

Fiosrachadh Pearsanta / Contact Information

Buidhean Organisation	Faclair na Gàidhlig
Baile-mòr/Baile City/Town	Isle of Skye
Dùthaich Country	Scotland

Ceistean | Questions

1. Tha cumadh a' Phlana a' gabhail a-steach amas, cuspairean, prìomh raointean agus gealltanasan. A bheil beachd agaibh air cumadh a' Phlana agus air an àrd-amas againn? The structure for the Plan consists of an aim, priority areas and commitments. Do you have any comments on how we have structured the Plan and the overall aim we have selected?

The structure of the plan is very clear but would have been more user-friendly if the questions had also been placed in sections 6, 7 and 8 as well as in the overview.

The aim is admirable but very broad in nature. The three headings are actually separate aims in their own right and, to a considerable extent, in the order they are listed, one leads to and feeds into the next.

2. Tha sinn dhen bheachd gu bheil e riatanach gum bi deagh iomhaigh aig a' Ghàidhlig agus gum bi na raointean shuas a' cur gu mòr ri sin. A bheil beachdan agaibh fhèin air na raointean a thagh sinn no càil eile co-cheangailte ris a' chuspair seo? We believe that the promotion of a positive image for Gaelic is essential and we think that the areas above are the key areas that can make a contribution to this. Do you have any comments on the areas we have selected or alternative suggestions?

We wholeheartedly agree that the promotion of Gaelic is essential and that the key areas are important. The overview contains a reference to non-speakers (p. 07) and we feel the priority areas in this section should be inclusive of them. Promotion outside the Gaelic constituency is very important and a means to attract new interest and potential learners. Scots who do not (yet) speak Gaelic should be enabled to feel that they share ownership of the language as part of their national culture.

The means of raising awareness should be extended to include media, education and arts in Scotland. BBC Alba and the developments in Gaelic music, widely appreciated by virtue of their quality, are excellent examples of promoting Gaelic language and culture amongst non-Gaelic speakers. The arts can promote Gaelic on an international stage and show that it has an important place in Scotland.

3. Tha sinn dhen bheachd gu bheil foghlam agus ionnsachadh na Gàidhlig aig cridhe a' Phlana seo. Tha sinn air liosta a dhèanamh de na prìomh raointean airson leasachadh san àm ri teachd. A bheil beachdan agaibh air seo, agus air na prìomh raointean a thagh sinn airson ionnsachadh na Gàidhlig? We believe education and Gaelic learning are central to this Plan. We have also listed the priority areas that we believe should be a focus for ongoing activity. Do you have any comments on this emphasis and on the priority areas selected for learning Gaelic?

We believe the priority areas are excellent and cover all constituencies and age groups. We feel that it is most important to place emphasis on education and learning in areas where the language is still strong. This is the soundest foundation on which to build the future of the language.

We find it curious that resources are mentioned at the end of the list of priorities, although there is no indication that the priorities are anything other than equal and, on page 25, they are mentioned in connection with Gaelic Adult Learners only. Resources are key to all the listed priority areas. Without reliable resources the other activities will be weakened and eventually become unsustainable.

Key public authorities are listed separately and we feel this should also be the case for Gaelic bodies and organisations.

4. Tha sinn dhen bheachd gu bheil na raointean a chaidh a thaghadh cudromach airson cleachdadh na Gàidhlig a bhrosnachadh. A bheil beachdan agaibh air mar a dh'fhaodamaid piseach a thoirt air ìre cleachdaidh na Gàidhlig? We believe the areas selected are important for promoting the increased use of Gaelic. Do you have any comments or suggestions you would like to make in relation to promoting the increased use of Gaelic?

We agree the priority areas are all very important. There is no implication of order but initiatives which strengthen the language's richness, relevance and consistency should be accorded high priority. We must ensure that all users

have access to the richness of the language in terms of vocabulary and idiom, and inherit its true legacy in terms of its world view.

The language needs to resume its rightful place in society and then language use will be increased and maintained as a consequence. It is important to remember the longevity of this process and that we are building foundations that may take two or three generations to consolidate.

5. Ann an ceistean 2, 3 is 4, chaidh iarraidh oirbh ur beachdan a thoirt air na prìomh raointean a chaidh a chomharrachadh. Anns a' cheist seo, bu mhath leinn ur beachdan fhaighinn air na prìomh ghealltanasan a chomharraich sin agus air gealltanasan a bharrachd a bu chòir a bhith ann gus an dèanar adhartas ann a bhith a' leasachadh na th' ann de dhaoine a tha a' labhairt, cleachdadh is ionnsachadh na Gàidhlig ann an Alba agus ann a bhith a' leudachadh nan suidheachaidhean anns am bi i air a cur gu feum? In questions 2, 3 and 4, you were asked about your views on the priority areas identified. In this question, we would like to hear any views or suggestions you may have on the key commitments we have identified and views on any key commitments you think should be included in order to make progress with the aim of increasing the number of people speaking, using and learning Gaelic in Scotland and the number of situations in which it is used?

The aims and key commitments are admirable. We feel the principles and plans are excellent but more detail on practical outcomes and how these are to be achieved would strengthen the document. In the areas of Gaelic learning and use, we would prioritise activity in communities with a higher proportion of first-tongue speakers. This will provide a strong foundation on which to build and make a significant contribution to supporting the richness of the language.

6. Tha na ceistean co-chomhairleachaidh a nochd na bu tràithe air a bhith rudeigin mionaideach. Ma tha sibh airson puingeagan eile a thogail, agus mura robh cothrom agaibh sin a dhèanamh thuige seo, nach sgrìobh sibh iad gu h-ìosal. The earlier consultation questions have been fairly specific. If there are any other points you would like to make and feel you have not had the opportunity to do so, please write them below.

We would like to make the following three points:

1. In the section on Gaelic in Scotland, on page 17, 'Gaelic Language (Corpus)', we feel there may be some potential for confusion with respect to how the term 'corpus development' is being used. It could be applied to Gaelic Orthographic Conventions and An Seotal in the sociolinguistic sense but, in the case of DASG and Faclair na Gàidhlig, 'corpus' refers to a large body of evidence from the language, much of it historical but the greater part of it modern, including oral material not evidenced elsewhere. 'Corpus' in this sense is integral to the implementation and success of any national plan for the language. DASG and Faclair na Gàidhlig, far from merely making an 'important contribution', are actually fundamental to all other language activity; one in collecting actual evidence and the other in explaining it. Through these initiatives the integrity of the language is preserved and the type of corpus planning undertaken by Gaelic Orthographic Conventions and An Seotal is facilitated and improved by being based on a sound foundation.
2. We feel that the section on Gaelic in Scotland would benefit from a brief paragraph on the historical context explaining the extent to which Gaelic was once spoken in Scotland. This would make it clear that what we are concerned with is language revitalisation and would perhaps reduce hostility to Gaelic from those who believe it is a language of interest only to a very small minority of the population in the West Highlands and Islands.
3. The plan, rightly, makes mention of the benefits for Gaelic in Scotland from links with other minority languages. The Irish experience is particularly relevant linguistically but we would suggest that there is also considerable scope for co-operation with various language bodies in Wales where there is a lot of experience that is relevant to Gaelic. This includes education at all levels (from nursery to higher education as well as adult education), promoting culture and literature, promoting standards (such as orthography), the role of the Language Commissioner and the question of language plans and standards for public bodies and corporations. Wales and Scotland are both part of the UK, with much the same administrative and legal/constitutional arrangements – and similar challenges, economically and socially. We feel it would be of mutual benefit for the two countries to share their experiences more fully. This has been done in lexicography with considerable success.