

New Speakers and Island Voices

Research Interests

“Scotland’s Gaelic College”



<http://www.smo.uhi.ac.uk/gd/>

<http://multidict.net/cs/646>

The Location



The Language (1) – Census 2011

- ▶ *Gaelic language*
- ▶ *Just over one per cent (1.1 per cent or 58,000 people) of the population aged 3 and over in Scotland were able to speak Gaelic, a slight fall from 1.2 per cent (59,000) in 2001.*
- ▶ *There were decreases in the proportion of people able to speak Gaelic in all age groups apart from those aged under 20 years which had a 0.1 percentage point increase.*

The Language (2) – Census 2011

- ▶ *Language skills – Gaelic*

- ▶ *In 2011, the proportion of the population aged 3 and over in Scotland who could speak, read, write or understand Gaelic was 1.7 per cent (87,000), compared with 1.9 per cent (92,000) in 2001. Within this group, the number of people who could speak, read and write Gaelic in 2011 was 32,000, 0.6 per cent of the population aged 3 and over; this was the same proportion as in 2001.*
- ▶ *For Scotland as a whole, the proportion of the population aged 3 and over able to speak Gaelic was 1.1 per cent (58,000 people); a slight fall from 1.2 per cent (59,000) in 2001. The council areas with the highest proportions able to speak Gaelic were Eilean Siar (52 per cent), Highland (5 per cent) and Argyll & Bute (4 per cent).*

SMO Projects (1) – POOLS

- ▶ 2005–2007
- ▶ Denmark, Lithuania, Germany, Spain (Basque and Spanish), Netherlands, Romania, UK (Gaelic and English)
- ▶ European Silver Award for Creativity and Innovation in Lifelong Learning (2009)

<http://www.languages.dk/pools1.htm>

SMO Projects (2) – POOLS–related

- ▶ POOLS–t

<http://languages.dk/pools-t/index.html>

- ▶ POOLS–2

<http://languages.dk/pools-2/index.htm>


- ▶ TOOLS

<http://languages.dk/tools/index.htm>

Projects (3) – Island Voices (Guthan nan Eilean)

- ▶ European Language Label (2007) for POOLS work
- ▶ British Council ELTON (2012) nomination
- ▶ Gaelic and English
- ▶ “Series 1” DVD
- ▶ “Series 2” online only
- ▶ “Stage 3” community-based UGC
- ▶ Multiple platforms – Wordpress, YouTube, Ipadio, Facebook, Am Pàipear, Clilstore.
- ▶ <http://guthan.wordpress.com/about/>

Research and Reports

- ▶ <http://guthan.wordpress.com/research/>
 - ▶ Perceptions of Gaelic Learning and Use in a Bilingual Island Community: an Exploratory Study
 - ▶ Gaelic Digital Literacies in a Bilingual Community: a Sampling of Practices and Preferences
 - ▶ ESOL in the Hebrides and Island Voices: “Hey, hang on a minute, tha mise bilingual!”
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Issues (1)

- ▶ “I’m increasingly unconvinced that any such thing as ‘English’ (or any other language) actually exists, or that classrooms ought to be anything other than highly ‘multilingual’ places, where the object of learning is not ‘English’, ‘literacy’ or any other language for that matter, but simply *communication* in highly localized, practice oriented forms (for more on this see Pennycook, A, 2010 *Language as a Local Practice*)”
- ▶ John Sutter, JISC–Mail ESOL Research, 08/05/13.

Issues (continued)

- ▶ “Researchers such as Garcia, Blackledge & Creese, and Conteh have adopted the term *translanguaging* as an alternative to codeswitching, to describe the usual and normal practice in multilingual environments (including some classrooms) of ‘bilingualism without diglossic functional separation’ (Garcia 2007: xii) or ‘flexible bilingualism’ (Conteh forthcoming). This points to an understanding of languages not as hermetically sealed and bounded entities. Rather, in this use-informed view, the focus is on an individual’s communicative repertoire made up of a set of linguistic and semiotic resources (see also Blommaert and Backus 2011).”
- ▶ “Later in that paper I quote Suzanne Romaine, whose work can be marshalled in support of a critique of a ‘census’ view of languages. ‘The very concept of discrete languages is probably a European cultural artefact fostered by procedures such as literacy and standardization. Any attempt to count languages will be an artefact of classificatory procedures rather than a reflection of communicative practices’ (1994: 12).”
- ▶ See: <https://www.jiscmail.ac.uk/cgi-bin/webadmin?A2=ind1401&L=esol-research&F=&S=&P=6964>
(James Simpson, University of Leeds)

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