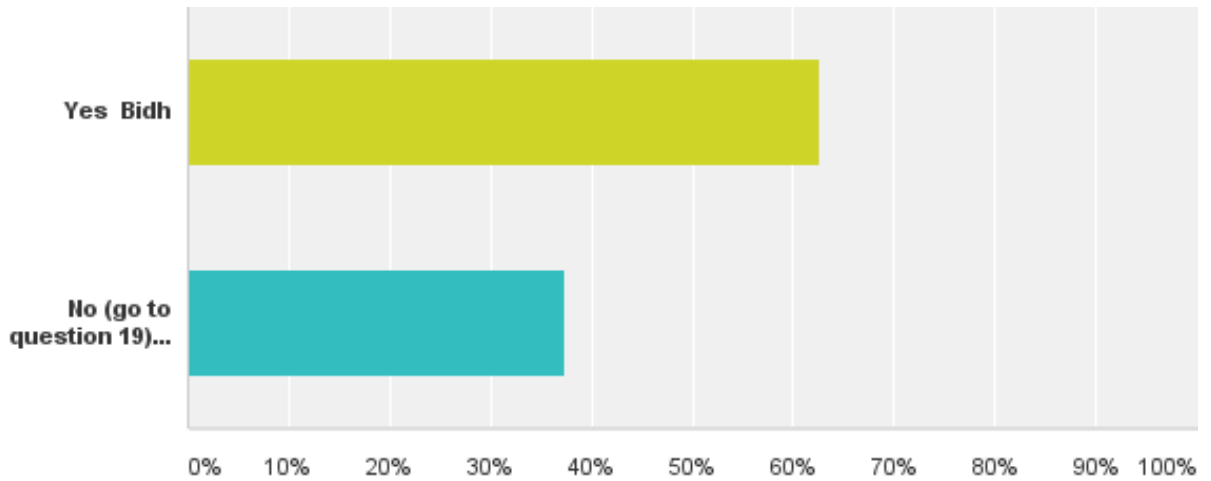
40% of respondents regularly or frequently read social media and interact with it.

#### Recommendations

| CODE 3B12 | Recommendations |
|-----------|-----------------|
|           | n/a             |



### 3B13 Do you follow BBC ALBA, MGALBA, BBC Radio nan Gàidheal or LearnGaelic social media content?



#### Result

63% do follow the described social media and 37% don't. Gaelic social media was not used by any of the speaker focus group (exclusively) although it is used by some almost fluent learners.

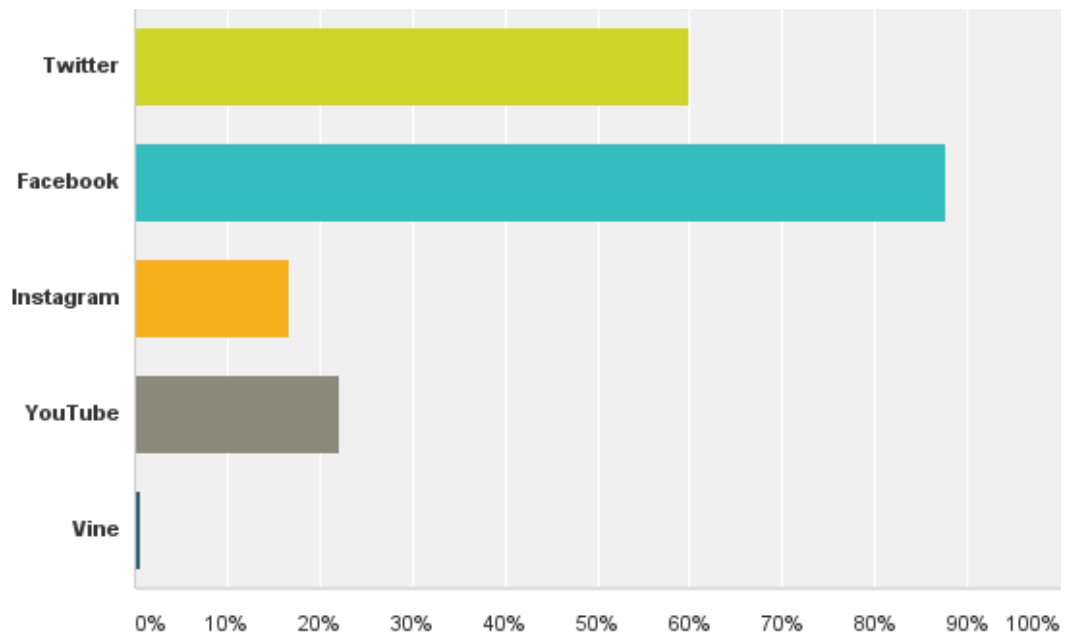
#### Conclusions

Usage as above.

#### Recommendations

| CODE 3B13 | Recommendations |
|-----------|-----------------|
|           | n/a             |

**3B14 If you follow any social media content for BBC ALBA, MG ALBA, BBC Radio nan Gàidheal or LearnGaelic then which sorts of social media platforms are you interacting with?**



**Results**

- 1<sup>st</sup> - Facebook
- 2<sup>nd</sup> - Twitter
- 3<sup>rd</sup> - YouTube
- 4<sup>th</sup> - Instagram

Other Comment: Would use Instagram if opportunities allowed.

Gaelic social media is not used by any of the speaker focus group. None of them choose to use it day to day in English or Gaelic.

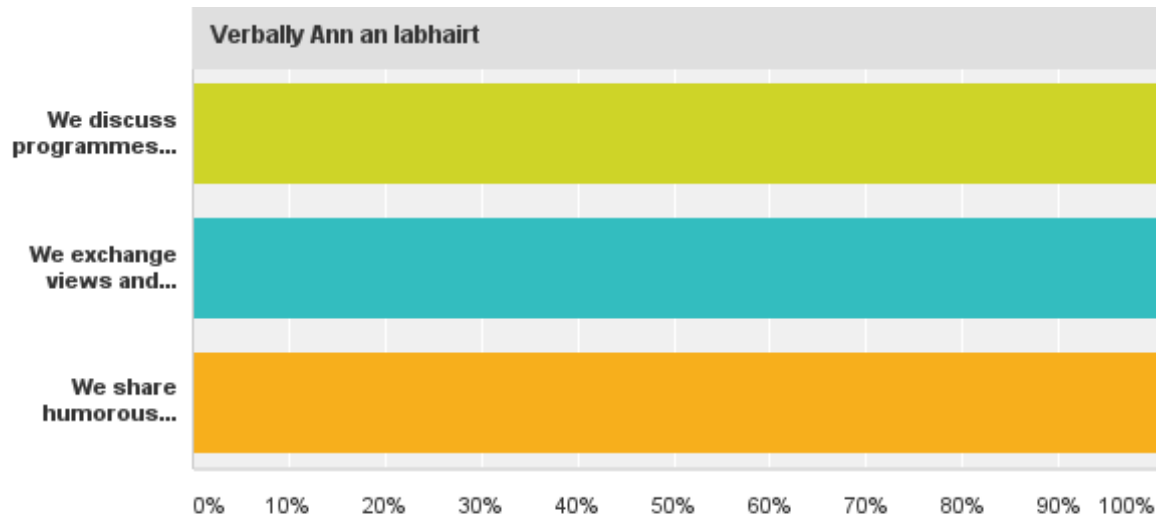
**Conclusions**

Facebook usage is very high at 88% and Twitter usage quite high at 60%.

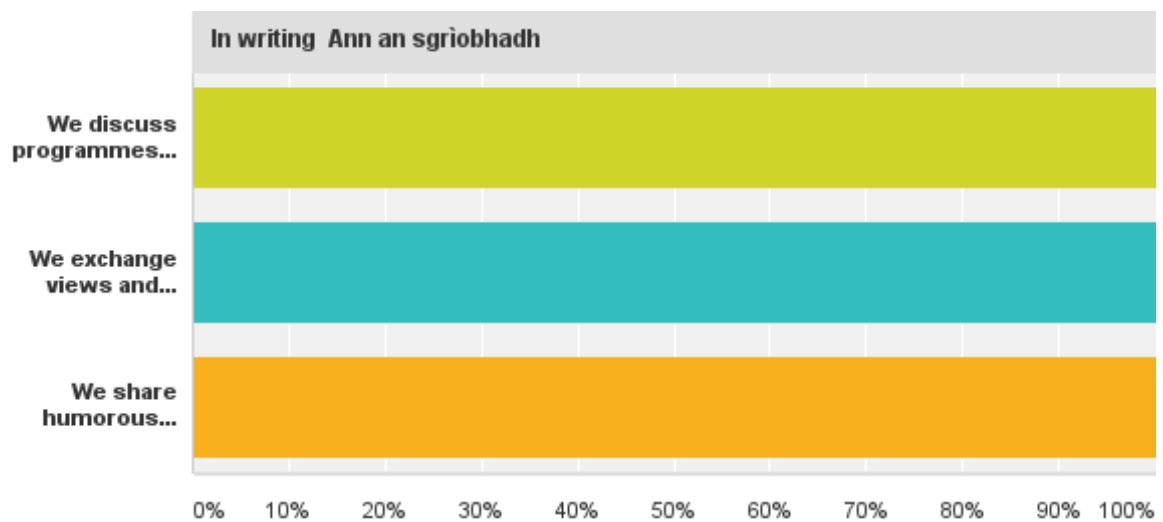
**Recommendations**

| CODE 3B14 | Recommendations |
|-----------|-----------------|
|           | n/a             |

**3B15 Please tell us how social media impacts on your Gaelic skills. Please mark all that apply:** This question applies to people who have said that they follow social media in question **3B14**.



verbally



In writing

## Results

| VERBALLY   |     |  |
|------------|-----|--|
| 1st        | 66% | We discuss programmes we've seen in Gaelic             |
| 2nd        | 60% | We exchange views and opinions on news items in Gaelic |
| 3rd        | 55% | We share humorous snippets in Gaelic                   |
| IN WRITING |     |  |
| 1st        | 52% | We share humorous snippets in Gaelic                   |
| 2nd        | 46% | We exchange views and opinions on news items in Gaelic |
| 3rd        | 39% | We discuss news programmes we've seen in Gaelic        |

## Conclusions

Discussing programmes, exchanging views and sharing humour snippets 'verbally' is roughly equal with slightly more discussion of programmes. This suggests that the intervention by MGALBA to lead discussions could result in stimulating more conversations.

The stimulus for written discussion via social media is clearly to do with the Gaelic speaker's own engagement with the subject. Sharing humorous snippets is highest again suggesting that proactive social media input comes about when the content is very engaging and speakers enjoy sharing views and humour. The fact that programmes are discussed suggests that they are the core stimulus for the online conversation. The more MG ALBA takes a lead in activating conversations through social media then the more discussions, sharing and written exchanges will be stimulated.

## Recommendations

| CODE 3B15 | Recommendations   |
|-----------|---|
|           | Proactive social media intervention: launch content that stimulates interest, reaction and on-line conversations. Aim to promote the discussions direct from broadcasts.  |
|           | The use of the BBC ALBA website is high so social media posts could be more at the forefront of the homepage. Regularly updated posts will attract more public visits as they'll come to expect something new to interact with. |

**3B16 If you only communicate in social media in English then can you tell us why this is?** Written responses only.

**Results**

The main comments were:

- Lack of confidence in written Gaelic skills
- The people that the fluent speakers are communicating with often don't speak Gaelic
- No autocorrect function on Facebook for Gaelic
- Need more content to pull in young people
- Need more Gaelic vlogs and interactive content

**Conclusions**

The two main reasons for not communicating in Gaelic were that the speakers have a lack of confidence in their written Gaelic skills followed by the fact that many of their friends or those they're communicating with don't speak Gaelic.

**Recommendations**

| CODE 3B16 | Recommendations   |
|-----------|---|
|           | Advocate the need for a Gaelic spell checker that can be applied to popular social media tools.   |
|           | Advocate the development of a Speaking Our Language app for Gaelic speakers that has the objective of supporting Gaelic writing skills amongst fluent speakers. |

**3B17 Can you tell us about any types of support through Gaelic media (TV, radio, websites, internet, apps, social media) that would increase the amount of Gaelic that you speak and exchange day to day?** Written responses only.

**Results**

- MGALBA should push LearnGaelic.scot and the other learning opportunities far more.
- Should aim to increase the options to learn Gaelic through digital media.
- Note the importance of stimulating interaction through social media.
- More apps.
- More hours of BBC ALBA.

- More programmes.
- More use of Gaelic in videos and on YouTube.
- Have more pull-ins for younger audience, vlogs etc. This stimulates conversation amongst peer group and in home.
- More new programmes.
- Use of hashtags and programme polls.

**Conclusions**

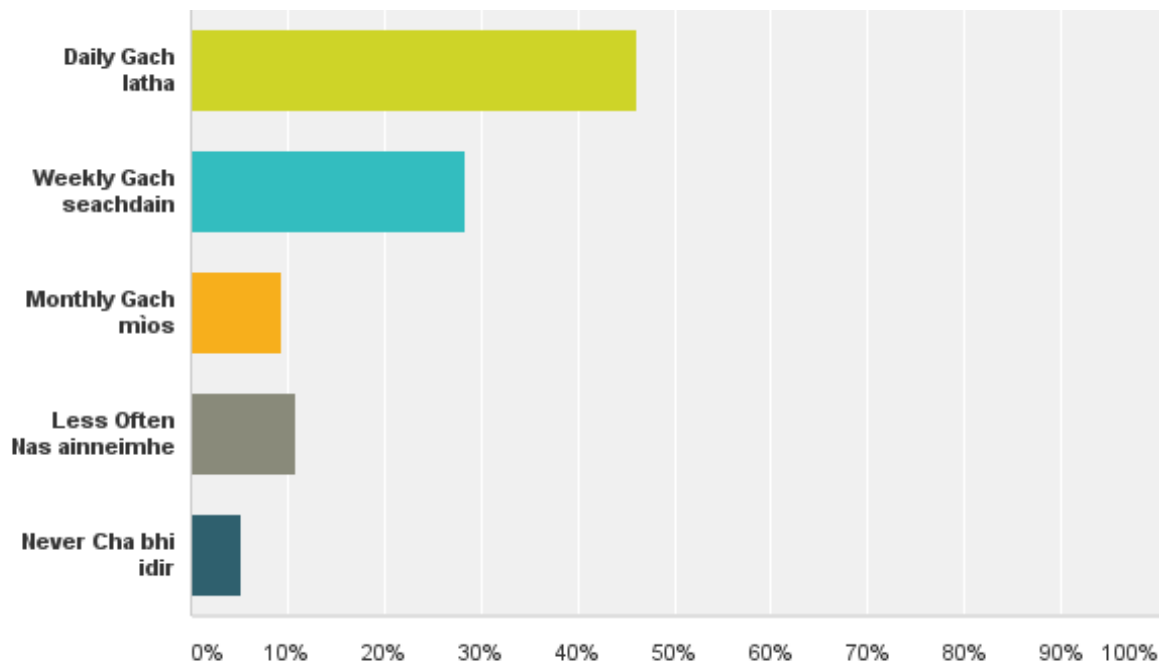
More programmes and new content is wanted - more of the same quality that’s gone before. There’s an identified need for more apps.

Having more opportunity for social media interaction and using programmes as spring boards to gain social media participation is wanted.

**Recommendations**

| CODE 3B17 | Recommendations  |
|-----------|--|
|           | Increase the BBC ALBA daily broadcasting time  |
|           | Increase the number of new programmes on BBC ALBA  |
|           | Use radio and television as a means to hook then drive viewer feedback on-line. Offer sign-ups to posts to build online speaker communities. |

**3B18 How much do you listen to BBC Radio nan Gàidheal?**



**Results**

95% of Gaelic speaker respondents listen to BBC Radio nan Gàidheal (RNG). 46% of respondents listen to RNG daily with 28.5% weekly.

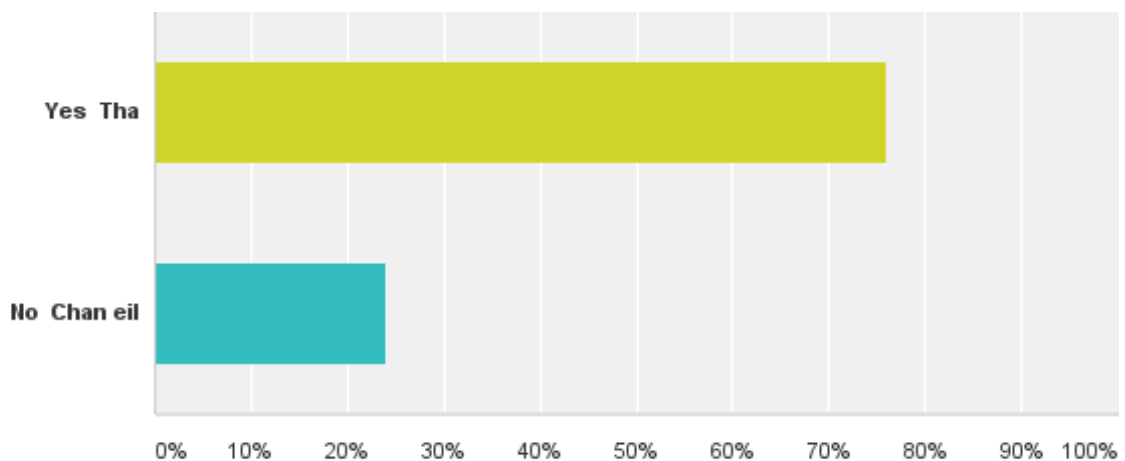
**Conclusions**

BBC Radio nan Gàidheal is a highly popular radio station amongst Gaelic speaker respondents.

**Recommendations**

| CODE 3B18 | Recommendations |
|-----------|-----------------|
|           | n/a             |

**3B19 Do you feel that listening to BBC Radio nan Gàidheal increases your own use of Gaelic day to day?**



**Results**

76% of respondents feel that RNG increases their personal use of Gaelic day to day.

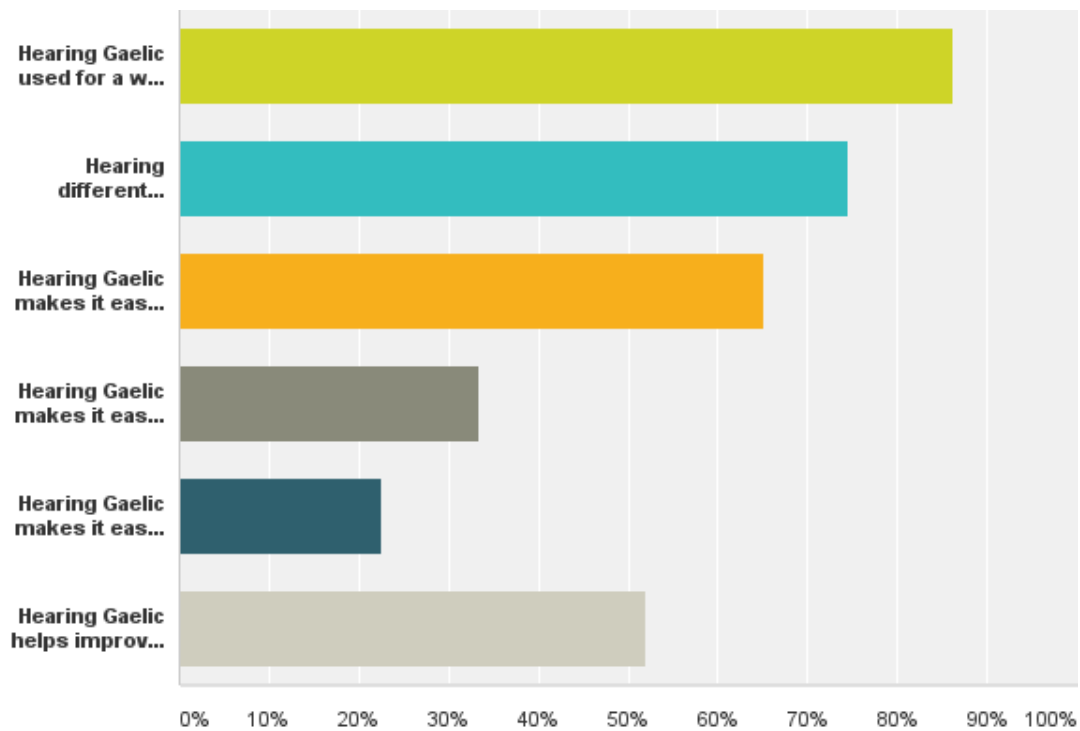
**Conclusions**

A high number of respondents feel that RNG has an impact on their use of Gaelic day to day. It is worth remembering (as expressed in the speaker Focus group) that a lot of Gaelic speakers don't need reminded to speak Gaelic as it's already the language they use day to day.

**Recommendations**

| CODE 3B19 | Recommendations |
|-----------|-----------------|
|           | n/a             |

**3B20 How does listening to BBC Radio nan Gàidheal complement your Gaelic skills? Please tick all that apply:**



**Results**

- 1<sup>st</sup> - Hearing Gaelic used for a wide range of subjects improves my Gaelic skills.
- 2<sup>nd</sup> - Hearing different formal and informal language of Gaelic being used helps my Gaelic skills.
- 3<sup>rd</sup> - Hearing Gaelic makes it easier to understand different Gaelic dialects.
- 4<sup>th</sup> - Hearing Gaelic helps improve my grammar, words and understanding of the structure of the language.
- 5<sup>th</sup> -Hearing Gaelic makes it easier to understand Gaelic learners.
- 6<sup>th</sup> -Hearing Gaelic makes it easier to understand children in GME.

**Conclusions**

Amongst many respondents Gaelic skills are complemented by hearing Gaelic used for a wide range of subjects and hearing different formal and informal Gaelic being used. Hearing Gaelic on the radio also helps a large percentage of respondents understand different dialects. For over 50% of respondents hearing Gaelic is helping improve their grammar, words and understanding of the structure of the language. Gaelic radio is having a significant impact on Gaelic skills amongst Gaelic speakers.



**Recommendations**

| <b>CODE 3B20</b> | <b>Recommendations</b> |
|------------------|------------------------|
|                  | n/a                    |

**3B21 Please add any comments you’d like to make about good ways to use Gaelic media to help increase Gaelic usage for all Gaelic users, including native speakers, and learners from fluent to beginner.**

**Results**

- Build live social media interaction options within TV and radio programmes
- Provide more for young people
- Give consumer choice and advice on use of subtitling
- Lots of new engaging programmes would be good
- More content for children

**Conclusions**

Older people want more history and culture programmes but young people want more youth culture programmes. All agree though that more new content would be a great thing. There’s a need for more dedicated online learning material linked to BBC ALBA programmes that drive online Gaelic learning participation as a key outcome. This can be done in an informal way and provide for interactive options and consumer choice.

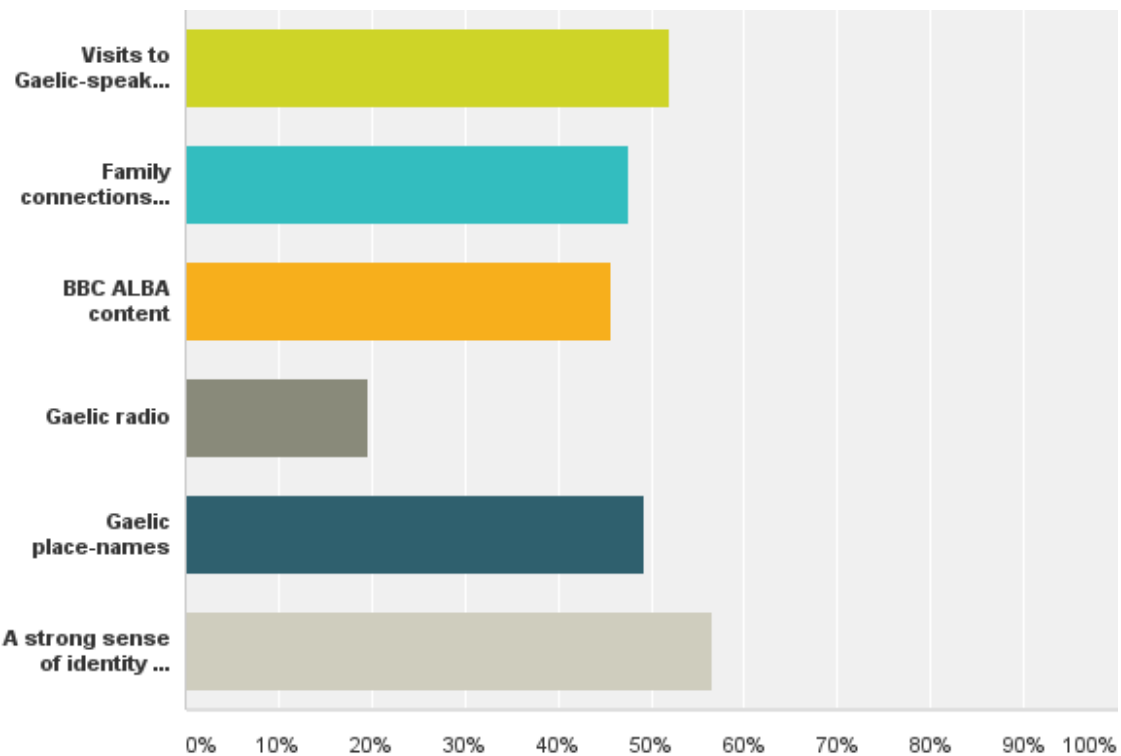
**Recommendations**

| <b>CODE 3B21</b> | <b>Recommendations</b>   |
|------------------|--|
|                  | Provide BBC ALBA subtitle free shows on You Tube. Use the advertising space for promoting LearnGaelic.scot   |
|                  | Aim to produce more TV material that can be capitalised on in a social media context in terms of engagement ‘hooks’ and audience follow-up, such as what happened next?, what was the outcome?, who won the competition? |
|                  | Provide a LearnGaelic.scot version for Gaelic speakers as a means of providing them with the option to improve their written Gaelic skills.  |
|                  | Provide distinctive offerings for young audiences building on the success of Rapal. Perhaps an older youth version of Dè a-Nis.  |
|                  | Use MG ALBA and BBC ALBA media outlets to promote the benefits of a Gaelic-medium education for the children of Gaelic speaking parents.   |

### 3C People Interested in Learning Gaelic Review

There were 334 responses. 51% of respondents were female and 49% male. Responses were from: 0-24 year olds- 9%, 25-44 year olds 40%, 45-64 year olds 42%, [65+ 9%]. The four highest local authority locations for survey responses were Highland 19%, Glasgow 9%, Edinburgh 8%, Argyll and Bute 8%.

#### 3C1 Which of the following experiences (if any) have helped drive your interest in learning Gaelic?



#### Results

1<sup>st</sup>-A strong sense of identity and association with Gaelic and Gaelic culture

2<sup>nd</sup>-Visits to Gaelic speaking parts of Scotland

3<sup>rd</sup>-Gaelic place names

4<sup>th</sup>-Family connections with the Gaelic language

45.5% cited BBC ALBA content as an experience that has helped drive their interest in learning Gaelic.

‘Other’ reasons listed (main points made several times):-

-Wide ranging specialist interests in Gaelic culture and language.

- Gaelic music and events.
- Motivated to support their child’s Gaelic learning.
- Work related motivators: colleagues influencing others to learn and skills asset in the workplace.
- Live in Gaelic speaking area and want to feel more part of it.
- A personal interest in Gaelic for various emotional reasons.

**Conclusions**

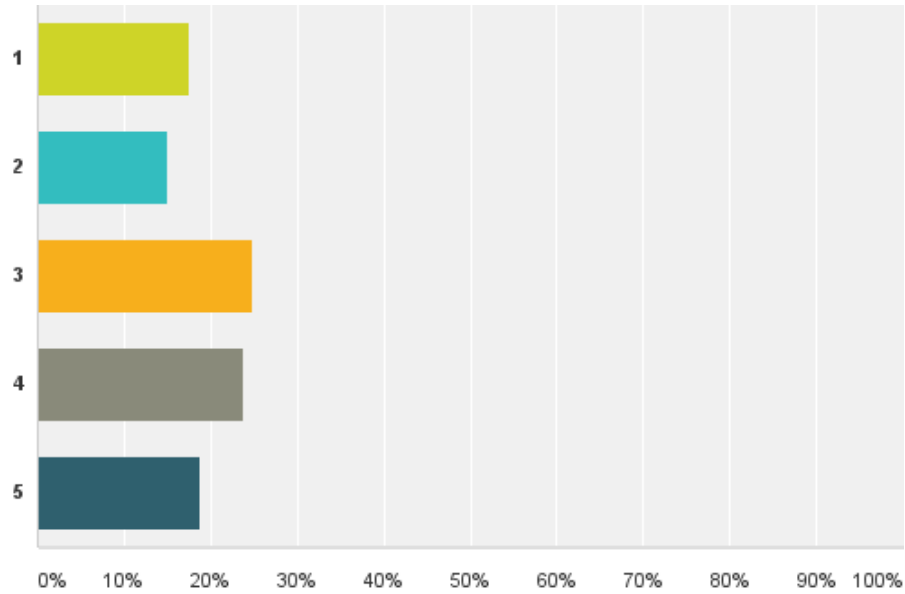
There’s a large range of motivators all led by the consumer having an association with Gaelic, with various experiences and types of Gaelic exposure having influenced this. BBC ALBA is having a big impact on fuelling interest in learning Gaelic with 45.5% saying it’s an experience that’s motivated their interest to learn.

Acknowledging that a key motivator to learn Gaelic is an inherent association with the language or else a positive experience, it’s important that BBC ALBA keeps inspiring people. This means inspiring new audiences in terms of content but also utilising other ways to keep them interested and encourage them to learn Gaelic.

**Recommendations**

| CODE 3C1 | Recommendations   |
|----------|---|
|          | Negotiate more content from the UK BBC channels to be shown on BBC ALBA - to continue to draw in new audiences from the mainstream channels and embed regular viewing habits amongst new BBC ALBA viewers.  |
|          | Make a series about the relevance of Gaelic as a major language of Scotland; it’s relevance to our places, culture and history. This series needs to be authoritative with academic backing and a willingness to communicate factual historical information. Have this series run on BBC1 or BBC2, promote LearnGaelic.scot at the end of each episode. Each episode can reflect a vibrant aspect of the language and Scotland’s life including landscapes and place-names, music, beliefs, where Gaelic is today and why it’s got to where it is. This should be externally grant funded with a clear and concise remit and objective to inspire and encourage an interest in both Gaelic culture and Gaelic learning, ie. BBC ALBA and possibly BnG should be in charge of editing the final product. |

### 3C2 How interested are you to learn Gaelic on a scale of 1 -5 ( 1 being the highest)?



#### Results

33% are either very interested or extremely interested to learn. 24% are interested to learn. 24% are only a little interested with 19% hardly interested at all.

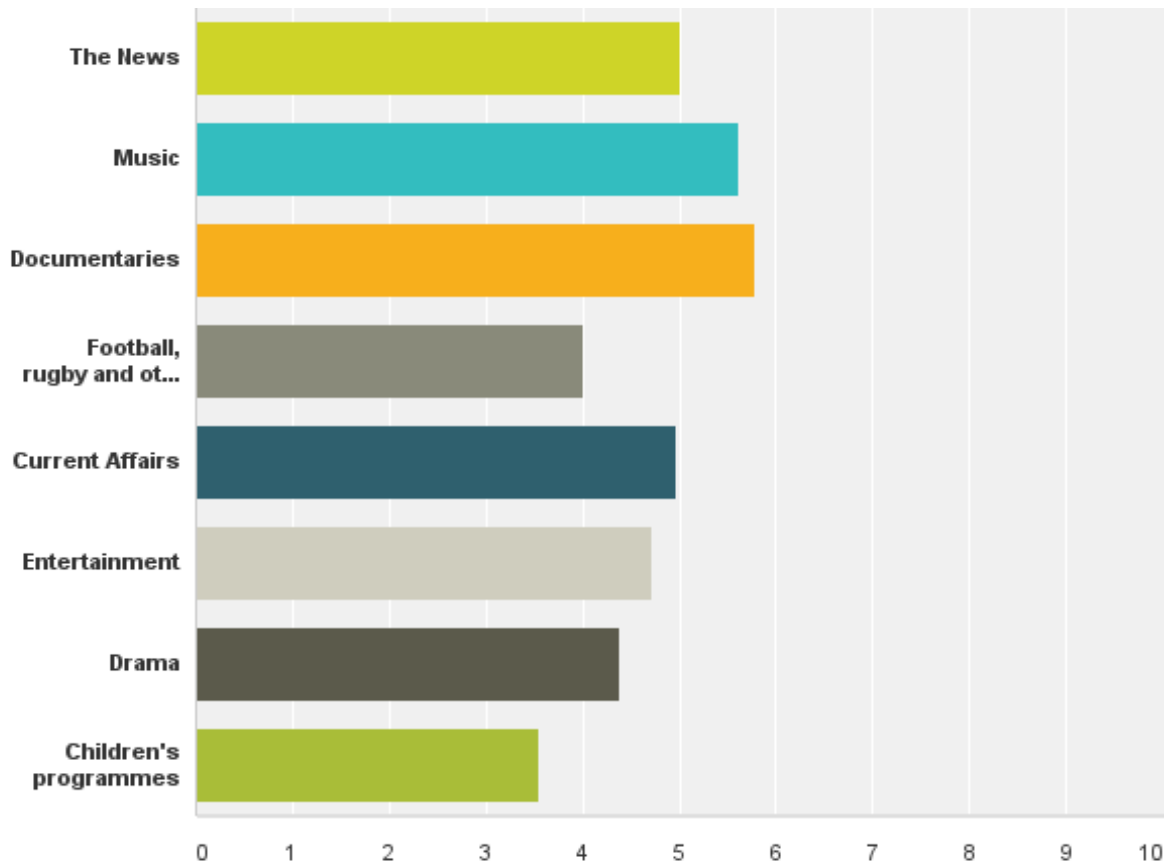
#### Conclusions

Our sample denotes a balanced cross-section of 'interested' respondents. We can gather that in all cases they've all been interested enough to spend five minutes completing and submitting the survey, this confirms that they all have a level of interest in the Gaelic language.

#### Recommendations

| CODE 3C2 | Recommendation |
|----------|----------------|
|          | n/a            |

**3C3 In order (1-8), 1 being the highest, which BBC ALBA content gets you more interested in learning Gaelic?**



**Results**

- 1<sup>st</sup> -Documentaries
- 2<sup>nd</sup> -Music
- 3<sup>rd</sup> -The news
- 4<sup>th</sup>-Current affairs (just a miniscule amount under 3<sup>rd</sup> place)
- 5 -Entertainment

Music got 32% of all 'ones' (highest), with documentaries getting 24% (next highest) of all 'one's and rugby, football and other sports getting 15% of the highest mark (third highest number of 'ones'). Children's programmes got the largest number of 8's (lowest score) at 36%.

**Conclusions**

This is a ranking question. The high rated reasons inform us that there is a disparate mix of people tuning into BBC ALBA with wide ranging interests. 15% have put BBC ALBA 'Football

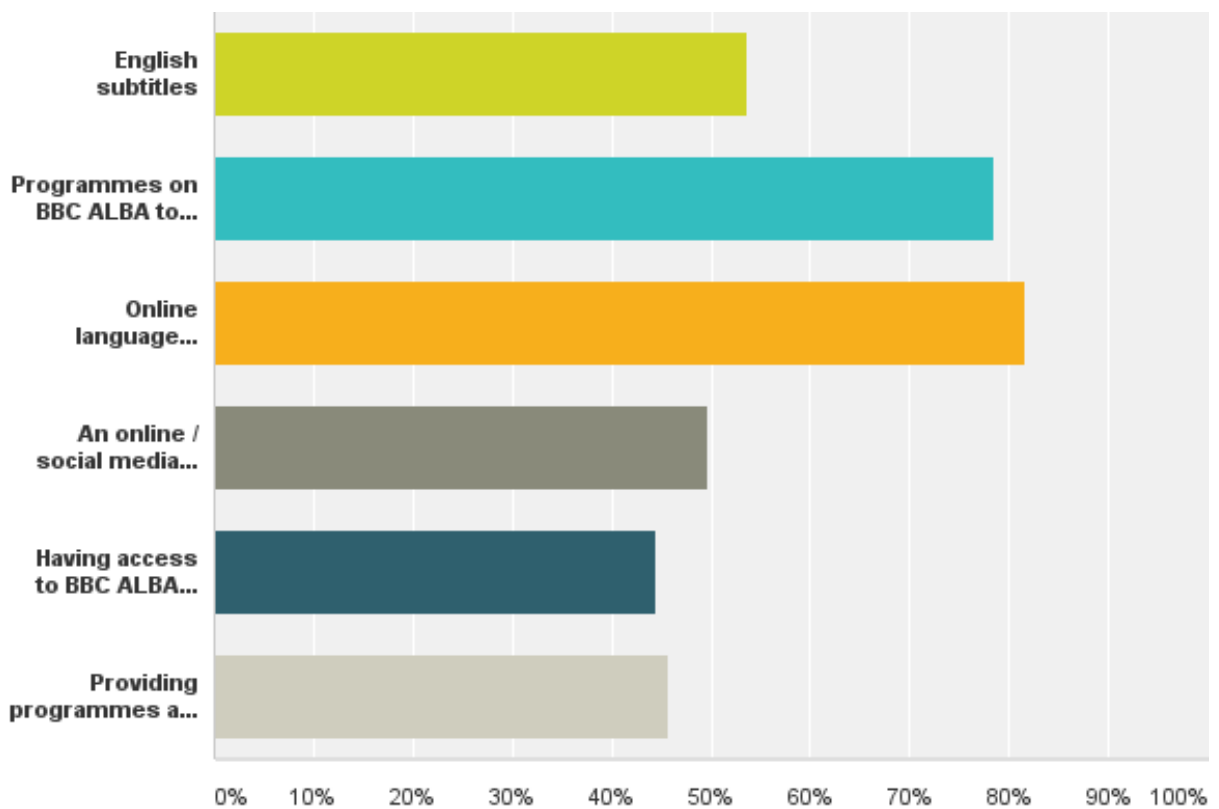
rugby and other sports’ content as their highest motivator for imbedding the concept of learning Gaelic. On the other hand 32% have cited BBC ALBA Gaelic music broadcasts as their top motivator. Still documentaries followed by the news and current affairs comes out on top overall telling us that they are particularly valued by ‘interested’ audiences.

We have found out that the ‘interested’ Gaelic audience is not finding that children’s programmes are getting them interested in Gaelic, in contrast Gaelic (beginner) learners strongly value Children’s programmes as they help their vocabulary.

**Recommendations**

| CODE 3C3 | Recommendation |
|----------|----------------|
|          | n/a            |

**3C4 What is the best way for BBC ALBA to help those interested in Gaelic learn the language? Please tick all those that apply.**



**Results**

- 1<sup>st</sup>- Online language learning courses and resources
- 2<sup>nd</sup>- Programmes on BBC ALBA to teach Gaelic
- 3<sup>rd</sup>- English subtitles
- 4<sup>th</sup> -An on-line/social media summary of the usage of common words and phrases within

programmes and features.

Please note that the remaining titles only written as summary titles on the vertical graph axis are: having access to BBC ALBA online content via the BBC ALBA website including iPlayer, providing programmes and notes on online sites such as YouTube.

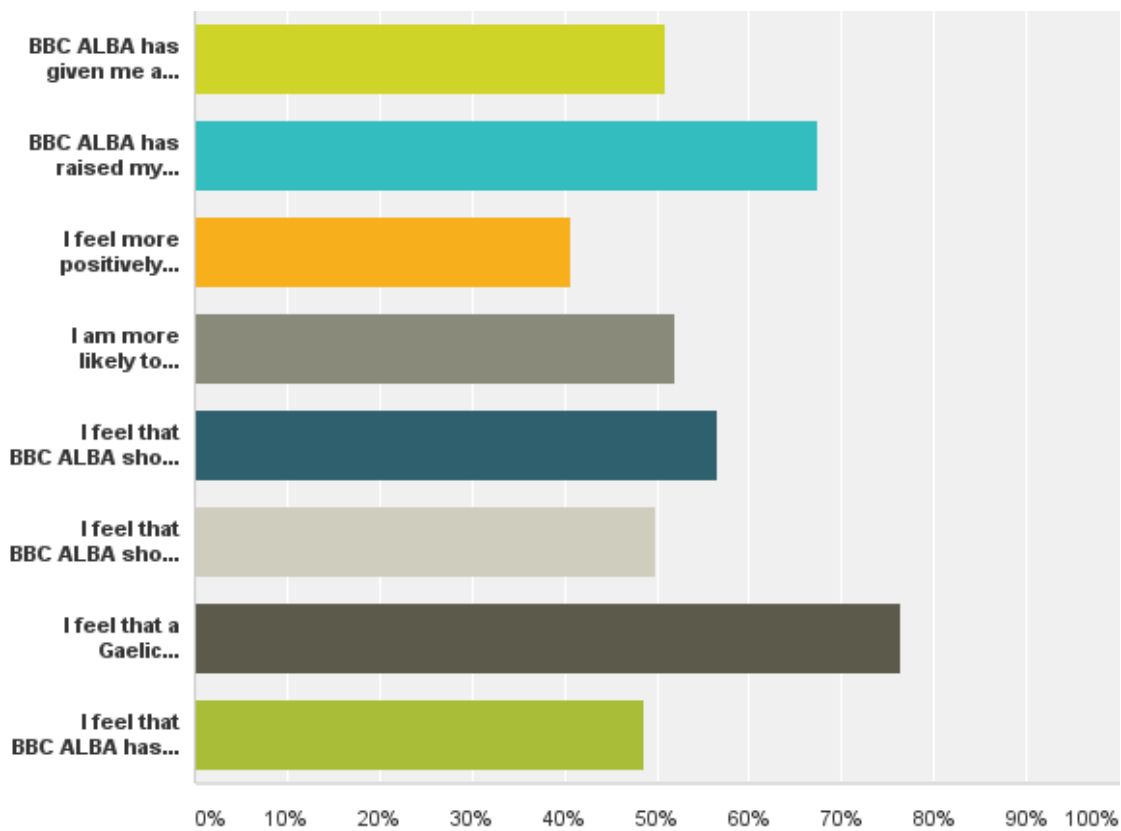
**Conclusions**

Support for BBC ALBA providing online language learning courses and resources is at 82%- this is very high. Programmes teaching Gaelic on BBC ALBA is at 79%, again this is very high. English subtitles are seen as an asset for over 50% of the ‘interested’ audience. An online social media summary of key words and common phrases within programmes and features is also supported by 50%. Support for having access to BBC ALBA online content via the BBC ALBA website is supported by 45% as is providing programmes and notes online on sites such as YouTube. Overall a whole range of digital media interventions are seen as beneficial.

**Recommendations**

| CODE 3C4 | Recommendations  |
|----------|--|
|          | Promote the LearnGaelic.scot resources to the ‘interested’ audience via a TV marketing campaign. Promote LearnGaelic.scot on other BBC channels, Radio Scotland plus BBC ALBA. Promote before the start of the News on BBC ALBA and after the Gaelic language, culture and history themed series that we’re recommending on BBC 1 (see 3C1). The impact of promoting LearnGaelic.scot from the TV channels will far outweigh the impact of an external marketing campaign. |
|          | Put common words and phrases from programmes onto the website (with sound files) on the day of the broadcast so vocabulary can be followed up by interested people. Also presenters will need to state when this is being applied and promote online participation.  |

**3C5 Could you please tick all of the following statements that apply:**



**Results**

- 1<sup>st</sup> -I feel that a Gaelic broadcast channel raises the status and profile of Gaelic (76%)
- 2<sup>nd</sup> -BBC ALBA has raised my awareness of Gaelic (67%)
- 3<sup>rd</sup> -I feel that BBC ALBA shows Gaelic in a modern context (57%)
- 4<sup>th</sup>-I am more likely to consider learning Gaelic as a result of watching BBC ALBA (52%)
- 5<sup>th</sup> -BBC ALBA has given them a better understanding of the Gaelic community and Gaelic culture
- 5<sup>th</sup> (equal)- I feel that BBC ALBA shows Gaelic as being relevant throughout Scotland

Please note that the remaining titles only written as summary titles on the vertical graph axis are: I feel more positively disposed to Gaelic as a result of watching BBC ALBA, I feel that BBC ALBA has a strong brand and identity

**Conclusions**

This is a question about the impact of BBC ALBA on Gaelic awareness, status and interest. The results show that BBC ALBA is having a big impact.

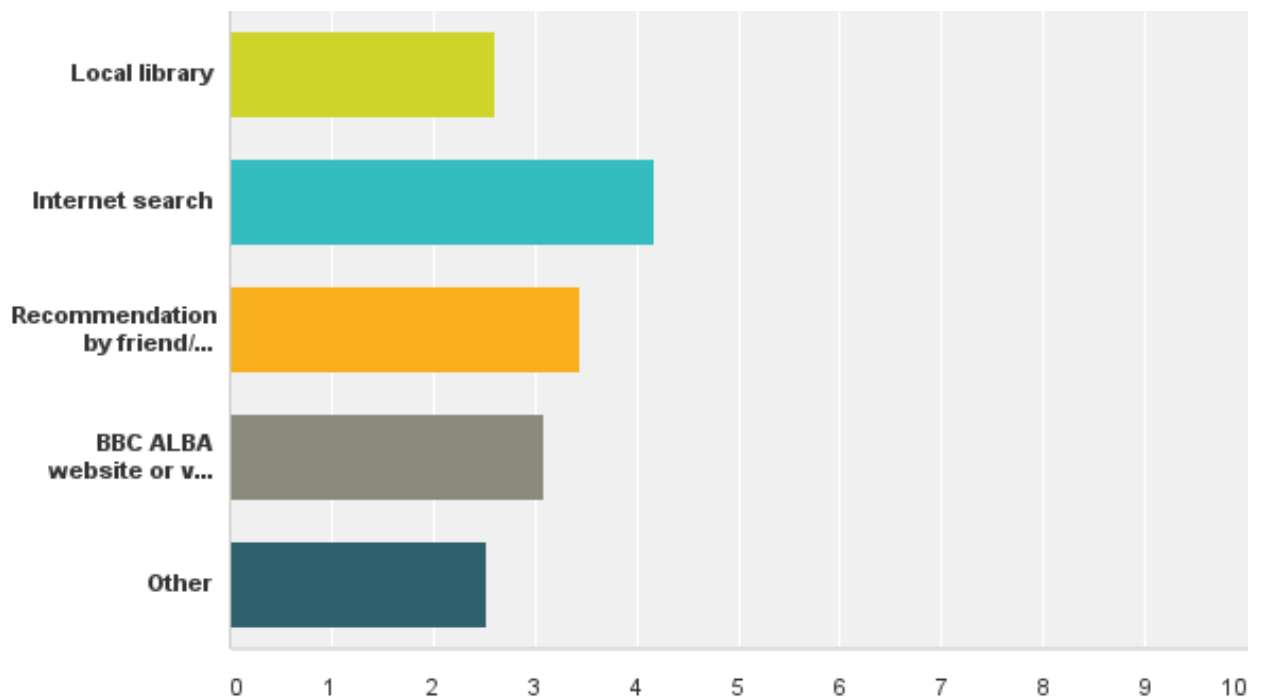


Given this strong positioning BBC ALBA has to continue to articulate actions that will ‘nudge’ people along to actually learn the language.

**Recommendations**

| <b>CODE 3C5</b> | <b>Recommendations</b>  |
|-----------------|---|
|                 | Advertise LearnGaelic.scot at the end of popular documentaries and music broadcasts.  |
|                 | Apply the opt-in survey system for new entrants to the LearnGaelic.scot website as profiled in recommendation <b>3A12</b> . This is a support structure that provides direction to new entrants on their options for learning Gaelic including one to one e-mail support for early queries. |
|                 | Have more popular BBC drama series and film nights on the BBC ALBA channel to lure people across from the other channels.   |
|                 | Key messages around Gaelic language learning: ‘It’s easier than you think’, ‘it’s social and fun’ via the Learn Gaelic advertising.   |

**3C6 Where would you currently go to find out about learning Gaelic? Please tick those that apply in order (1-5), 1 being the highest.**



## Results

- 1<sup>st</sup> Internet search
- 2<sup>nd</sup> Recommendation by friend/colleague
- 3<sup>rd</sup> BBC ALBA website or via the BBC ALBA channel
- 4<sup>th</sup> Local Library
- 5<sup>th</sup> Other

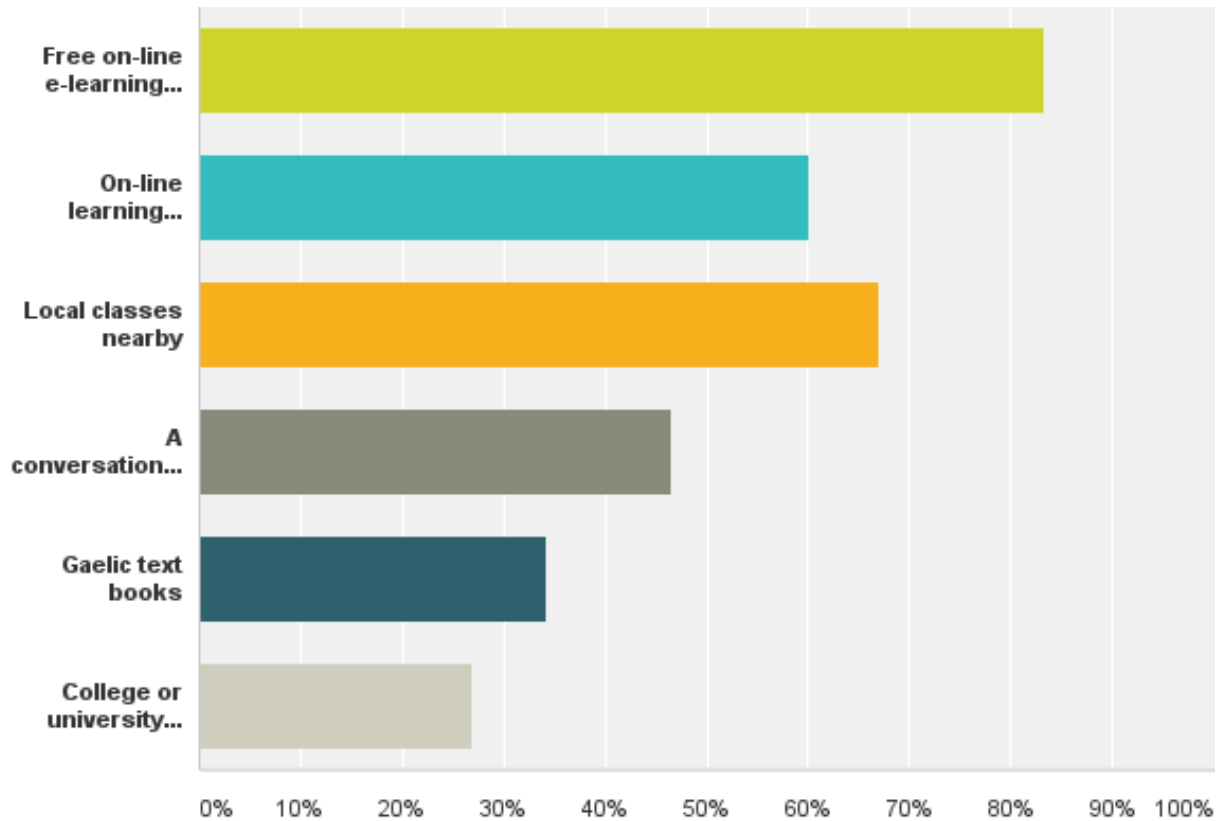
## Conclusions

The internet search is the most popular way to find out about learning Gaelic. 63% ranked internet search as their highest option. The recommendation by a friend or colleague was also high. Visiting the BBC ALBA website or via the BBC ALBA channel was the second choice of over 30% of 'interested' respondents (quite high). This tells us that the BBC ALBA should conserve and increase its positioning near to the forefront of Gaelic learning promotion. Choosing the words 'learn Gaelic' has proven to be an asset for search engine optimisation for learning Gaelic.

## Recommendations

| CODE 3C6 | Recommendations |
|----------|-----------------|
|          | n/a             |

**3C7 How would you consider learning Gaelic? Please tick all that you feel would support your learning.**



**Results**

- 1<sup>st</sup>- Free online e-learning courses that I can try and/or complete as it suits me best (83%)
- 2<sup>nd</sup>- Local classes nearby (67%)
- 3<sup>rd</sup>- On-line learning (structured course) alongside other ways I choose (60%)
- 4<sup>th</sup>- A conversational mentor (46%)
- 5<sup>th</sup>- Gaelic text books (34%)
- 6<sup>th</sup>- College or University course (27%)

The main 'other' comments were:

- Duolingo
- You Tube channel
- Help with pronunciation
- 1 to 1 tutoring
- Toddler and family music & play sessions

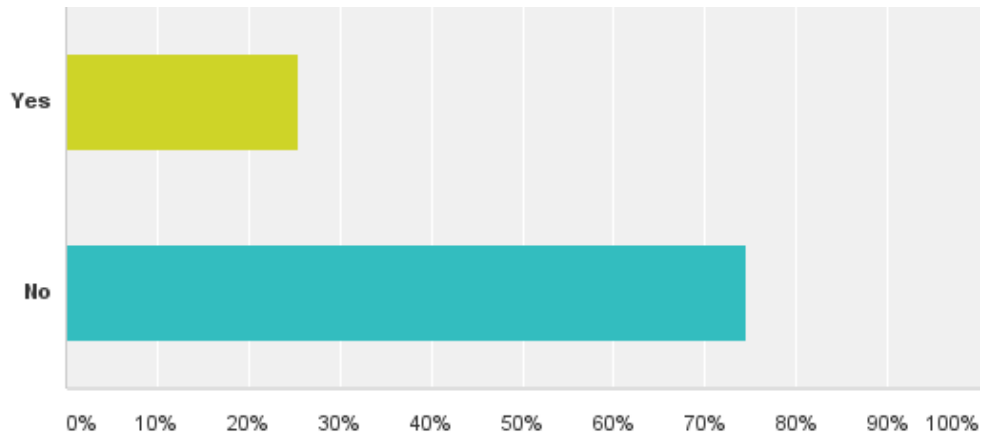
## Conclusions

The free online flexible learning options are clearly popular. It's acknowledged that 'interested' people want language learning to suit their lifestyles. Local classes are popular as are conversational mentors but having online learning suited to lifestyles is a good and sustainable fit for how people live their lives and what the Gaelic learning sector can realistically provide (given the problems around formal Gaelic class provision).

## Recommendations

| CODE 3C7 | Recommendations  |
|----------|--|
|          | Develop a Gaelic version for Duolingo. This free and flexible online learning resource would be a significant resource for the new learner markets and it can be linked from LearnGaelic.scot. For an early learner Duolingo is immediately personalised to the needs of the new users and will continue to remind the learner to undertake regular learning via a range of targeted motivators. The motivators include; daily reminder e-mails with humour, activity graphs, friends networks, lingot awards, celebrated milestones and inspiring encouragement. Duolingo incorporates an ease of usage that is fully seamless where one opening link has the learning pre-tailored for the level of the learner (from beginner onwards). |
|          | Promote the Learn Gaelic brand as a one stop shop. Learn Gaelic has the full MG ALBA Gaelic learning resources (Beag air Bheag, Speaking Our Language etc) on the website so it's just about driving the 'interested' audience to this location where their beginner Gaelic learner needs will be fully met via the websites contents, the links and the opt-in support service (as recommended at 3A12).  |
|          | It's noted that local classes nearby feature as popular but our research tells us that they're problematic. Whilst digital media is not a 100% substitute for local classes it does need to do all it can to achieve 'conversational' and human networking and sharing options. A conversational mentor supported by 46% of respondents suggests the value of human support (as profiled at 3A12).   |

### 3C8 Are you aware of LearnGaelic.scot?



#### Results

25% of people interested in learning Gaelic have heard of LearnGaelic.scot this is reasonable given this group are not existent learners. It's an advantage in this context that learn Gaelic is a perfect descriptor of the actual product.

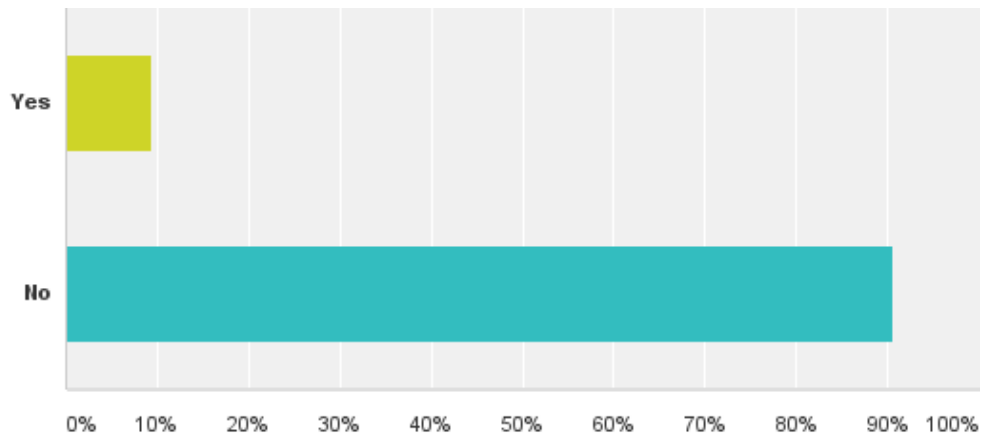
#### Conclusions

Whilst 25% recognition is encouraging it would be good to continue to grow awareness of the product and utilise ways to actively engage the web surfer direct from the LearnGaelic.scot home page.

#### Recommendations

| CODE 3C8 | Recommendations   |
|----------|---|
|          | Incorporate a short inspiring pre-amble with a 4 question survey for new users (addressing how best to activate and progress their Gaelic learning) which they fill in and get sent back to their e-mail account. Also include a skip survey option for existing users. This relates to 3A12.                                   |
|          | Activate a LearnGaelic.scot shop window campaign via BBC Scotland (corporate working). It should incorporate themed programmes about modern day Gaelic culture, people and places to promote converts to Gaelic learning. These programmes/or/series should be broadcast on BBC1 Scotland and a Radio Scotland version ideally. |
|          | Promote LearnGaelic.scot before the BBC ALBA news or high viewer broadcast (particularly documentary of high national interest).  |
|          | LearnGaelic.scot marketing strategy incorporating a range of marketing tools.   |

### 3C9 Have you ever browsed the BBC ALBA website for anything other than programme listings?



#### Results

Over 9% have viewed the BBC ALBA website for more than just programme listings.

#### Conclusions

Now and again there is BBC ALBA website content that is attracting non Gaelic speakers. Where there is content of sufficient national or niche interest new users will use the BBC ALBA website. Information that is exclusive to the website is of particular interest. Examples of exclusive aspects may be live programme polls or the announcement of competition results and downloads from music festivals. Occasional national interest news items that are specific to the Outer Hebrides and Western Isles attract more local and national interest where the perspective of local people and stakeholders is expressed, for example an oil rig washed up near to Lewis in 2016, the large scale wind farm planning application on Lewis around 10 years ago.

#### Recommendations

| CODE 3C9 | Recommendations  |
|----------|--|
|          | Drive people to the BBC ALBA website from referrals from selective broadcast content - if the website is sufficiently primed to provide inquisitive material and links to engage viewer follow-up interests. |

**3C10 Please state what you've used the BBC ALBA website for:** (for people who answered YES to 3C9)

**Results**

The main themes stated many times were:

- 1<sup>st</sup> - People seeking learning resources -materials, Gaelic vocabulary, phrases etc.
- 2<sup>nd</sup> - People following up on music events and broadcasts, documentaries (background and Further info) and downloads.
- 3<sup>rd</sup> - Generic interests; how the site looks, what's on the site.

**Conclusions**

Some interested people are assuming that the BBC ALBA website will be a good place to find out about Gaelic learning. The more high profile the subject of a documentary on BBC ALBA then the higher chance of website views amongst new audiences. This also applies to the profile of music broadcasts. Any sort of information and content exclusivity adds value to the website.

**Recommendations**

| CODE 3C10 | Recommendations   |
|-----------|---|
|           | BBC ALBA should ensure Gaelic learning information is promoted from the BBC ALBA home page (ideally). |

**3C11 Please tell us about the barriers you feel there are to you learning Gaelic:**

**Results**

- 1<sup>st</sup>- Lack of local classes per se with issues around the levels of classes available, the distance to travel, the consistency and cost.
- 2<sup>nd</sup>- Not having enough free time to learn Gaelic.
- 3<sup>rd</sup>- Not having opportunities to speak to people in Gaelic.
- 4<sup>th</sup> - The perception of Gaelic being a difficult language to learn.
- 5<sup>th</sup>-A lack of exposure to Gaelic growing up and in wider society, the lack of Gaelic culture integration in mainstream schools.

Other general points:

- Not enough done in large sized workplaces to promote Gaelic.

- Folks aren't well enough sign posted from their day to day world (through their media interactions) to find out about how and where to learn Gaelic online.
- Lack of flexible learning for commuters, a Gaelic version Duolingo is recommended by many.
- Note the issue that 'ease' of access to learning is critically important.

## Conclusions

The results of this question expose significant Gaelic learning inhibitors that digital media can go a long way to fix. The barriers to learning Gaelic are usefully very clear. Local classes are fragmented in terms of number, locality and level. Rural access issues to classes are significant and the incompleteness of courses being run is a problem. A significant issue is people having free-time. The last main issue is people feeling they won't get a chance to speak the language. Overall it's challenging for many people to continue learning Gaelic unless it's made easy for them.

The time inhibitor can be addressed by a Duolingo type application as it can be done for 10 minutes a day when on the move with a phone or a tablet. Also Duolingo uses audio files which helps pronunciation, although there's still a limitation in terms of shared conversation and full immersion. Duolingo provides ongoing reminders and motivators to learn the language and operates a system of streamlining and provision to the needs of the new learner.

Many retired and other Gaelic speakers may be happy to opt-in to provide Skype based verbal support for new learners, operating on the basis of open/ closed operating shifts on specific days of the week. The benefit, as well as conversational Gaelic is the potential for the learner to get to know more about Gaelic culture. Also relationships will develop and weekend visits to the volunteer mentor may be possible. A related approach suggested is to have Gaelic learning mentors and informal learning group development through the opt-in postcode Gaelic learning cluster scheme as previously discussed.

Another major issue expressed commonly by this segment (via the survey) is their lack of exposure to Gaelic in childhood and their day to day social lives and a feeling that it's a difficult language to learn. The lack of Gaelic learner education in the majority of Scottish schools (out with GME) in 2017 is disappointing. Without even a short one week unit on Gaelic language and culture each year (covering simple Gaelic phrases) the result is non GME families having no exposure to Gaelic via schools.

It is felt that Gaelic digital media can help address these barriers described with online learning and access to conversational networks being a good start.



## Recommendations

| CODE 3C11 | Recommendations  |
|-----------|--|
|           | The route-map to Gaelic language learning needs to be better sign-posted and communicated this will be assisted through the application of a new entrants' survey being applied on opening the LearnGaelic.scot website. This new system should be product tested and reviewed regularly through mystery shopping approaches.                                      |
|           | A Gaelic version of Duolingo is required.  |
|           | BBC ALBA should supply simplistic guidance to Education Scotland about the existing BBC ALBA products that support schools Gaelic learner education (GLE). This action will make teaching GLE easier for non- Gaelic speaking teachers through highlighting resource tools and content transferability inside and outwith classrooms.                              |
|           | Set up Gaelic speaker skype volunteer network for conversational Gaelic  |
|           | Bòrd na Gàidhlig to begin requiring organisations with Gaelic language plans (GLP's) to promote digital Gaelic learning opportunities internally and externally by stipulating good practice for achieving this. This would take the form of standard guidance on GDM for inclusion in GLP's - the promotion of the LearnGaelic.scot brand would feature strongly. |

## 3C12 Please tell us about the ways you think Gaelic media (TV/websites/radio/apps/social media) could most help your Gaelic learning:

### Results

The main points made several times were;

- Lots of on-line options, structured course and dip-in/out would be good.
- More Gaelic learning programmes on BBC ALBA with links to supplementary materials.
- Brief the interested latent learner on their options.
- Must put more effort into promoting how people can learn Gaelic and making sure people see this advertising.
- More Gaelic learning programmes on TV but have follow-up connections with on-line materials- connect and promote these to achieve ongoing usage adoption.
- Have as much engaging Gaelic TV as possible- popular dramas with subtitling.
- Achieve optimisation of use of on-line resources but also integration of the digital media options (staying simplistic and user friendly is necessary)
- Building in some sort of conversational and sharing options would be ideal.

Other points:

- Duolingo type app very popular.
- Need to have a 'sign-posted' simple and motivating journey into Gaelic learning.
- Set up assessment systems to issue Gaelic qualifications online.
- Majority support for subtitles.
- An introduction to Gaelic learning via schools is important because many people have felt cut-off from Gaelic throughout their lives and fight to see its relevance as don't know folk who speak it.
- Need to keep up the Gaelic language learning momentum and avoid losing learners because there's nowhere for them to speak it.

### Conclusions

The combination of factors motivating Gaelic learning is the need for people to have ongoing emotional and experiential touch points into both Gaelic culture and learning. This is the means by which this audience can become engaged with the language, it's a pre-requisite of deciding to learn Gaelic. These initial experiences should be positive ones helped by watching and listening to documentaries about Gaelic language and culture and its relevance to Scotland. This perhaps sounds an over elementary need but the fact is that many respondents feel they have been brought up with little exposure to the Gaelic language and culture through school, neighbourhoods and workplaces and have to feel engaged with Gaelic before taking steps to learn.

GDM needs to become part of their TV viewing behaviours with plenty options for social media interaction, webinars, You Tube Gaelic endorsements - tools that build motivation and support. The potential to achieve this is raised by new audiences selecting Gaelic programmes or programmes with Gaelic themes through the main BBC broadcast channels. Fundamentally there needs to be a strategy behind driving new audiences to Gaelic rather than people 'stumbling' upon an interaction with Gaelic.

### Recommendations

| CODE 3C12 | Recommendations |
|-----------|-----------------|
|           | n/a             |

## Section 3D Children in GME and GLE Review

### GME Results

The Focus group involved a 40 minutes presentation and discussion with the P6 GME children followed by a self-completion questionnaire.

### Summary of Discussion

As the slides were shown on the whiteboard in the classroom, the children recognised the BBC Alba website and the programme characters and titles from it, this included Donnie Murdo, Peppa Pig and all others.

When asked which other programmes they knew of, Speaking Our Language was mentioned by a few children. Coverage of the Mod was also mentioned and it became apparent that some of the class or their siblings had taken part and were therefore looking for footage of themselves and their family.

They also mentioned that watching the BBC ALBA news helped them to learn the language, as they could follow along with the subtitles.

Many children spoke about how their own families don't speak Gaelic but would watch programmes on BBC Alba with subtitles in an attempt to understand what their children are being taught at school. Some of the pupils spoke of elder siblings who had attended or still attend their GME school and how they were able to pick up Gaelic words from them. This was also the reason some of the pupils would watch programmes designed for younger children (eg Peppa Pig). At this point it was noted that there was a lack of programmes suitable for an older child age group, with the feeling being that programming catered for very young children or adults only. It was stated that many of the children had watched Gaelic TV before beginning primary school.

The Mòd was mentioned a few times, [redacted], but it was also being watched for general entertainment.

[Paragrah redacted].

The pupils were asked about RNG. Fourteen children listened to it, some saying that they listened to it in the car and that their parents would also listen to it.

### Results of Questionnaire

There were 20 children responses. The use of '1' in the table denotes each single vote. The table records the results expressed in the children's own language.

| Question area | Yes Responses | No or n/a responses |
|---------------|---------------|---------------------|
|---------------|---------------|---------------------|

|  |  |                           |
|--|--|---------------------------|
| <p><b>1. What BBC ALBA TV shows help you learn Gaelic?</b></p>               | <p>Dè a-Nis 11111111111111<br/>                 News [&lt;10]<br/>                 Gleusta [&lt;10]<br/>                 Speaking Our Language [&lt;10]<br/>                 Mòd [&lt;10]<br/>                 Machair [&lt;10]<br/>                 Jibber Jabber [&lt;10]<br/>                 Football [&lt;10]</p> | <p>[&lt;10]</p>           |
| <p><b>2. Why do these TV shows help you speak and understand Gaelic?</b></p> | <p>[redacted]</p>  | <p>[&lt;10]</p>           |
| <p><b>3. Use of learnGaelic.scot</b></p>                                     | <p>Yes [&lt;10]<br/>                 Not sure [&lt;10]</p>   | <p>111111111111111111</p> |
| <p><b>4. Use of BBC ALBA website and what for</b></p>                        | <p>I have used the website 11111111111111<br/> <br/>                 mod [&lt;10]<br/>                 Donnie Murdo [&lt;10]<br/>                 news [&lt;10]<br/>                 iPlayer for various replays [&lt;10]<br/>                 Dè a-Nis [&lt;10]</p>   | <p>[&lt;10]</p>           |
| <p><b>5. Listening to RNG and what for</b></p>                               | <p>Have listened to RNG 11111111111111<br/> <br/>                 Music, news and mod most popular listening 11111111111111</p>  | <p>[&lt;10]</p>           |

**Conclusions**

The children really enjoy the Gaelic children’s programmes particularly when pre-school and at early years p1-3. They still enjoy Danger Mouse and many watch and enjoy Dè a-Nis. Some children [redacted] felt that apart from Dè a-Nis there wasn’t much directly suitable for the age group 9-13 but a lot more available for 3 to 8 year olds. The key benefits of viewing were recorded as; helping learn new words, reminders of words and phrases and the benefit of following varied conversational Gaelic.

Nearly two-thirds of the children use the BBC ALBA website for viewing downloads. The Gaelic radio is very popular and is listened to both actively and passively in day to day life.

Many of the children (with a few exceptions) said that they spoke Gaelic very little in the home but that their parents listened to Gaelic radio regularly and liked watching the



|  |  |  |
|--|--|--|
|  | -helps with conversational Gaelic and understanding Gaelic speakers [<10]<br>-repeating phrases is good<br>11111111111111111111111111111111<br>-song words repetition 1111111111 |  |
| 3. Use of learn Gaelic.scot                      | [<10]  | 11111111111111111111111111111111<br>11111111111111111111111111111111<br>11111111111111111111111111111111<br>11111 [redacted]<br>11111111111111111111111111111111 |
| 4. Do you use the BBC ALBA website and what for? | Donnie murdo 11111111111111111111111111111111<br>Speaking Our Language<br>11111111111111111111111111111111<br>For Gaelic videos & cartoons 1111111111                            | [<10]  |
| 5. Do you listen to Gaelic radio at home?        | Music [<10]  | 11111111111111111111111111111111<br>11111111111111111111111111111111<br>11111111111111111111111111111111   |

**Conclusions**

Speaking Our Language was very popular as were the well-known children’s BBC ALBA TV programmes. Subtitles amongst this learner group were supported; in particular they found the repeating of phrases useful.

Again very few of the children had heard of LearnGaelic.scot. The use of the BBC ALBA website was high for a variety of cartoon watching and for Speaking Our Language. Viewing Speaking Our Language from home suggests an enthusiasm by the parents of GLE children to support home Gaelic learning. The use of RNG being low suggests that parents are unaware of their social entry point into the station out with listening to music. It seems important that parents should know that it would be worthwhile for their children to listen to Beag air Bheag etc.

**Recommendations**

| CODE 3D2 | Recommendations   |
|----------|---|
|          | Promote RNG to schools providing Gaelic Learner Education by suggesting to teachers how they could make good use of it for the children’s learning                                  |
|          | Use the RNG website to sign-post the use of Beag air Bheag to English only speaking audiences through snap-shot summaries directing the usage of the learner resource (in English). |

## Section 4.0 Table of Recommendations

This is the summary of recommendations from the analysis in Section 3. They reflect what is required of digital media to assist with the learning and enhancing of Gaelic.

| Code Title from Section 3 (A-D) | Recommendation  |
|---------------------------------|---|
| <b>GAELIC LEARNERS</b>          |   |
| 3A1                             | n/a   |
| 3A2                             | n/a   |
| 3A3                             | n/a   |
| 3A4                             | n/a   |
| 3A5                             | n/a   |
| 3A6                             | n/a   |
| 3A7                             | n/a   |
| 3A8                             | n/a   |
| 3A9                             | Conversational networks through digital learning should be promoted.  |
|                                 | Blasad Beag needs to be promoted to Gaelic beginners as some Gaelic beginners don't access RNG as they assume it will be over advanced.   |
| 3A10                            | Ditto   |
| 3A11                            | Utilise all MG ALBA digital family products for marketing LearnGaelic.scot  |
| 3A12                            | <p>It needs to be remembered that some learners are completely disconnected from any social interactions or peer group to provide any advice on their Gaelic learning. Quite often this scenario applies (as reflected in this research) within Central Scotland where the Gaelic learning population is potentially high. This grouping who are in no way socially connected to Gaelic need to be encouraged or they may give up trying to learn Gaelic.</p> <p>To this end there is a need to implement a LearnGaelic.scot flash-up website opt-in advertisement system to communicate and 'hook' new site visitors - often they will be a new learner who may need help identifying how to learn Gaelic and will benefit from hand-holding advice on their options.</p> <p>Once LearnGaelic.scot have opt-in data and permissions for further communications with the new site visitor then there are many ways that the customer can be supported and motivated to learn Gaelic in the following example ways:</p> <p><b>-Needs assessment:</b> The opt-in will begin with the key questions about how the website visitor would like to learn Gaelic and provide the various options for further enquiry. This further</p> |

|  |  |
|--|--|
|  | <p>enquiry will be via e-mail to a responsive Gaelic learner advisor within LearnGaelic.scot.</p> <p><b>-Alerts e-mails:</b> Once people sign-up they will be sent shared member e-mails that promote a dedicated <i>Gaelic cluster mentoring system</i>, the promotion of events and interesting relevant stuff about the language, culture and getting more connected with Gaelic day to day.</p> <p><b>-Gaelic cluster groups:</b> Taking the learner email opt-in a stage further - an intervention to develop Gaelic conversation and immersion outcomes is suggested. From the research we know that lack of conversational outlets to speak Gaelic is a de-motivator and something GDM must aim to address. To grow and retain learners new methods are necessary to connect people to share Gaelic conversation.</p> <p>1) LearnGaelic.scot should seek Gaelic cluster mentors who are willing to undertake informal Gaelic conversation sessions with learners either through Skype (or similar) or face to face. This will be achieved via press ads and target public relations work undertaken by LearnGaelic.scot. These cluster mentors should be given a helpful hints tool-kit to get set-up to offer informal meet ups and Skype sessions with people who are learning to speak Gaelic. The tool kit will include:</p> <ul style="list-style-type: none"> <li>- up to date information on Gaelic learning pathways for new learners covering useful learning advice including transferable GDM resources and all learning options,</li> <li>-templates kit for advertising informal open conversational meetings,</li> <li>-technical information on how to set up and manage Gaelic discussion forums</li> </ul> <p>2) A postcode match referencing system should be built in to identify and match local conversational mentors to learners.</p> <p>3) The facilitator cluster mentor will get in touch to arrange future communications with the new learner.</p> <p>4) The idea is that the cluster group is built-up with more and more people joining and the group meet informally now and again or regularly. They may choose to go walks and explore Gaelic place names, perhaps meet in different day out locations or have a regular meet up point. They may or may not choose to fundraise for their group to pay for guest speakers, community events and venues.</p> <p>This GDM intervention will build a data-base of new learners and increase the number of learners.</p> |
|--|--|



|      |  |
|------|--|
|      |  |
| 3A13 | n/a  |
| 3A14 | n/a  |
| 3A15 | n/a  |
| 3A16 | Continue to promote RNG as a formidable resource to support Gaelic learning pushing Blasad Beag as the starting point. Ensure to promote the related digital support files via Beag air Bheag (podcasts, translation, audio) through Gaelic Learner education practitioners. |
| 3A17 | There needs to be more clarification of what levels the RNG learning programmes are suited to, it would be useful if this was more clear (in English) on the RNG website.  |
| 3A18 | To increase learner listeners even more it may be worth having a RNG advertising campaign to people in Lowland Scotland – highlighting the wealth of interest and enjoyment via the station. Only apply where the RNG reception exists.                                      |
| 3A19 | MG ALBA should continue to invest in providing and promoting dedicated Gaelic learning opportunities through digital media.  |
|      | MG ALBA should continue to monitor its dedicated Gaelic learning opportunities by ‘testing’ the consumer journey and support through Gaelic learning.  |
| 3A20 | Create a learning app with ongoing flexible learning (Duolingo or similar).  |
|      | Address the issue of there being a lack of learning materials for intermediate learners and direct intermediate learners to suitable digital material via LearnGaelic.scot   |
|      | Find a solution to being able to switch subtitles off on demand- perhaps have non- subtitled versions made available on iPlayer/ YouTube for popular broadcasts.   |
|      | Have links to different types of instant Gaelic technologies that deliver instant spell-check, scroll over instant translations glosses, predictive text solutions, dictionary app and transition to Gaelic keyboard.  |
|      | Aim to minimise the perception of repeats by gaining profile for new shows and broadcast these at peak time.   |
|      | Use learner opt-in network to offer to share learner contacts in non-Gaelic speaking areas of Scotland.  |
|      | Continue with mass appeal programmes like premier sporting fixtures to attract wider audiences to BBC ALBA.  |
|      | The relevance of Gaelic needs to be promoted via the BBC channels through an engaging documentary series with LearnGaelic.scot promoted at the end of each broadcast. See 3C1.   |
|      | Aim to run as many popular dramas series from BBC1 onto BBC ALBA as possible- to achieve new and a return visitor following.   |
|      | A BBC ALBA news programme for children at around 4pm would likely attract GME and GLE kids nationally.   |

| FLUENT SPEAKERS |   |
|-----------------|---|
| 3B1             | For BBC ALBA to carry on with well planned provision to meet the wants and needs of Gaelic speakers.  |
| 3B2             | n/a   |
| 3B3             | n/a   |
| 3B4             | Carry on with existing core content (news, documentaries, current affairs, soaps and children’s programmes) as a means of making speakers feel confident about speaking Gaelic and that Gaelic is a robust and relevant language and culture. Increase the amount of new content. |
| 3B5             | Carry on providing broadcasts that reflect the use of Gaelic in our present modern day society.   |
| 3B6             | n/a   |
| 3B7             | n/a   |
| 3B8             | Continue to make BBC programmes as interactive as possible referring viewers to the BBC ALBA website for further information links and any social media and conversation around the programme.  |
| 3B9             | n/a   |
| 3B10            | Selectively get rid of subtitles or aim to provide a switch off option or provide the broadcasts online in a format that’s without subtitles.   |
| 3B11            | n/a   |
| 3B12            | n/a   |
| 3B13            | n/a   |
| 3B14            | n/a   |
| 3B15            | Proactive social media intervention: launch content that stimulates interest, reaction and on-line conversations. Aim to promote the discussions direct from broadcasts.  |
|                 | The use of the BBC ALBA website is high and it would be an advantage to have social media post at the forefront of the homepage. Regularly updated posts will attract more public visits as they’ll come to expect something new to interact with.                                |
| 3B16            | Advocate the need for a Gaelic spell checker that can be applied to popular social media tools.   |
| 3B17            | Increase the BBC ALBA daily broadcasting time.  |
|                 | Increase the number of new programmes on BBC ALBA.  |
|                 | Use radio and television as a means to ‘hook’ then drive viewer feedback on-line. Offer sign-ups to posts to build online speaker communities.  |
| 3B18            | n/a   |
| 3B19            | n/a   |
| 3B20            | n/a   |
| 3B21            | Provide BBC ALBA subtitle free shows on YouTube. Use the advertising space for promoting LearnGaelic.scot. Ref 3A20 also.   |
|                 | Aim to produce more TV material that can be capitalised in a social media context in terms of engagement ‘hooks’ and  |

|   |  |
|---|--|
|   | audience follow-up, such as what happened next?, what was the outcome?, who won the competition?   |
|   | Provide a LearnGaelic.scot version, perhaps SpeakGaelic.scot for Gaelic speakers as a means of providing them with the option to improve their written Gaelic skills.  |
|   | Provide distinctive offerings for young audiences building on the success of Rapal. Perhaps an older youth version of Dè a-Nis.  |
|   | Use MG ALBA and BBC ALBA media outlets to promote the benefits of a bilingual education for the children of Gaelic speaking parents.   |
| <b>PEOPLE INTERESTED IN LEARNING GAELIC</b> |  |
| 3C1   | Negotiate more content from the UK BBC channels to be shown on BBC ALBA - to continue to draw in new audiences from the mainstream channels and embed regular viewing habits amongst new BBC ALBA viewers.   |
|   | Make a series about the relevance of Gaelic as a major language of Scotland; it's relevance to our places, culture and history. Have this series run on BBC1 or BBC2, promote LearnGaelic.scot at the end of each episode. Each episode can reflect a vibrant aspect of the language and Scotland's life including landscapes and place names, music, beliefs, where Gaelic is today and why it's got to where it is. This should be externally grant funded with a clear and concise remit and objective to inspire and encourage an interest in both Gaelic culture and Gaelic learning. BBC ALBA and possibly BnG should be in charge of editing the final product. |
| 3C2   | n/a  |
| 3C3   | n/a  |
| 3C4   | Promote the LearnGaelic.scot resources to the 'interested' audience via a TV marketing campaign. Promote LearnGaelic.scot on other BBC channels, Radio Scotland plus BBC ALBA. Promote before the start of the News on BBC ALBA and after the Gaelic language, culture and history themed series that we're recommending on BBC 1 (see 3C1). The impact of promoting LearnGaelic.scot from the TV channels will far outweigh the impact of an external marketing campaign.   |
|   | Put common words and phrases from programmes onto the website (with sound files) on the day of the broadcast so vocabulary can be followed up by interested people. Also presenters will need to state when this is being applied and promote online participation.  |
| 3C5   | Advertise LearnGaelic.scot at the end of popular documentaries and music broadcasts. See 3C4.  |
|   | Apply the opt-in survey system for new entrants to the Learn Gaelic website as profiled in recommendation 3A12. This is a support structure that provides direction to new entrants on their   |

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|     | options for learning Gaelic including one to one e-mail support for early queries.   |
|     | Have more popular BBC drama series and film nights on the BBC ALBA channel to lure viewers across to BBC ALBA's offerings.   |
|     | Key messages around Gaelic language learning: 'It's easier than you think', 'it's social and fun' via the Learn Gaelic advertising   |
| 3C6 | n/a  |
| 3C7 | Develop a Gaelic version for Duolingo. This free and flexible online learning resource would be a significant resource for the new learner markets and it can be linked from LearnGaelic.net. For an early learner Duolingo is immediately personalised to the needs of the new users and will continue to remind the learner to undertake regular learning via a range of targeted motivators. The motivators include; daily reminder e-mails with humour, activity graphs, friends networks, lingot awards, celebrated milestones and inspiring encouragement. Duolingo incorporates an ease of usage that is fully seamless where one opening link has the learning pre-tailored for the level of the beginner. |
|     | Promote the Learn Gaelic brand as a one stop shop. Learn Gaelic has the full MGALBA Gaelic learning resources (Beag air Bheag, Speaking Our Language etc) on the website so it's just about driving the 'interested' audience to this location where their beginner Gaelic learner needs will be fully met via the websites contents, the links and the opt-in support service (as recommended at 3A12).   |
|     | It's noted that local classes nearby feature as popular but our research tells us that they're problematic. Whilst digital media is not a 100% substitute for local classes it does need to do all it can to achieve 'conversational' and human networking and sharing options. A conversational mentor supported by 46% of respondents suggests the value of human support (as profiled at 3A12).   |
| 3C8 | Incorporate a short inspiring pre-amble with a 4 question survey for new users (addressing how best to activate and progress their Gaelic learning) which they fill in and get sent back to their e-mail account. Also include a skip survey option for existing users. This relates to 3A12.  |
|     | Activate a LearnGaelic.scot shop window campaign via BBC Scotland (corporate working). It should incorporate themed programmes about modern day Gaelic culture, people and places to promote converts to Gaelic learning. LearnGaelic.scot should be promoted at the end of these broadcasts.  |
|     | Promote LearnGaelic before the BBC ALBA news or high viewer broadcast (particularly documentary of high national interest).  |
| 3C9 | Drive people to the BBC website from referrals from selective broadcast content if the website is sufficiently primed to provide   |

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|                                | inquisitive material and links to engage the viewers' follow-up interests.   |
| 3C10                           | BBC ALBA should ensure Gaelic learning information is promoted from the BBC ALBA home page (ideally).  |
| 3C11                           | The route-map to Gaelic language learning needs to be better sign-posted and communicated this will be assisted through the application of a new entrants' survey being applied on opening the LearnGaelic.scot website. This new system should be product tested and reviewed regularly through mystery shopping approaches.                                      |
|                                | A Gaelic version of Duolingo is required.  |
|                                | BBC ALBA should supply simplistic guidance to Education Scotland about the existing BBC ALBA products that support schools Gaelic learner education (GLE). This action will make teaching GLE easier for non-Gaelic speaking teachers through highlighting resource tools and content transferability inside and out with classrooms.                              |
|                                | Set up Gaelic speaker skype volunteer network for conversational Gaelic. See 3A12.   |
|                                | Bòrd na Gàidhlig to begin requiring organisations with Gaelic language plans (GLP's) to promote digital Gaelic learning opportunities internally and externally by stipulating good practice for achieving this. This would take the form of standard guidance on GDM for inclusion in GLP's - the promotion of the LearnGaelic.scot brand would feature strongly. |
| 3C12                           | n/a  |
| <b>CHILDREN IN GME AND GLE</b> |  |
| 3D1                            | More BBC ALBA programmes for ages 9-13 would be an advantage to attracting more GME viewers of this age.   |
| 3D2                            | Promote RNG to schools providing Gaelic Learner Education by suggesting to teachers how they could make good use of it for the children's learning   |
|                                | Use the RNG website to sign-post the use of Beag air Bheag to English only speaking audiences through snap-shot summaries directing the usage of the learner resource (in English).  |

## Section 5 Actions

The action list below prioritises the long list of recommendations (which often overlap across research segments), as below:

### **Action 1**

Set up opt-in learner support system through LearnGaelic.scot. Fully provide for user enhancements that best support immersive Gaelic experiences by further developing the LearnGaelic.scot offering to include links to audio equipped apps, mentors, online conversation sharing options and location based cluster support networks. Promote from the website and priority online customer contact points (ref. 3A12).

**Action 2**

Fund, devise, deliver and promote a Gaelic version of Duolingo (ref. 3C7).

**Action 3**

Implement a strategy to sign-post LearnGaelic.scot more extensively from BBC ALBA, BBC Scotland and Radio Scotland (ref. 3C1,3C2, 3C4, 3C7,3C8).

**Action 4**

Make more non- subtitled high viewer BBC ALBA content available on iPlayer or You Tube (ref. 3B10).

**Action 5**

Provide more new content, in particular; documentaries, drama and children's programmes (ref. 3B4, 3C1, 3D1).

**Action 6**

Increase referrals and resultant social media and reading activity on the BBC ALBA website via imbedding online interactivity derived from selected BBC ALBA broadcasts (ref. 3B8, 3B15,3B17, 3B21, 3C9).

**Action 7**

Move more material from BBC1 and BBC2 onto BBC ALBA in the interests of driving new viewers from a wider audience base (ref. 3A20).

**Action 8**

Provide and promote a SpeakGaelic.scot online facility to support fluent speakers with their Gaelic writing skills (ref. 3B21).

**Action 9**

Continue to provide and increase distinctive offerings (that maximise engagement) for teenagers and young adult Gaelic speakers (ref. 3B21,3D1).

**Action 10**

Fund and deliver a series (or high profile repeat series) about the national history of the Gaelic language and culture and show on BBC1, use as a platform to promote the LearnGaelic.scot brand (ref 3C1).

**Action 11**

MG ALBA to use the BBC ALBA, RNG website and LearnGaelic.scot to showcase useful technologies that provide enhancements to the users' confidence and abilities to write and share written Gaelic (ref. 3A20)

**Action 12**

Bòrd na Gàidhlig to inform and stipulate a standardised approach to optimising Gaelic digital media use for the promotion of Gaelic learning both externally (to all stakeholders and publics) by all organisations with Gaelic Language Plans but also to include the use of GDM for Gaelic learning within the GLP organisations (ref. 3C11).

## **Acknowledgements**

With many thanks for the valuable insights and views expressed by a wealth of people throughout Scotland via the national survey and focus groups. Particular thanks to Dr Alasdair MacCaluim, Bòrd na Gàidhlig and MG ALBA. Also the Head Teacher and staff at Bun-sgoil Taobh na Pàirce, Ann McCluskey from City of Edinburgh Council, Andrea Kluge from Sabhal Mòr Ostaig, Elspeth MacDonald from Rockfield Primary, Professor Norman MacDonald, Norma MacLeod, Magnus Orr, David Hunter and Chris Sheridan.