Mapping language, arts, culture and community - continuity and change:

Characteristics
Mapping language, arts, culture and community - continuity and change:
Mapping language, arts, culture and community - continuity and change: I
Mapping language, arts, culture and community - continuity and change:

Characteristics
- Age
- Fluency
- Gender
- Linguistic mapping language, arts, culture and community - continuity and change:
- Location
- SG
- WG
- Und

1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20
Mapping language, arts, culture and community - continuity and change:

Characteristics
Age
Fluency
Home
Current
Upbringing
Characterisation
Language change
Kids

Location
Gender
Age
Location

Linguistic
Mapping language, arts, culture and community - continuity and change:

Linguistic:
- Gender
- Age
- Location

Economic status:
- Main Activity
  - Sector
  - Tourist related
  - Culture related
  - Skill level
  - Income

Fluency:
- SG
- WG
- Und
- wish to learn

Home:
- Current
- Upbringing
- Characterisation
- Language change
- Kids

Location:
- SG
- WG
- Und

Sector:
- SG
- WG
- Und

Tourist related:
- SG
- WG
- Und

Culture related:
- SG
- WG
- Und

Skill level:
- SG
- WG
- Und

Income:
- SG
- WG
- Und
Mapping language, arts, culture and community - continuity and change:

- SG
- WG
- Und
- wish to learn
- Fluency
- Home
- Current
- Upbringing
- Characterisation
- language change
- kids
- Sector
- Tourist related
- Culture related
- Skill level
- Income

- Gender
- Age
- Location
- Involvement
- Gaelic A/C involvement/attendance/consumption

- Economic status
- Main Activity

1 2 3 4 5 6 7 8 9 10
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Mapping language, arts, culture and community - continuity and change:

1. Fluency
2. Home
3. wish to learn
4. Current
5. Upbringing
6. Characterisation
7. language change
8. kids
9. Sector
10. Tourist related
11. Culture related
12. Skill level
13. Income

Main Activity

Linguistic

Gender
Age
Location

Economic status

Involvement

Live
Listening
Viewing
Purchases

Gaelic A/C involvement/attendance/consumption
Mapping language, arts, culture and community - continuity and change:

1. SG
2. WG
3. Und
4. wish to learn
5. Current
6. Upbringing
7. Characterisation
8. Language change
9. Kids
10. Sector
11. Tourist related
12. Culture related
13. Skill level
14. Income
15. Main Activity
16. Economic status
17. Involvement
18. Gaelic A/C involvement/attendance/consumption
19. Perceived
20. Impacts

Linguistic:
- Gender
- Age
- Location

Live
Listening
Viewing
Purchases

Fluency
Home

1 2 3 4 5 6 7 8 9 10
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Mapping language, arts, culture and community - continuity and change:

[Diagram showing relationships between various factors such as Fluency, Home, Current, Upbringing, Characterisation, Language change, Kids, Sector, Tourist related, Culture related, Skill level, Income, Gender, Age, Location, Economic status, Involvement, Perceived, Impacts, Personal, Community, Language use, Fields of use, Jobs, live local, child relevance, GME, Language use, Family use, local attachment, confidence, Gaelic purchases, Tourism]
Mapping language, arts, culture and community - continuity and change: I

- Gender
- Age
- Location

- Fluency
- Home
- wish to learn

- Current
- Upbringing
- Characterisation
- language change
- kids

- Sector
- Tourist related
- Culture related
- Skill level
- Income

- Main Activity
- Economic status

- Involvement
- Live
- Listening
- Viewing
- Purchases

Gaelic A/C involvement/ attendance/ consumption

- Perceived
- Impacts
- Personal
- Community

- Language use
- Fields of use
- Jobs
- live local
- child relevance
- GME

- Language use
- Family use
- local attachment
- confidence
- Gaelic purchases
- Tourism

- Optimism
- Young people
- Tourism
- Confidence
- Econ. dev

Attitude strength

1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20
Mapping language, arts, culture and community - continuity and change:

1. Impacts
2. Main Activity
3. Characteristics
4. Age
5. Fluency
6. Home
7. Current Upbringing
8. Characterisation
9. Language change
10. Kids
11. Sector
12. Tourist related
13. Culture related
14. Skill level
15. Income
16. Involvement
17. Gender
18. Location
19. Economic status
20. Linguistic

Gaelic A/C involvement/attendance/consumption

Perceived Relationship
Culture and language or culture versus language?

Language use
Fields of use
Jobs
Live local
Child relevance
GME

Optimism
Young people
Tourism
Confidence
Econ. dev

Attitude strength

Language use
Family use
Local attachment
Confidence
Gaelic purchases
Tourism
Mapping language, arts, culture and community - continuity and change: 2

1998 report - Demand for Gaelic Artistic and Cultural Products and Services: Patterns and Impacts:

Survey of 1 in 4 in Western Isles/ Skye and Lochalsh
Approx 8000 individuals
23% return - representative characteristics

2006 report - 10 year comparison
Survey of 1 in 4 in Western Isles/ Skye and Lochalsh
Approx 7300 individuals
17% return - representative characteristics?

Some points being compared:

Demographic changes
Linguistic change
Patterns of involvement/ attendance/ consumption of GLAC
Views on impacts

New issues:
Whether WI/ Skye & Lochalsh seen as 'distinctive'
What is the source of any distinctiveness?
What is the relationship between language and culture
Which of the following are a source of distinctiveness in the Western Isles/ Skye and Lochalsh?

Gaelic culture (the customs, rituals achievements, products - including arts and outlook or Gaelic 'world view')

Gaelic language

Gaelic artistic activities (including TV, radio, CDs, dance, plays, storytelling)

The Landscape?

A range of economic activities (inc. crofting)

Religion/ religious observance

Gaelic place names?
How strongly do you agree with the following points:

"The development of the Gaelic language is essential for the future health and development of the distinct culture of the Hebrides"

"The development of Gaelic culture depends on finding new ways of expressing the changing experience of the Gael through stories, plays, poetry, painting, radio, TV etc"

"The growth and development of Gaelic artistic activities (TV, radio, CDs, dance, plays, storytelling etc) is essential for the maintenance of the Gaelic language."

"A major motivation for young people to learn/develop their Gaelic language is access to Gaelic artistic activities such as TV, radio, internet, CDs, dance, plays, storytelling and the distinct view of the world they reflect"

"Gaelic language is necessary to give full expression to the culture of the Hebrides"

"If the Gaelic language continues to decline, a Gaelic understanding and view of the world will continue to exist and its distinctiveness could be maintained"
How you can help:

What are the possible problems with this approach?

Are there any traps for us to fall into?

What hypotheses should we use this info to test?

Relationship of which characteristics to which outcomes/ views?

What can a good use of the data cast light upon?
Mapping language, arts, culture and community - continuity and change

Future developments will be posted later.....