# Contents

1. Introduction  
   1.1 Background  1  
   1.2 Aims and Objectives  1  
   1.3 Scotinform Ltd  1  

2. Methodology  
   2.1 Literature Review  2  
   2.2 Online Survey of Readers  2  
   2.3 Focus Group with Readers  4  
   2.4 Depth interviews with Organisations  4  

3. Literature Review  
   3.1 Attitudes towards the Gaelic Language  6  
   3.2 Revitalisation of the Gaelic Language  7  
   3.3 Gaelic and Reading for Pleasure  8  
   3.4 Minority Language Development  10  
      3.4.1 Welsh  10  
      3.4.2 Irish  12  

4. Reading Habits  
   4.1 Type of Books Enjoyed  16  
   4.2 Gaelic Book Reading  17  
   4.3 Sources of Gaelic Books  18  
   4.4 Gaelic Reading Habits  19  

5. Reading for Pleasure  
   5.1 Reading Gaelic for Pleasure  23  
   5.2 Role of Reading for Pleasure  25  

6. Barriers to Reading in Gaelic  
   6.1 Barriers to Reading Gaelic  28  
   6.2 Encouraging Gaelic Speakers to Read  31  

7. Development of Reading for Pleasure  
   7.1 Perceived Gaps in Gaelic Book Types  34  
   7.2 Interest in e-books and Audiobooks  35  
   7.3 Interest in Initiatives  36
1. Introduction

1.1 Background

The Gaelic Books Council (GBC) is the principal organisation for Gaelic literature in Scotland and beyond, working with authors, publishers, literary festivals and educational bodies throughout Scotland and elsewhere.

The GBC commissioned Scotinform to conduct independent research to gain an understanding of the reading habits of a broad range of Gaelic speakers and learners. The research sought insight into the leisure reading needs of the Gaelic community, in particular:

- Parents with children in Gaelic Medium Education (GME) and/or non-GME schools who study Gaelic as a subject
- Young people & students
- Adult learners of Scottish Gaelic
- Speakers of Scottish Gaelic
- Organisations / individuals currently involved with delivering services in Gaelic

The GBC also wished to understand the importance of reading for pleasure in the Gaelic context. There is a bank of evidence which highlights the educational and personal benefits of reading for pleasure, and the research sought to establish the relevance of this to Gaelic books and reading.

1.2 Aims and Objectives

The overall aims of the research were to establish ‘guidance on what Gaelic speakers and learners wish to read for pleasure’, and to provide ‘knowledge to plan and implement effective strategies for the commissioning and publication of new Scottish Gaelic books’.

Specific objectives were to:

- provide information on what Scottish Gaelic readers currently enjoy reading for pleasure
- provide an insight into the perceived gaps in Scottish Gaelic literary provision
- identify the barriers to reading in Scottish Gaelic
- provide an insight into why some Scottish Gaelic speakers have never read Gaelic books for pleasure

1.3 Scotinform Ltd

Scotinform is Scotland’s longest-established independent market research company, offering full service quantitative and qualitative research to clients in the public, private and charitable sectors.

Previous work with the GBC and other Gaelic organisations ensured we approached the research with a thorough understanding of the sector and the aims and objectives of the research. Our adherence to the Market Research Society Code of Conduct ensured all the research methodologies applied were appropriate.
2. Methodology

The research involved five main stages:

- Literature Review
- Online Survey of Gaelic Speakers/Learners
- Focus Groups with Gaelic Speakers/Learners
- Depth Interviews with Delivery Organisations/Individuals
- Analysis and Reporting

Our approach to each stage is described in detail below.

2.1 Literature Review

The literature review involved an examination of the importance of Gaelic literature, with a particular focus on reading for pleasure in the context of the revitalisation of the Gaelic language.

Sources included the National Gaelic Language Plan 2012-2017, Scottish Government, Bòrd na Gàidhlig reports and Department for Education reports. We also consulted informal online sources to capture the latest thinking and trends relating to attitudes towards and the impact of Gaelic literature.

The findings from the literature review form section 3 of the report and provide context to aid the conclusions and recommendations we draw from the research.

2.2 Online Survey of Readers

An online survey (see appendix 1) was created in Gaelic and English with 550 responses received from Gaelic speakers and learners between 16\textsuperscript{th} March and 15\textsuperscript{th} April 2017. The survey was completed in Gaelic by 267 respondents (49%) and in English by 283 respondents (51%).

A range of methods were used to distribute the survey:

- Emailed to a database of GBC customers
- Cascaded to Gaelic speakers/learners by relevant organisations including Gaelic employers and organisations based in Gaelic speaking areas
- Promoted via social media and other media platforms e.g. Radio nan Gàidheal

The survey response exceeded initial estimates and has allowed analysis by the key target audiences outlined in section 1.1. Table 2.1 outlines the main profile of survey respondents.

Throughout the report an * indicates a result of less than 1%. Some results may not add up to 100% as a result of rounding or no replies. In contrast some results may total more than 100% because respondents could provide more than one answer.
• Over a third of respondents considered themselves confident, fluent Scottish Gaelic readers whilst just over a quarter described themselves as beginners or learners
• Almost three-fifths of respondents were female (58%)
• With the exception of under 25s and 75+ year olds, all age groups were well represented

Table 2.1: Profile of respondents
Base: all respondents (550)

<table>
<thead>
<tr>
<th>Gaelic reading proficiency</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just beginning to learn</td>
<td>58</td>
<td>11</td>
</tr>
<tr>
<td>Learning and can read basic text</td>
<td>87</td>
<td>16</td>
</tr>
<tr>
<td>Can read at intermediate level</td>
<td>90</td>
<td>16</td>
</tr>
<tr>
<td>Reasonably proficient reader</td>
<td>118</td>
<td>21</td>
</tr>
<tr>
<td>Confident, fluent reader</td>
<td>196</td>
<td>36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>318</td>
<td>58</td>
</tr>
<tr>
<td>Male</td>
<td>222</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 16</td>
<td>1</td>
<td>*</td>
</tr>
<tr>
<td>16-24</td>
<td>33</td>
<td>6</td>
</tr>
<tr>
<td>25-34</td>
<td>86</td>
<td>16</td>
</tr>
<tr>
<td>35-44</td>
<td>98</td>
<td>18</td>
</tr>
<tr>
<td>45-54</td>
<td>103</td>
<td>19</td>
</tr>
<tr>
<td>55-64</td>
<td>104</td>
<td>19</td>
</tr>
<tr>
<td>65-74</td>
<td>95</td>
<td>17</td>
</tr>
<tr>
<td>75+</td>
<td>19</td>
<td>3</td>
</tr>
</tbody>
</table>

The detailed profile is summarised below and shown in full in Appendix 2.
• 77% of respondents resided in Scotland, with 6% from elsewhere in the UK/Ireland and a tenth from North America
• All 32 Scottish local authority areas were represented in the survey
• Highland, Glasgow City, Comhairle nan Eilean Siar and Edinburgh City accounted for nearly two-thirds of Scottish resident respondents (65%)
• 7% of respondents considered themselves to have a disability
• Two-thirds of respondents were employed full-time/part-time or self-employed (66%) whilst nearly a fifth were retired (19%)
  – Over half of respondents in employment indicated that their organisation delivered services in Gaelic or was involved in Gaelic related activities
• Just over a fifth of respondents (120 respondents) had children under 16 living at home. Of these:
  – 50% had children in primary school GME whilst 13% had children in secondary school GME
  – 10% of parents had children who were taught Gaelic as a subject in primary or secondary school
  – Nearly two-fifths of parents had no children in GME related education
2.3 Focus Group with Readers

Four focus groups were conducted between 18th and 31st May 2017 to gain in-depth feedback from Gaelic speakers and learners. The focus groups occurred after the online survey so it was possible to review/discuss survey results and address other issues in depth with reference to a topic guide (see Appendix 3).

Focus group participants were recruited from the 278 respondents in the online survey who volunteered to take part in further research on behalf of the GBC. A review of the postcodes provided in the online survey led to three groups being held in Edinburgh, Glasgow and Skye, with a fourth group conducted online to accommodate participants from a range of areas in the Highlands.

In total, 31 participants took part in the focus groups. The groups contained a mix of Gaelic reading proficiencies, gender, age and status. Participants received £30 as a thank you for taking part. The profile of participants is shown in the table in Appendix 4.

2.4 Depth interviews with Organisations

In addition to surveying Gaelic readers the GBC was keen to understand the views of organisations and individuals involved with delivering services in Gaelic. A series of 11 telephone depth interviews were conducted with key individuals between 11th May and 5th June 2017 to establish their priorities and strategies for Gaelic language, their delivery of Gaelic services and the extent to which reading in Gaelic was supported / encouraged within their organisation. The interviews also allowed strategic views on the direction and priorities for the development of Gaelic books to be expressed.

As with the focus groups, the topic guide used for these interviews was based on the research objectives and key results/issues from the online survey (see appendix 5).

Recruitment of depth interviewees came from a combination of desk research and advice from the GBC. Of the 17 organisations approached to participate in the depth interviews (see Appendix 6) the following 11 agreed or were available to take part:

- Scottish Government
- Glasgow City Council
- Comhairle nan Eilean Siar
- Sabhal Mòr Ostaig
- Gaelic Medium Education (Primary)
- Education Scotland
- Publishing Scotland
- Scottish Book Trust
- BBC Alba
- Historic Environment Scotland
- Ceòl’s Craic

Interviews lasted 20-30 minutes and took place at a date and time convenient to the interviewee.
3. Literature Review

Key chapter findings

The literature review involved an examination of the importance of Gaelic literature, focusing on reading for pleasure in the context of the revitalisation of the Gaelic language.

In terms of attitudes towards the Gaelic language, there has been a decline in the number of speakers and a series of studies have attempted to explore attitudes towards Gaelic and its development in Scotland. These surveys showed that there has been increasing support for Gaelic since 2003 and it is perceived as important and relevant to Scotland and Scottish culture. A 2016 study by Bòrd na Gàidhlig confirmed the positive attitudes towards the Gaelic language, with findings highlighting strong support for Gaelic Medium Education. 

Education has been seen as the key to revitalising Gaelic, with Gaelic Medium Education provision increasing across Scotland. There are, however, issues with this approach as studies have shown that endangered languages cannot be re-vitalised through schools alone: they require wider usage in society to create habitual usage.

Bòrd na Gàidhlig’s National Gaelic Language Plan sets out to increase the number of Gaelic speakers and expand opportunities to use Gaelic. Whilst the National Plan relates to Gaelic speakers, reading is identified as an important part of achieving the strategy’s outcomes and it is clear that GBC’s aims of stimulating interest in Gaelic books and increasing the range and quality of Gaelic literature are relevant to this strategy.

Having established the importance of reading in the development of Gaelic in Scotland, the literature review shows the impact that reading for pleasure has in educational and personal development. It concludes that there is a clear link between the development of Gaelic and the reading for pleasure agenda.

Finally, the review looked at examples of minority language policy in Wales and Ireland in order to highlight examples of approaches to language development and the role of books.
3.1 Attitudes towards the Gaelic Language

In Scotland, the number of Gaelic speakers has decreased from around a quarter of a million in the late-nineteenth century to 57,375 in the 2011 census. This decline highlights the need to understand attitudes towards Gaelic in Scotland and a number of studies, some highlighted here, have attempted to do this.

In its National Gaelic Language Plan (2012-2017) Bòrd na Gàidhlig states that the focus of the Plan ‘must be on increasing the numbers of speakers of Gaelic and expanding the range of opportunities for people to use the language’. The emphasis of the National Plan is on Gaelic speakers and there is no mention of Gaelic literature in the Plan. However, it clearly identifies outcomes which relate to reading (e.g. expansion of Gaelic medium school subjects), and reading Gaelic is included in the Gaelic Language Planning criteria that have informed the National Plan.

In this context the GBC’s aim to stimulate interest in Gaelic books and increase the range, quality and impact of Gaelic literature is relevant to achieving some of the key outcomes in the Plan. With this in mind the literature review has assessed the role that Gaelic literature can play in developing and sustaining Gaelic language skills and the link between Gaelic literature and the reading for pleasure agenda which has influenced education and language policies in the UK and elsewhere.

The 2011 Scottish Government study, Attitudes towards the Gaelic Language found that between three-quarters and four-fifths of Scottish residents agreed that Gaelic was important to Scottish culture and traditions, although residents were less interested in seeing Gaelic developed further.

A 2012 study, Public Attitudes to Gaelic, attempted to compare results from the 2011 Scottish Government study with results from studies conducted in 1981 and 2003. Whilst direct comparisons were difficult due to changes in methodology it was found that ‘some of the comparisons do give some grounds for believing that public opinion in support of Gaelic has strengthened over a 30-year period’. The results in Chart 3.1 illustrate the increase in support for Gaelic since 2003:

- The importance of Gaelic to the Scottish people and Scottish culture was regarded as very important / important to 41% of respondents in 1981, 68% in 2003, and 78% in 2011.
- Gaelic was regarded as relevant nationally by 70% of respondents in 1981, 87% in 2003, and 86% in 2011.
- Availability of Gaelic in school studies throughout Scotland was regarded as very important / important to 49% of respondents in 1981, 66% in 2003, and 63% in 2011.

---

1 Scottish Government Social Research: Attitudes towards the Gaelic Language (2011)
Reading for Pleasure – Scottish Gaelic Reading Habits

3.2 Revitalisation of the Gaelic Language

Since the mid-1980s, education has played a central role in efforts to revitalise Gaelic, the theory being that language skills can be transmitted to a new generation of speakers via the education system. The growth of Gaelic-medium education (GME), in which teaching materials are often delivered solely in Gaelic, has led to widespread GME provision, at least at primary school level. As highlighted in chart 3.1 this provision is supported by public opinion.

A current barrier to maintaining, let alone extending, GME provision is a shortage of Gaelic qualified teachers. In addition, some sociolinguists have highlighted that schools alone cannot revitalise minority languages. Academic and language studies have argued that endangered languages cannot be sustained by school-based revitalisation on its own, but also require usage in society at large. This argument portends that schools may provide the foundations of Gaelic language skills but will not lead to habitual use of the language, something only wider societal use can create.

Linguistic theory has long highlighted the importance of listening, speaking, reading and writing in learning languages and these four skills form the basis of many modern approaches to language learning. Fishman’s 8-level Graded

---

3 Scottish Social Attitudes Survey – ScotCen (2016)

---


5 Sweet, Henry. The Practical Study of Languages (1899)
Intergenerational Disruption Scale (GIDS) highlights different levels of language vitality with stage 6 described as ‘the attainment of intergenerational informal oracy and its demographic concentration and institutional reinforcement’.6 Fishman stresses that language learning should involve listening/speaking and reading/writing if it is to fuel the kind of home-family-neighbourhood-community language use needed for intergenerational language transmission.

Elsewhere ‘Gaelic in Contemporary Scotland: Contradictions, Challenges and Strategies’7 highlights the contradictory position of Gaelic in Scotland. ‘Public support for the language, in terms of government financing, institutional provision and favourable attitudes among the general Scottish population, has never been greater, but the language has continued to weaken in terms of speaker numbers and intensity of use.’ Examples of public provision are evident in education, media and broadcasting yet doubts remain as to whether public policy initiatives on their own will help address the decline in use of Gaelic observed in recent years.

3.3 Gaelic and Reading for Pleasure

The studies in the previous section highlight a central issue for Gaelic development: the gap between educational provision and wider societal usage. It would seem the former is not guaranteed to lead automatically to the latter. Results from ‘Attitudes towards the Gaelic Language’8 highlight possible reasons for this stalling in Gaelic development. Amongst those who regarded themselves fluent in Gaelic the vast majority felt able to speak (91%) and understand (93%) the language, whereas fewer felt able to read (72%) or write (51%) fluently. If these are the views of those fluent in Gaelic it suggests that barriers to Gaelic reading and writing will exist for all levels of Gaelic speaker.

As defined by the National Literacy Trust, reading for pleasure is ‘Reading that we do of our own free will, anticipating the satisfaction that we will get from the act of reading’.

In recent years a good deal of research has been conducted on the impacts of reading for pleasure and this has informed government policy in the UK and Scotland. For instance, in 2012 the UK Department for Education report ‘Research Evidence on Reading for Pleasure’9 highlighted evidence on the trends and benefits of reading for pleasure, key amongst which were:

- a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development
- evidence which suggests that reading for pleasure is an activity that has emotional and social consequences

---

7 Gaelic in contemporary Scotland: contradictions, challenges and strategies. Wilson McLeod, University of Edinburgh, 2014
8 Scottish Government Social Research: Attitudes towards the Gaelic Language (2011)
9 Research Evidence on Reading for Pleasure, UK Department for Education (2012)
In terms of what works in promoting reading for pleasure, the same report highlighted a number of factors, amongst which were:

- choice: choice and interest are highly related and important factors in developing reading for pleasure
- home environment: parents and the home are essential as children are more likely to continue to be readers in homes where books and reading are valued

Research by the National Literacy Trust\(^\text{10}\) also established the importance of home and school influences in shaping reading for pleasure, asserting that ‘if reading is to become a lifelong habit then people must see themselves as participants in a community that views reading as a significant and enjoyable activity. Parents and the home environment are essential to the early teaching of reading and the fostering of a love of reading.’

In this research context reading for pleasure has been promoted as key to educational and personal development, with positive relationships between reading frequency/enjoyment and educational attainment as well as positive emotional and social impacts.

Various educational platforms now stress the benefits of reading for pleasure, for instance BBC Skillswise which highlights that ‘\(l\)ike anything else, reading is a skill that becomes better with practice. Reading for pleasure is critical for ensuring that the practice needed to become fluent becomes part of the learners’ everyday life, and is not just seen as a classroom-based activity.’

At readingforpleasure.org.uk the Reading Agency highlights a range of resources and campaigns aimed at promoting wider use of reading for pleasure. It points out that ‘Reading for pleasure is an activity that is commonly taken for granted. Although many readers are initially interested in developing their reading skills for very practical reasons, teachers have an ideal opportunity to introduce their learners to a range of experiences, including fiction and non-fiction, travel writing, (and) graphic novels.’

In recent years a number of Scottish campaigns and initiatives have been linked to reading for pleasure, including the Scottish Book Trust First Ministers Reading Challenge and Bookbug schemes. The GBC has worked with the Trust to ensure that Gaelic is represented in these and other national initiatives.

In the Gaelic context there is a clear link between the development/use of the language and the reading for pleasure agenda. With this in mind, the research conducted by Scotinform summarised in the next sections provides information on what Gaelic readers currently enjoy reading for pleasure, identify perceived gaps in Gaelic literary provision, establish what barriers exist to reading in Gaelic and provide an insight into why some Gaelic speakers have never read Gaelic books for pleasure.

\(^{10}\) National Literary Trust: Reading for Pleasure: A Research Overview (2006)
3.4 Minority Language Development

The development of Gaelic in Scotland is the responsibility of Bòrd na Gàidhlig, the organisation created in 2006. Its strategy to increase the number of people learning, speaking and using Gaelic is set out in the current National Gaelic Language Plan (2012-2017).

The GBC has specific responsibility for supporting Scottish Gaelic authors and publishers: it has five members of staff and an annual grant in aid budget from Bòrd na Gàidhlig of £178,000 with a further grant of £207,000 from Creative Scotland.

Stòrlann Nàiseanta na Gàidhlig (Stòrlann) is the organisation responsible for co-ordinating the production and distribution of Gaelic educational resources throughout Scotland. Its resources are available online and through the GBC bookshop.

In this section the development of Scots Gaelic is put in context by reviewing how Welsh and Irish have been developed and encouraged and the role of books and reading in that process.

3.4.1 Welsh

The 2011 UK census established that 19% of the Welsh population could speak Welsh, of which three-quarters (or 15% of the total population) were able to speak, read and write Welsh. The 19% figure was a decrease compared with 2001 (21%), causing some concern in Wales as it followed a period of growth in Welsh speakers between 1991 and 2001.

An overview of recent Welsh language development gives an indication of the measures that have maintained current Welsh speaking levels.

The 1993 Welsh Language Act obliged all public sector organisations to provide their services in Welsh and English, requiring them to register Welsh language schemes with the newly formed Welsh Language Board.

Ten years later the Welsh Government published Iaith Pawb (Everyone’s Language), a national action plan for a bilingual Wales. This began a major process of ‘mainstreaming consideration of the Welsh language into the policy-making portfolios of all Assembly Ministerial portfolios’, in other words increasing the visibility of Welsh in the public sector.

In education there has been significant development in Welsh language education in nursery, primary and secondary...
schools since the early 1980s, and in 1990 Welsh became a compulsory subject for all pupils up to the age of 14. Of note:

- In 2007/08 approximately 28% of Wales’s primary schools had classes where Welsh was the sole or main medium of education, the number of pupils was around 55,000
- In 2008/09 at secondary level, 24% of maintained schools were Welsh medium or bilingual, accounting for around 42,000 pupils

Data from the 2001 UK census allows some cautious comparisons\(^\text{11}\) to be made between Welsh and Scottish Gaelic. In terms of reading the figures highlight that 567,152 residents in Wales could read Welsh in 2001 compared to 45,320 Scottish residents who could read Gaelic. Table 3.1 shows the proportions of the respective populations that this represents.

<table>
<thead>
<tr>
<th>Capability</th>
<th>Wales Welsh</th>
<th>Scotland Gaelic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some knowledge</td>
<td>28 %</td>
<td>1.9 %</td>
</tr>
<tr>
<td>Understand</td>
<td>24 %</td>
<td>1.6 %</td>
</tr>
<tr>
<td>Speak</td>
<td>21 %</td>
<td>1.2 %</td>
</tr>
<tr>
<td>Read</td>
<td>20 %</td>
<td>0.9 %</td>
</tr>
<tr>
<td>Write</td>
<td>18 %</td>
<td>0.7 %</td>
</tr>
</tbody>
</table>

This overview of Welsh language development in recent decades highlights the level of policy intervention required just to maintain the Welsh language and, despite these efforts, the 2011 census has highlighted a slight decline in Welsh speaking compared to 2001.

In terms of books, the Welsh Books Council (WBC) has broadly similar aims to GBC. It provides a focus for the publishing industry in Wales and offers services in editing, design, marketing and distribution with the aim of improving standards of book production and publication in both Welsh and English. It is also responsible for allocating grants to publishers and actively promotes reading and literacy in Wales.

The WBC employs approximately 45 staff and is funded by the Welsh Government: in 2016/17 funding was £3.5 million.

The main aim of the WBC is to provide the Welsh publishing sector with a range of basic services:

- To stimulate interest in books in Welsh and Welsh books in English
- To promote the publishing industry in Wales and to coordinate the interests of authors, publishers, booksellers and libraries
- To assist and support authors by providing services and awarding grants through publishers
- To distribute grants to help publish quality material in Welsh and English and ensure output is widely available

An overview of activities in 2015/16 highlights how the WBC attempts to meet its aims:

\(^{11}\) Questions relating to linguistic capability have varied over time in census surveys and data is not always presented consistently.
• 530,219 items were sold through the WBC Distribution Centre in 2015/16, amounting to £3.9 million (gross)
• The Editorial Department dealt with 186 manuscripts during the year on behalf of 15 publishers
• The Department provided design services for 110 titles from 12 publishers
• The WBC’s three Schools Officers visited a total of 572 schools and collected orders amounting to £388,525
• Booksellers arranged 313 sales opportunities under the Outreach Scheme and books worth £132,598 were sold
• A total of £1,633,550 was distributed towards the publishing of Welsh-language books, magazines and other material. 221 books were supported

3.4.2 Irish

Census questions on Irish language capability changed at the start of the 21st century making longer term comparisons difficult. Since 2002, in response to the question: Can you speak Irish? around two-fifths of the population have indicated they can. This equates to 1.76 million people. Of these, a much smaller number (73,803) stated that they spoke Irish daily outside the education system. This equates to 1.7% of the total population.

Within age groups the census highlights higher than average Irish speaking within younger age groups, for instance 74% of 10-14 years could speak Irish in 2016. This highlights the policy of teaching of Irish from nursery through to secondary level, although there is much debate in Ireland about the current quality of Irish language teaching and the levels of proficiency it generates.

For much of the 20th century, the Irish government language policy aimed to reinstate Irish as the main language spoken in Ireland. However, with the introduction of the 20 year Strategy for the Irish Language (2010-2030) efforts have been re-focused on creating a bilingual society where as many people as possible can use both Irish and English.
The strategy’s objectives are to:

- Increase the number of people who speak Irish on a daily basis outside the education system from 73,803 to 250,000
- Increase by 25% the number of people who speak Irish on a daily basis in the Gaeltacht (primarily Irish speaking area e.g. Western Ireland regions such as Galway and Donegal)
- Increase the number of people who use Irish language State services and who can access television, radio and print media through the language

Nine areas of action are set out in the strategy, with legislation and education highlighted as key areas. This is in line with the approach in Wales, where public sector measures and educational development formed the backbone of language development from the 1980s. In Ireland there is also a focus on early intervention and ‘language transmission by the family’. The main objective of the strategy linked to families is:

- The Irish language community inside and outside the Gaeltacht will be given encouragement and support to transmit Irish to the next generation as a living household language. Towards this end, a wide range of services in Irish will be provided.

In line with sociolinguist theory on the importance of minority language use in wider society, the strategy highlights that ‘Language transmission within the family is increasingly being recognised worldwide as one of the key issues which need to be explored if lesser-used languages are to survive.’

A key part of the strategy is to highlight the economic, employment and educational advantages associated with bilingualism. Planned measures include:

- Support for networks of Irish speaking families at a local level
- Programmes to assist older people to pass Irish on to a new generation
- Targeted language learning to assist families where only one parent speaks Irish;

There is little mention of books or reading in the strategy and no specific objectives linked to Irish books.

In Ireland the main organisation involved in the development of Irish Language literature is Foras na Gaeilge which has a principal responsibility to promote the Irish language in every aspect of everyday life throughout the island of Ireland.

Foras na Gaeilge is funded by the Irish Government and received an overall budget allocation of approximately £13 million in 2016 with approximately 70 full-time posts within the organisation.

The organisation promotes reading and publishing primarily through An Gúm, Áis and the Irish Language Books Scheme:

12 Government of Ireland: 20-Year Strategy for the Irish Language 2010-2030
The major projects funded are:

- An Gúm provides publications and facilities which support education through Irish and the use of Irish in general, dealing with lexicography, publishing textbooks and school facilities and reading material for young people
- Áis provides a distribution service for Irish language publishers and ensures a supply of Irish language books on the market
- Clár na Leabhar Gaeilge provides support for Irish language publishers and writers through various schemes

In addition, an as yet unformulated reading strategy proposes to focus on particular groups i.e. school children and parents of children, the Gaeltacht community, and adult learners, thus reflecting the priority on families highlighted in the 20-year strategy.
4. Reading Habits

This section describes the findings on the readership habits of respondents to the online survey and participants in the focus groups.

Key chapter findings

Regardless of language, respondents read a wide range of types of books, and the readership of Gaelic books reflected the most popular types of book read:

- Fiction: historical fiction, classic literature, crime and mystery
- Non-fiction, history, biography, poetry and food/drink

There was also a high likelihood of reading Gaelic text books and education books, reflecting the fact that most respondents were learning to read Gaelic.

The readership of Gaelic books varied according to the level of proficiency: proficient/fluent speakers read an average of five books a year, whilst beginners/learners read an average of three.

The main source of Gaelic books was GBC (56%) (not surprisingly as the survey was sent to the GBC database), followed by online retailers (39%). A quarter of respondents had borrowed Gaelic books from the library and 22% had obtained them through their school/university. Although participants in the focus groups were aware of sources of Gaelic books, there was a perception that there were relatively few books available and readers said they would welcome more information on what was available.

There were significant differences in English and Gaelic reading habits, particularly for beginners and intermediate readers: the main reason for this was the challenge of learning to read in Gaelic, although the lack of availability of Gaelic books was also cited. This challenge was emphasised by comments that showed that participants read simpler texts in Gaelic than in English and the problems of ‘fitting in’ Gaelic reading on a regular basis.

The importance of reading as a way of helping Gaelic learners was demonstrated by the fact that, apart from native Gaelic speakers, the main motivation for reading Gaelic books was a desire to learn the language.
4.1 Type of Books Enjoyed

Table 4.1 and 4.2 highlight the types of book that respondents enjoy in general, regardless of language. The results highlight history (68%), historical fiction (59%), biography/diary (56%) and classic literature (51%) as the book types which more than half of all respondents enjoy. Analysis of responses from key audiences flag up some notable preferences:

- Enjoyment of historical fiction ranged from 50% (GME parents) and 53% (beginner/learner) up to 59% (proficient/fluent) and 64% (young people & students) and to a high of 71% (intermediate)
- Classic literature was most enjoyed by intermediate readers (60%) followed by beginner/learner (52%) and proficient/fluent (49%) and appeared less likely to be enjoyed by young people & students (44%) and GME parents (43%)

<table>
<thead>
<tr>
<th>Table 4.1: Book types enjoyed (fiction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base: all respondents (550)</td>
</tr>
<tr>
<td>Historical fiction</td>
</tr>
<tr>
<td>Classic literature</td>
</tr>
<tr>
<td>Crime</td>
</tr>
<tr>
<td>Mystery</td>
</tr>
<tr>
<td>Humour</td>
</tr>
<tr>
<td>Fairy tale</td>
</tr>
<tr>
<td>Suspense/Thriller</td>
</tr>
<tr>
<td>Fantasy</td>
</tr>
<tr>
<td>Science fiction</td>
</tr>
<tr>
<td>Romance</td>
</tr>
<tr>
<td>Graphic novels</td>
</tr>
<tr>
<td>Horror</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

The next table shows the other types of books that respondents enjoyed reading:

- For non-fiction, respondents were most likely to enjoy reading history books, with enjoyment in history books ranging from 63% (GME parents) to 73% (intermediate). Beginner/learner (66%), young people & students (67%) and proficient/fluent (68%) displayed similar levels of enjoyment.
- Biography/diary was most enjoyed by proficient/fluent (65%) followed by GME parents (60%), young people & students (51%), intermediate readers (47%) and beginner/learner (41%)
### Table 4.2: Book types enjoyed (other book types)
Base: all respondents (550)

<table>
<thead>
<tr>
<th>Category</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>68</td>
</tr>
<tr>
<td>Biography/Diary</td>
<td>56</td>
</tr>
<tr>
<td>Poetry</td>
<td>43</td>
</tr>
<tr>
<td>Food &amp; Drink</td>
<td>38</td>
</tr>
<tr>
<td>Natural history</td>
<td>35</td>
</tr>
<tr>
<td>Hobbies and Interests</td>
<td>35</td>
</tr>
<tr>
<td>Music</td>
<td>32</td>
</tr>
<tr>
<td>Politics</td>
<td>31</td>
</tr>
<tr>
<td>Textbook</td>
<td>31</td>
</tr>
<tr>
<td>Education</td>
<td>30</td>
</tr>
<tr>
<td>Art</td>
<td>28</td>
</tr>
<tr>
<td>Philosophy</td>
<td>27</td>
</tr>
<tr>
<td>Health &amp; Wellbeing</td>
<td>26</td>
</tr>
<tr>
<td>Transport &amp; Travel</td>
<td>25</td>
</tr>
<tr>
<td>Journalism</td>
<td>24</td>
</tr>
<tr>
<td>Science</td>
<td>24</td>
</tr>
<tr>
<td>Religion</td>
<td>24</td>
</tr>
<tr>
<td>Home &amp; Garden</td>
<td>23</td>
</tr>
<tr>
<td>Essay</td>
<td>19</td>
</tr>
<tr>
<td>Reference</td>
<td>19</td>
</tr>
<tr>
<td>Self-help</td>
<td>17</td>
</tr>
<tr>
<td>Drama/Theatre</td>
<td>15</td>
</tr>
<tr>
<td>Film</td>
<td>15</td>
</tr>
<tr>
<td>Sport &amp; Games</td>
<td>11</td>
</tr>
<tr>
<td>Photography</td>
<td>10</td>
</tr>
<tr>
<td>Economics</td>
<td>8</td>
</tr>
<tr>
<td>Computing</td>
<td>7</td>
</tr>
</tbody>
</table>

### 4.2 Gaelic Book Reading

The data in the chart below highlights that 60% of respondents read five or fewer Gaelic books per year. The comparable figure during the 2009 research was 57% suggesting consistency in Gaelic book reading habits across this period.

The results also highlight that 22% of respondents read six or more Gaelic books per year. In comparison, 83% of respondents read six or more English books per year.

### Chart 4.1: Books read in previous 12 months
Base: all respondents (550)
The average number of Gaelic books read in the previous 12 months amongst key audiences was:

- GME parents (5)
- Proficient/fluent (5)
- Young people & students (4)
- Intermediate (4)
- Beginner/learner (3)

During the focus group discussions, participants confirmed a tendency to read and purchase fewer Gaelic books compared to English. For many this came down to a lack of availability (compared to English books) but the lack of genres/range and limits in Gaelic proficiency were also highlighted as reasons.

“Mainly it comes down to exposure. I’m more often able to buy English books whereas to buy Gaelic books requires a special effort.”

“For me, Gaelic books is a bit of a stab in the dark, you get into it and you think why did I buy this? There has maybe only been one review.”

These are themes which are highlighted later in the report when we address barriers to reading in Gaelic.

4.3 Sources of Gaelic Books

When asked to identify the sources (from a list) of the Gaelic books they had read in the last 12 months over half of respondents identified the GBC, whilst two-fifths highlighted online retailers and around a quarter mentioned local/independent bookshops and libraries.

It should be noted that the online survey was sent to a sample of GBC customers so the result of 56% should be read in this context. This aside, the results do provide a useful overview of the main sources of Gaelic books that Gaelic readers are aware of.

Chart 4.2: Sources of Gaelic books in previous 12 months
Base: respondents who had read a Gaelic book (457)

Of note, amongst key audiences: proficient/fluent (60%) and intermediate (59%) readers were more likely to be aware of the GBC as a source compared to young people & students (49%), beginner/learner (46%) and GME parents (36%). This may reflect overall levels of immersion in Gaelic language/culture i.e. proficient/fluent readers more engaged / engaged for longer, but it is worth highlighting as an issue for the GBC to be aware of.
Focus group participants mentioned many of the same sources and in general they felt quite well informed about Gaelic books sources. The issue for most was not lack of awareness but lack of availability.

“I know where to go for Gaelic books but there are just fewer sources compared to English books. I think some of the big book retailers could do more in Gaelic, which would increase availability.”

“The sources are there but I’d like more information – for instance couldn’t the Gaelic Books Council website have more reviews and suggest the level of Gaelic required for a particular book e.g. basic, advanced.”

4.4 Gaelic Reading Habits

The online survey established that 70% of respondents felt their reading habits differed between Gaelic and English.

When analysed by audience type (see next chart) there were some notable differences in response to this question:

- Beginner/learner (85%) and intermediate (80%) readers were most likely to feel their reading habits differed between Gaelic and English
- In contrast, young people/students (60%) and proficient/fluent readers (61%) were much less likely to feel their reading habits differed between English hand Gaelic

Respondents were asked to comment on how their reading habits in Gaelic and English differed. The majority of beginner/learner and intermediate readers highlighted that the differences were mainly due to their level of Gaelic reading proficiency, with some also highlighting lack of available Gaelic books as a reason.

“Because I am still just learning Gaelic, I have to focus a lot more and set aside more time for reading in Gaelic than in English.”

“As I have a basic understanding of the language I cannot read equivalent novels ... Hopefully in the future!”

“I am more choosy about what I read in English due to the huge volume available. However, I will have a go at reading any Gaelic writing I come across regardless of the content due to scarcity.”

Overall, these results demonstrate the challenge of learning to read in Gaelic and confirm the findings from the Literature Review that ‘reading is a skill that becomes better with practice’.
Focus group participants also highlighted their level of Gaelic proficiency and lack of available Gaelic books as the main reasons for differences in their Gaelic and English reading habits.

“Only that my Gaelic isn't as good as my English so I tend to choose Gaelic books with easier language.”

“Definitely! I couldn't read a grown-up book, fiction or non-fiction, in Gaelic without looking up so many words it would take forever!”

It was notable in the group discussions that participants highlighting that they read simpler texts in Gaelic than in English. This was the case for all Gaelic readers, with beginners and learners often putting this down to their Gaelic reading ability and many proficient/fluent readers highlighting that it reflected an ongoing need to practice Gaelic reading.

“Every single day I read something in Gaelic, whether it is bits and pieces in the free press or online things.”

“Because I went to a Gaelic Primary it was every day, but at high school it was a few lessons a week. When you get to your senior years it is not very often at all. You then have to do a lot more at home.”

The focus group discussions asked participants what influenced their Gaelic reading. The responses showed a range of motivations for reading: some participants had grown up with the language whilst others highlighted a wish to learn and an affinity with the language. Participants also mentioned a desire to help the Gaelic language survive and thrive, a
sense of ‘doing my bit’ for Gaelic.

“I think when you read a Gaelic book you are doing something for the language.”

“I came across something a few weeks ago. Sometimes I forget how funny some Gaelic writers really are. You don’t have that surprise in English.”

Participants were asked about their perceptions of Gaelic books, for instance, how they would describe Gaelic books to a friend/relative who was interested in learning/reading. In all discussions ‘poetry’ was quickly mentioned and biography and serious novels were also often highlighted.

“I’d say, I hope you like poetry! A very high proportion is poetry compared to English publications.”

“A lot of poetry that is what I have found. However, it’s not that poetry is over represented, some other genres are under-represented.”

For some participants their perceptions focused on what books/genres were not available in Gaelic as opposed to what was available. Genres where there was perceived lack of availability included serious fiction, crime, murder mysteries, travel books and reference books.

“I think there is a lot for primary aged children, which is great, then you have the high end literature, which are probably really rewarding to read if you are fluent and understand it. I feel there is a gap in the middle, not so many lighter novels.”

“I’m thinking you would find more serious literary novels, not much light fiction equivalent to the paperback thriller you might want to take to read on holiday or just to unwind.”

Participants highlighted improvements in the range and availability of Gaelic books compared to 10-20 years ago and spoke positively about the quality of Gaelic books’ content and presentation.

“When I was at university everyone knew what novels or short stories where available because it was a very small number. When a new Gaelic book came out it was amazing. It’s much better now.”

“My brother (14) went to GME. When he read the ‘Magic Key’ in school it was translated with sticky notes - teachers translated it themselves. Now, my nephew (5) also in GME has actual Gaelic books, not translated by the teachers. I would say that is a big change.”

When asked who or what they associate with Gaelic books participants mentioned Angus Peter Campbell, Martin MacIntyre, Ian Finlay McLeod, the Klondykers, Catriona Lexy Campbell, Alison Lang, the Lasag series, the GBC, and Úr-sgeul.

In terms of learning and reading Gaelic, participants highlighted books aimed at learners or that were accompanied by additional learning materials such as CDs or translations. It
is noticeable that some of the suggestions refer to books associated with young people, hinting at a lack of learner resources for adult learners.

“You could find some translations of Tin-Tin and Asterix and some Roald Dahl books to begin with, then graduate to some short stories e.g. Eadar dà Sgeul or Am Bounty which has a CD. I would recommend some of the books published by the Sandstone Press.”

“How about the Lasag series for young adults - there’s a small dictionary at the end of each chapter.”

“There are lots of novels that come with a CD so you can hear a fluent speaker reading it along with you.”

“Coco is Crubagan - A Hebridean Childhood by Flora Macdonald is really good as it comes with 2 CD’s and an English translation as a part of the book.”
5. Reading for Pleasure

This section describes the findings from the online survey and focus groups on reading for pleasure.

Key chapter findings

Virtually all respondents were interested in reading for pleasure and their interest in reading was higher than for other popular leisure activities such as listening to music, visiting attractions or watching films.

Six in ten respondents read Gaelic for pleasure, with the proportion varying from nearly 80% for fluent readers to 23% for beginners. Comments from participants showed that reading Gaelic was a mix of reading for pleasure and a learning activity, with the balance varying according to the level of proficiency. One of the key elements of reading Gaelic for pleasure was the opportunity to access Gaelic culture and a ‘different mindset’. It appeared that solely reading for pleasure related to reading in English, except for fluent Gaelic readers, but nonetheless Gaelic readers at all levels were reading for pleasure to some extent. Given the significance of reading for pleasure as a principle underpinning the education system in Scotland there are clearly opportunities for GBC to work with relevant organisations to develop suitable reading for pleasure resources.

5.1 Reading Gaelic for Pleasure

From a prompted list of descriptions, respondents were asked which applied to their Gaelic reading. As highlighted in chart 5.1 almost seven-tenths of respondents felt they ‘tended to read Gaelic occasionally e.g. in newspapers, magazines or online’ whilst three-fifths ‘liked to read Gaelic for pleasure e.g. often in book form’.

Chart 5.1: Description of Gaelic reading (prompted)
Base: respondents who had read a Gaelic book (457)
Whilst useful, these overall results hide some significant differences amongst respondents. As highlighted in chart 5.2, there are differences in how audience types describe their Gaelic reading:

- Proficient/fluent (78%) readers were much more likely to read Gaelic occasionally than intermediate (63%) or beginner/learner (46%)
- Similarly, proficient/fluent (75%) readers were much more likely to read Gaelic for pleasure than intermediate (57%) or beginner/learner (23%)

It is logical to assume that beginners and learners will find reading in Gaelic harder, and therefore be less likely to view it as a pleasure. The findings from the Literature Review in Section 3.3 established that reading for pleasure is a significant principle in educational attainment and these results would suggest the potential for GBC to work with Stòrlann and Education Scotland to develop suitable reading for pleasure educational resources.

Results for other key audiences (GME parents and young people & students) place them in the middle of the results range – reflecting a range of Gaelic proficiency levels amongst these audiences:

- 71% of GME parents ‘tended to read Gaelic occasionally’ whilst 60% ‘liked to read Gaelic for pleasure’
- 69% of young people & students ‘tended to read Gaelic occasionally’ whilst 56% ‘liked to read Gaelic for pleasure’
5.2 Role of Reading for Pleasure

The importance of reading for pleasure is shown in next chart which shows that 94% were very or quite interested in this activity. The levels of interest in reading for pleasure surpassed interest levels expressed for other common activities such as listening to music, visiting attractions or watching films. This highlights the need for the GBC to address any perceived contradiction between reading in Gaelic and reading for pleasure.

Chart 5.3: Interest in selected activities
Base: all respondents (550)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Quite interested</th>
<th>Very interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending performances</td>
<td>37%</td>
<td>30%</td>
</tr>
<tr>
<td>Watching films</td>
<td>33%</td>
<td>48%</td>
</tr>
<tr>
<td>Visiting attractions</td>
<td>38%</td>
<td>46%</td>
</tr>
<tr>
<td>Listening to music</td>
<td>24%</td>
<td>65%</td>
</tr>
<tr>
<td>Reading for pleasure</td>
<td>14%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Participants felt that reading for pleasure could vary depending on the individual and they recognised that for themselves and other Gaelic readers, the process of reading in Gaelic might not always be a simple pleasure, rather it could be a pleasure and a learning activity.

“I wouldn’t say it was reading for pleasure, it is reading as part of a wider thing generally. People who can read a Gaelic book have invested something which has a significance for those people.”

“I read a book at lunch time to my grandchildren, whereas tonight I might read some folk tales or even tackle something harder, so it is a wide range. Whether you call it pleasure, you are always learning.”

Thinking about their own Gaelic reading, participants had mixed views on whether it was reading for pleasure. For many, including some proficient/fluent readers, reading in Gaelic was an ongoing learning process and this was just as important as reading Gaelic for pleasure.

“You don’t learn Gaelic because you don’t take pleasure from it. But it’s true that I am not really at the point of reading Gaelic just for pleasure, it is more for learning.”

“I read Gaelic for leisure/pleasure - but also as a means of maintaining and improving my Gaelic language skills. I read Gaelic novels most days on the train to work and a bit at evening.”

Participants identified the uniqueness and alternative mindset often found in Gaelic writing and highlighted this as a particular element of pleasure when reading in Gaelic.

“I would say I read mainly for pleasure, but it’s a mixture of enjoying the actual content or the way it's
expressed, and feeling satisfaction when I manage to understand something, especially without having to use the dictionary.”

“Reading Gaelic allows me to experience a type of mindset and also attitudes to life that I do not feel I would experience otherwise.”

When it came solely to reading for pleasure, participants agreed that this tended to be in English. For many, this kind of reading was the end goal for their Gaelic learning.

“I read mainly for study purposes and practice in Gaelic and mainly for pleasure in English. This is due to my confidence with the language but as my confidence grows I will likely read more Gaelic for pleasure.”

“Reading for pleasure I tend to read more in English, obviously there is much more English books available.”

“Reading for pleasure, if you are just browsing for a book (in a shop), the chances are you are not going to find a book in Gaelic.”
6. Barriers to Reading in Gaelic

This chapter explores the findings from the online survey and focus groups on the barriers to reading in Gaelic

**Key chapter findings**

The two main barriers to reading in Gaelic identified in the research were the limited range of books and the lack of availability of books in general. Comments showed that many libraries carried limited stocks of Gaelic books and that it was often difficult to identify books suitable to the relevant reading level. This latter point led to the suggestion that there was a lack of book reviews that would help identify if a book was at the right level and of interest to readers. Currently, readers rely on word of mouth and advice from friends/relatives to find out about books that might interest them.

It was noticeable that learners selecting a book to read would look at the text in a book to see if it was of a suitable level for them and choose to read the book on that basis, rather than choosing books based on the type of book, author or subject. It was, therefore, important to them that reviews included a summary that allowed them to judge the level of text as well as the quality of the book.

The issue of how to encourage more Gaelic speakers to read Gaelic was addressed in the focus groups and the comments identified two reasons for a lack of interest in reading in Gaelic. Firstly, fluent speakers who had been brought up speaking Gaelic as their everyday language had often been taught in English and were not always interested in reading in Gaelic. Secondly, people learning Gaelic simply do not equate reading Gaelic with reading for pleasure: they may read extensively in English but see reading in Gaelic as a real effort. It was felt that this latter group could be encouraged to read Gaelic if there was greater awareness of how reading would help in the development of their language skills.
6.1 Barriers to Reading Gaelic

Overall, 63% of respondents felt there were barriers or obstacles to reading in Gaelic. When analysed by audience type (see chart 6.1) there were some differences in response to this question, with beginner/learner (72%) most likely and proficient/fluent least likely to feel barriers/obstacles existed.

Chart 6.1: Agree there are barriers to reading in Gaelic?
Base: respondents who had read a Gaelic book (457)

<table>
<thead>
<tr>
<th>Audience Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>GME parents</td>
<td>69%</td>
</tr>
<tr>
<td>Young/students</td>
<td>82%</td>
</tr>
<tr>
<td>Beginner/Learner</td>
<td>72%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>66%</td>
</tr>
<tr>
<td>Proficient/Fluent</td>
<td>58%</td>
</tr>
</tbody>
</table>

From a pre-coded list respondents were most likely to highlight limits in range/genres (54%), availability (52%) and their own Gaelic proficiency (42%) as the main barriers and obstacles they had encountered (see chart 6.2).

These results are very similar to findings in the 2009 survey when the same top three barriers were identified by respondents.

Chart 6.2: Barriers to reading in Gaelic (prompted)
Base: respondents who had read a Gaelic book (457)

As highlighted in chart 6.3 there are some notable differences in perceptions of barriers by audience type:

- Limited range/genres is an issue for all audience types but especially proficient/fluent speakers (61%)
- Availability is most likely to be an issue for young people & students (69%) and GME parents (62%)
- As one might expect, Gaelic proficiency is more of an issue for beginner/learner (90%) and intermediate (75%)
Comments from respondents on examples of common barriers and obstacles included:

- "Key works in Gaelic may go out of print quickly and be difficult to obtain e.g. it took me a while to obtain a copy of ‘An oidhche mus do sheòl sinn’ by Aonghas Pàdraig Caimbeul."

- "Where I live there aren’t many Gaelic books available in the library and what is available is mostly poetry. There are no Gaelic books in the book shop. (Inverness)."

- "I do not have a full understanding of the language yet and so it is a slow process to read a Gaelic language book."

Participants in the focus groups were also asked about their perceptions of barriers to reading in Gaelic. As in the survey, range/genres, availability and Gaelic proficiency were all mentioned.

In addition, participants also pointed out the difficulties they had encountered accessing Gaelic books at a suitable level e.g. finding a book they liked at a level they could access. This was a common issue and was linked to the lack of reviews or recommendations that participants had encountered for Gaelic books (compared to English).

- "I suppose the lack of Gaelic book reviews, I can’t think of anywhere I would find a review, as opposed to word of mouth."

- "I think definitely the reviews would be one of them. If you were buying a book on Amazon or wherever, you would see what the rating was."

In terms of advice on appropriate text and range of levels available, participants tended to highlight word of mouth recommendations and advice from friends/relatives, sometimes online, as the most common source. No official sources, aside from SMO were mentioned.

- "No formal advice, but there is plenty of informal advice on forums, Facebook."
“People tend to tell each other, word of mouth.”

“I got plenty of guidance at SMO but it’s harder once you leave as you’re not chatting to the same people – lecturers, students – as often.”

Comments provided during focus group discussions highlight the kind of descriptions participants have for different kinds of Gaelic book text. Participants were shown books and asked to comment on the book type and level of Gaelic they felt it required.

Participants talked about ‘learners’ but recognised that this could cover beginners through to proficient and even fluent readers as there was always an element of learning involved when reading in Gaelic. For this reason participants felt it was important to see the text of a book. It was noticeable that the first thing many participants did when picking up a book was flick to a central page in order to judge the difficulty of the Gaelic it was written in. This was commented on in several of the group discussions and participants recognised this was quite different to how they would approach a book in English.
“For me the first thing is: ‘Can I read it?’ If it’s a yes then I’ll decide if it’s a book I fancy e.g. the type, story, topic.”

“It’s a bit weird isn’t it (checking text)? I’m glad others do the same! I suppose I’m prepared to read a wider range of books in Gaelic because my first priority is to find one I can read at all.”

With this in mind, participants highlighted reviews and recommendations that had allowed them to see a summary of the book as positive.

“Maybe if the Gaelic Books Council got people to read books and give them a rating, because they do a summary of the books.”

“The Stornoway Gazette does weekly book reviews which is handy as they sometimes do a long piece about a book and you get a good flavour of it that way.”

6.2 Encouraging Gaelic Speakers to Read

Focus group participants were asked their views on recent findings that some Gaelic speakers read very little or never read Gaelic books for pleasure.

Participants agreed that this was common, many giving examples of fluent Gaelic speakers they knew who read very little Gaelic. Two theories were put forward for this:

- The learning process: people who learned to speak Gaelic in their household, typically in North West Scotland, used it as a day-to-day language rather than an academic tool so it was spoken widely but not written or read. This reflects the generation of Gaelic speakers who received no formal Gaelic education and lack confidence in reading in Gaelic.

- Reading for pleasure: there are other Gaelic speakers – from various backgrounds – who although they have learnt the language in their youth or adulthood simply do not equate reading Gaelic with reading for pleasure. As a result, they read extensively in English but not at all in Gaelic because it is seen as an effort.

It was also pointed out that many Gaelic speakers have an urge to read in Gaelic – a sense of obligation to try – and that inevitably this does not extend to all Gaelic speakers.
“If you learn Gaelic orally then your reading level may never match your spoken level.”

“Availability is an issue, but ultimately people find it easier in English. There needs to be a reason or urge to take up Gaelic reading.”

“I know Gaelic speakers who read lots – but only in English. It comes back to pleasure, they want to read a book to relax.”

“You have to go out of your way to read Gaelic and there are many Gaelic speakers who just won’t do that.”

Whilst anecdotal, these findings are important as they suggest that reading for pleasure in Gaelic could be developed amongst current non-readers by encouraging Gaelic speakers to read. As they gain reading skills their confidence and fluency will increase and the benefits of reading for pleasure identified earlier in the report will have a positive impact on both their educational and personal development.
7. Development of Reading for Pleasure

This section describes the findings from the online survey and focus groups on gaps in Gaelic books and ways of encouraging reading for pleasure.

**Key chapter findings**

The research identified a number of potential areas to develop interest in reading Gaelic for pleasure:

- The main gaps identified in the types of Gaelic books available were:
  - Historical fiction
  - Mystery
  - Food and Drink
  - Natural History
  - Hobbies and Interests

- There were reasonably high levels of interest in Gaelic e-books and audio books. Both of these methods were seen to have some learning benefits by offering more accessible ways of reading and (for audiobooks) a way of improving vocabulary and pronunciation.

- Improved awareness of Gaelic books and availability of a range of types of books
- Increase in short Gaelic novels and Gaelic magazines

The Gaelic Books Council was mentioned as the organisation most likely to develop awareness of the availability of Gaelic books: this is linked to it being the most likely source of books for respondents. There was high awareness of GBC and Bòrd na Gàidhlig across all types of reader, and good awareness of GBC’s aim to promote Gaelic books and support Gaelic authors.
7.1 Perceived Gaps in Gaelic Book Types

Thinking about the book types they enjoyed reading in general, respondents were asked which types of books they had read in Gaelic and which they would like to read in Gaelic. The results highlight a number of potential gaps in Gaelic book provision.

- Historical fiction: enjoyed by 59%, 51% would read Gaelic
- Mystery: enjoyed (43%), Gaelic (48%)
- Food & Drink: enjoyed (38%), Gaelic (60%)
- Natural history: enjoyed (35%), Gaelic (53%)
- Hobbies & interests: enjoyed (35%), Gaelic (61%)

Table 7.1: Book types enjoyed / have/would read in Gaelic
Base: all respondents (550)

<table>
<thead>
<tr>
<th>Book Type</th>
<th>Enjoyed</th>
<th>Have Read in Gaelic</th>
<th>Would Read in Gaelic</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>68</td>
<td>53</td>
<td>34</td>
</tr>
<tr>
<td>Historical fiction</td>
<td>59</td>
<td>32</td>
<td>51</td>
</tr>
<tr>
<td>Biography/Diary</td>
<td>56</td>
<td>50</td>
<td>35</td>
</tr>
<tr>
<td>Classic literature</td>
<td>51</td>
<td>35</td>
<td>39</td>
</tr>
<tr>
<td>Crime</td>
<td>45</td>
<td>46</td>
<td>29</td>
</tr>
<tr>
<td>Mystery</td>
<td>43</td>
<td>29</td>
<td>48</td>
</tr>
<tr>
<td>Poetry</td>
<td>43</td>
<td>88</td>
<td>9</td>
</tr>
<tr>
<td>Humour</td>
<td>39</td>
<td>47</td>
<td>39</td>
</tr>
<tr>
<td>Fairy tale</td>
<td>38</td>
<td>44</td>
<td>32</td>
</tr>
<tr>
<td>Food &amp; Drink</td>
<td>38</td>
<td>9</td>
<td>60</td>
</tr>
<tr>
<td>Natural history</td>
<td>35</td>
<td>20</td>
<td>53</td>
</tr>
</tbody>
</table>

Hobbies & Interests         | 35      | 9                   | 61                   |
Music                       | 32      | 33                  | 42                   |
Politics                    | 31      | 13                  | 60                   |
Textbook                    | 31      | 54                  | 29                   |
Suspense/Thriller           | 30      | 18                  | 55                   |
Education                   | 30      | 58                  | 24                   |
Art                         | 28      | 12                  | 55                   |
Philosophy                  | 27      | 7                   | 60                   |
Health & Wellbeing          | 26      | 6                   | 53                   |
Fantasy                     | 25      | 25                  | 52                   |
Transport & Travel          | 25      | 22                  | 48                   |
Journalism                  | 24      | 38                  | 46                   |
Science                     | 24      | 9                   | 58                   |
Religion                    | 24      | 44                  | 32                   |
Science fiction             | 23      | 37                  | 39                   |
Home & Garden               | 23      | 3                   | 59                   |
Romance                     | 21      | 42                  | 38                   |
Essay                       | 19      | 63                  | 25                   |
Reference                   | 19      | 54                  | 30                   |
Self-help                   | 17      | 1                   | 48                   |
Drama/Theatre               | 15      | 49                  | 38                   |
Film                        | 15      | 3                   | 59                   |
Graphic novels              | 12      | 45                  | 42                   |
Sport & Games               | 11      | 26                  | 53                   |
Photography                 | 10      | 10                  | 48                   |
Economics                   | 8       | 11                  | 42                   |
Computing                   | 7       | 3                   | 55                   |
Business & Finance          | 6       | 4                   | 50                   |
Horror                      | 4       | 6                   | 71                   |
7.2 Interest in e-books and Audiobooks

60% of respondents had read an e-book and as displayed in chart 7.1, 50% were very or quite interested in buying Gaelic e-books.

Similarly, 43% of respondents had bought an audiobook and 52% were very or quite interested in buying Gaelic audiobooks.

Chart 7.1: Interest in Gaelic e-books and Audiobooks
Base: respondents who had read a Gaelic book (457)

Most of the reasons given by respondents for their interest in Gaelic e-books centred on convenience and a perception that e-books were cheaper than paper/hardbacks. However, some respondents did associate learning benefits with e-books.

“Generally I do not read much in e-book form, but a Gaelic e-book has the obvious advantage of being paired with a dictionary in a way a paper book doesn’t really allow.”

“I sometimes study and brush up at work during lunch and find digital copies more convenient for that purpose.”

“Using a device you can flip from text to dictionary for meanings, and listen to pronunciations easily too. The electronic media for learning languages is really helpful.”

There was virtually no difference in e-book interest by audience type with between 49% (proficient/fluent) and 53% (beginner/learner) interested in e-books.

Respondents identified some clear learning benefits associated with audiobooks, mainly linked to improving their pronunciation of Gaelic words and development of their accent.

“I have more time to listen then read as well as it would help grow my auditory Gaelic skills.”

“I don’t do enough listening whilst trying to learn Gaelic. If I was trying to follow a story it might be easier.”

“I’m a learner and so audio books are very helpful to get good listening skills and a good accent.”

This emphasis on learning through audiobooks seems borne out in results by audience type, with beginner/learner (61%)
and intermediate (65%) readers more likely to be interested in audiobooks than proficient/fluent readers (45%). Around half of GME parents (52%) and young people & students (53%) were interested in audiobooks.

Focus group participants were also quite positive about e-books and audiobooks and also picked up on the learning benefits that these formats could provide.

Participant comments on e-books included:

- “On e-books you can download samples, you can cut and paste. You can highlight a word and go back to it.”
- “e-books are fantastic - it is great to be able to search the text at the press of a button.”
- “If e-books in Gaelic where more widely available I would use them.”

Participant comments on audiobooks:

- “If I can get things on the Kindle as well as a book, it is great. I listen to CD’s also, which is a great way to learn.”
- “Audiobooks would be good to listen to while you try and read the text in the book format.”
- “Audiobooks are really good for improving my understanding of spoken Gaelic.”

7.3 Interest in Initiatives

Respondents were asked to express their interest in a series of Gaelic related initiatives. Chart 7.2 highlights that the initiatives most respondents were interested in were short Gaelic novels (of interest to 85%) and a Gaelic magazine (83%).

Of note:

- Short Gaelic novels were of most interest to intermediate readers (95%) followed by proficient/fluent (86%) and beginner/learner (79%)
- A Gaelic magazine was of most interest to intermediate (86%) and proficient/fluent (84%) readers, with slightly less interest amongst beginner/learner (77%)
- Results amongst GME parents and young people & students were broadly in line with the average results for both short novels and a Gaelic magazine
Focus group participants were also very interested in short Gaelic novels or novellas. For many, reading shorter stories was an essential part of learning the language, but proficient/fluent readers were also interested in these book types as it added variety to their reading.

“Short stories are good for leisure reading or pleasure reading, they are also good for learners.”

“I find the young adult novellas like An Uinneag don Iar very helpful for how the language works and it is confidence-building to read a book in Gaelic.”

“I read a lot of short stories, because that is what I can cope with in Gaelic.”

A Gaelic magazine was also well received by participants. A key benefit for many was the opportunity to read a variety of articles and/or stories in Gaelic in one publication, and an online version was deemed an effective way of reaching the Gaelic population.

“I’d be interested in a magazine, especially if it was online.”

“I follow the Daily Gael online - they do really funny articles in English and Gaelic. There is also an online ‘Dana Mag’ as well. They cover politics etc…”

“I like to read Nature Magazines, if that were available in Gaelic that would be good, I am not aware that there are any.”

Focus group participants were asked how they felt Gaelic books could be promoted more widely. Participants highlighted the needs of beginner/learner readers and the need for organisations like the GBC to reach out to Gaelic readers of all abilities.

“More engagement with learners, especially at beginner level so that they know what sort of books are at their level.”

“I really like the idea of a book club, because that gives you an incentive to read. The Gaelic Books Council don’t have to organize it, they could have something on their website where people could sign up.”

“I went in to the (GBC) bookshop in Glasgow and had a chat. They gave me advice on which books to buy, we discussed my level of Gaelic and my interests and
they recommended a few books. If that method could somehow be rolled out further to other areas it would be great - e.g. travelling book shop.”

Participants also highlighted the general need to raise awareness of Gaelic books and increase availability. There was a consensus that the Gaelic range/genres had improved in recent years but that availability was still an issue.

“If you and I walked into Waterstones at the moment I wouldn’t know where to find Gaelic books, I think that is probably the same in every major bookshop. Why?”

“On reading for pleasure - if you are just browsing for a book, the chances are you are not going to find a book in Gaelic.”

Linked to availability, participants requested an increase in the number of short Gaelic novels, both to swell the number of books available and address a desire amongst Gaelic readers of all abilities to read shorter texts.

“Maybe give out small cheap short story books as excerpts of bigger books. Schools get lots of free Gaelic stuff, what about the rest of us!”

“At my stage (intermediate) I’d much rather read 4 short books that 2 large ones. It’s more manageable and I need the variety to improve.”

Finally, some participants mentioned the benefits of e-books and audiobooks as ways of helping beginner/learner and other readers in developing their skills.

“I think there’s a real niche for e-books/audiobooks and learners that Gaelic books could tap into e.g. learn with a Gaelic e-book.”
7.4 Awareness of Gaelic Organisations

Respondents were asked about their awareness and perceptions of a number of Gaelic organisations in Scotland. Chart 7.3 highlights that Bòrd na Gàidhlig and the GBC were the two organisations that most respondents were aware of.

Of note, 97% of proficient/fluent readers were aware of the GBC, compared to 93% of intermediate readers, 90% of young people & students, 88% of GME parents and 77% of beginner/learner readers. This suggests it is amongst beginner/learner readers that the GBC needs to raise its profile.

Chart 7.3: Awareness of Gaelic organisations
Base: all respondents (550)

Respondents were then asked which organisation they would associate with ‘support and development of Gaelic writing.’ This is a key aim of the GBC so it is encouraging that almost nine out of ten respondents who were aware of the organisation associated it with this aim.

Proficient/fluent readers (92%), intermediate readers (91%) and young people & students (90%) had very high awareness of GBC’s key aim of supporting and developing Gaelic writing. GME parents (81%) and beginner/learner readers (74%) had lower than average awareness.

Chart 7.4: Support and development of Gaelic writing
Base: respondents aware of organisations (542)
In addition, from a prompted list of aims, respondents were asked which they associated with the GBC. Chart 7.5 highlights that around nine out of ten respondents associate the GBC with the ‘promotion of Gaelic books’ and ‘support for Gaelic authors’ whilst eight out of ten link the GBC to ‘support for the Gaelic publishing industry’ and ‘increasing the range, quality and impact of Gaelic literature’.

**Chart 7.5: Awareness of aims of GBC (prompted)**
**Base: respondents aware of GBC (501)**

- **Promotion of Gaelic books**: 93%
- **Support for Gaelic authors**: 88%
- **Support for Gaelic publishing industry**: 83%
- **Increasing the range, quality and impact of Gaelic literature**: 80%
8. Gaelic in Organisations

The final section on the research findings summarises the interviews conducted with organisations involved in delivering services in Gaelic. It should be noted that the opinions expressed were from individuals representing the relevant organisations.

Key chapter findings

The depth interviews with organisations showed that there was little evidence from the interviewee that organisations were promoting or encouraging a reading culture within the workplace or within the wider Gaelic community.

Interviewees were, however, aware of the importance of the reading for pleasure in developing Gaelic and willing to support GBC and other organisations in the development of initiatives to encourage reading amongst staff and customers.
8.1 Scottish Government

Gaelic in the Organisation

The Scottish Government is not directly involved in the delivery of Gaelic services, instead the administrative function support ministers on Gaelic/Scots e.g. parliamentary questions. There are also links with funding bodies and organisations involved in Gaelic such as Bòrd na Gàidhlig and Creative Scotland.

At an organisation level, the Scottish Government is mainly involved in lobbying for, and allocating funding to Gaelic organisations. It is then the funded organisation’s remit to develop Gaelic in line with its aims and objectives and report back to the Government on progress.

Developing Gaelic via the Workplace

Not aware of any workplace schemes attempted by the organisations worked with or funded by the Government. Funding is provided based on the organisation identifying an existing need so the question would be: have employers/employees requested this?

Gaelic and Reading for Pleasure

The challenge is to provide books for all age groups and levels, but this is difficult. Aware that there seems to be a focus on young people and learners, and that there are drives to attract new writers: this seems a sensible way to cater for new learners.

Reading for pleasure is difficult for Gaelic. It appears that even young people who are approaching fluency do most of their reading in a learning capacity first and foremost. Maybe pleasure in reading Gaelic is imbued or comes later? It feels like an area that needs significant development i.e. to provide literature that appeals to Gaelic readers on a reading for pleasure basis.
8.2 Glasgow City Council

Gaelic in the Organisation

Within Glasgow City Council the development of Gaelic is closely tied to the Gaelic Language Plan 2013-17. Essentially the Plan has numerous actions which are being worked through - priorities are schools and plans for the Glasgow Mòd in 2019, though the actions can involve a variety of different Council areas and organisations.

In particular, it is anticipated that the Mòd will offer significant legacy opportunities for Gaelic in Glasgow e.g. development of Gaelic in Glasgow community’s.

Internally, the main efforts are to make staff aware of our Gaelic obligations and introductory Gaelic classes are offered, for instance 109 social work staff attended a Gaelic learners class recently. However, the bulk of Gaelic development efforts are aimed at the general public.

Developing Gaelic via the Workplace

There is potential in developing Gaelic through the workplace but the Council’s efforts concentrate on those who come forward – people who are interested in Gaelic regardless of whether this is in a workplace, community or other environment.

There is a limited role for Gaelic books in the workplace as much of it is about awareness raising and compliance rather than in-depth learning, reading and writing. These are legitimate goals but funding, staffing and resources are all barriers to doing more.

Gaelic and Reading for Pleasure

Aware that many fluent Gaelic speakers are not good or regular Gaelic readers. For the younger generation the crucial period is between primary - secondary and secondary – beyond, these are the points when Gaelic speaking/reading drops off e.g. after GME in primary, and after subject study in secondary.

The main issue for all Gaelic speakers/readers in the central belt is the lack of usage on a day-to-day basis. Forums need to be developed and reading for pleasure could be the hook around which these forums could be built e.g. book clubs, social gatherings. It is hoped that the Mòd will be a catalyst for these kinds of forums to develop post-2019.
8.3 Comhairle nan Eilean Siar

Gaelic in the Organisation

The Outer Hebrides are unique in that more children are in GME than non-GME and pre-school is GME also. As a result, schools are very well resourced in terms of fiction and non-fiction, though this is as a result of huge improvements in recent years in the number and range of Gaelic books/resources available.

Internally, there is free access to Gaelic classes for all levels, basic to fluent. Teachers who want to go on courses can be sponsored – this is decided on a case-by-case basis.

Developing Gaelic via the Workplace

Understand the potential for development of Gaelic in the workplace, but in the Outer Hebrides wider society helps develop the language in a way that is not seen elsewhere in Scotland. The language is used quite widely and this kind of immersion gives speakers/readers confidence. It is these kind of opportunities that Gaelic learners need elsewhere – the challenge is to replicate this in areas were Gaelic is very much in the minority e.g. through special interest groups and possibly the workplace.

Gaelic and Reading for Pleasure

Enjoyment and choice are at centre of Curriculum for Excellence. We have seen that children enjoy reading each other’s writing – Gaelic or otherwise. This could be a way to create Gaelic texts for different age/abilities e.g. online.

Book clubs and reading sessions are all well and good but really act as supplements on the Outer Hebrides. The real impact is in schools and wider society where the language is widely spoken.

An early years magazine would have a ready-made audience in the Outer Hebrides and elsewhere amongst GME families. Content could include compositions, current affairs, and help to educate parents.
8.4 Sabhal Mòr Ostaig

Gaelic in the Organisation

The College is an entirely Gaelic medium institution. Recent developments include adapting degree structures to accommodate distance learning. This has increased class sizes (to 300) and the distribution of students, with a high proportion based outside Scotland e.g. England, Germany, Canada.

SMO is actively involved in initiatives to encourage students to use the language outside the College e.g. in day-to-day life, on trips/visits to workplaces.

Internally, Gaelic language training is provided for all staff - administrative, support, facilities - to try and encourage blanket use of the language on campus.

The College has been involved in book schemes such as Bookbug in Mull and Skye to assist families and young children reading Gaelic.

Developing Gaelic via the Workplace

Recognise that, although new writers are coming in to the fold, Gaelic readership is not increasing. Any opportunity for people to encounter Gaelic books should be encouraged / facilitated:

- Book clubs could be facilitated via workplaces. An organisation like the GBC could facilitate via a key member of staff. The employer could be encouraged to buy the books

- Aware that many fluent Gaelic speakers do not always read Gaelic books. Need to make reading Gaelic less onerous. Based on own experience would advocate shorter texts and a focus on non-fiction. Not an advocate of bi-lingual texts as tends to result in reading the English, with limited learning benefits.

- Aware that students in secondary schools hit a gap when they leave school as there is no equivalent environment in which to speak/read Gaelic, especially in central belt of Scotland. Workplace provision could address this gap.

The time is right for a Gaelic reading initiative of this type e.g. book club, to counter declining readership levels.

Gaelic and Reading for Pleasure

Reading for Pleasure message could counter perception that reading in Gaelic is hard, deep and complex. A campaign would need to be supported by appropriate texts e.g. short, non-fiction, and be aimed at learners – who are most likely to be book buyers.
8.5 Gaelic Medium Education – Primary

Gaelic in the Organisation

Gaelic medium education involves total immersion in primary 1-3 and the majority of primary 4-7.

Not all teachers have a Gaelic qualification so they have access to a Gaelic language course run by Aberdeen University.

Developing Gaelic via the Workplace

Initiatives have included increasing work with parents as majority are not Gaelic speakers:

- After schools club for adults and children covering basic vocabulary
- Currently developing a workshop for parents
- A new primary 1 homework club for parents in 2016/17. Poorly attended, so a work in progress

School has invited local Gaelic speakers to come in to school and speak to children. In addition, P5/6 performed a Gaelic adaptation of The Tiger that came to Tea with assistance from Màiri Morrison, actor. Singer/broadcaster Linda MacLeod visited for a Gaelic ragtime session and the GBC has visited with a stall.

Bookbug packs were good though First Ministers Reading Challenge was less effective as there were too few Gaelic titles available.

Teachers also require more Gaelic resources e.g. phonological awareness materials in Gaelic for children and parents, Gaelic games, etc.

Gaelic and Reading for Pleasure

Currently the primary 1-2 audience is well catered for, but when children start reading for themselves gaps develop. For instance, as most children do not have Gaelic in home (because parents are not Gaelic speakers) it is difficult to get Gaelic books into the home. Also, there is a gap for age 7-10 as Gaelic books seem to jump straight to novels which are too difficult.

Points to address:

- Gaelic rhyming books for primary 1-3
- Increased Gaelic book provision for 7-10 year olds e.g. skinny chapter novels.
- More non-fiction options for all ages e.g. storybooks on health and wellbeing (big education agenda)

We would recommend involving children – bringing authors into schools to understand the Gaelic proficiency possessed by different age groups in order to create books.
Gaelic in the Organisation

Our role is to offer resources and professional guidance to teachers. This includes Gaelic resources and guidance - working with partners such as the GBC and Stòrlann to support GME teachers and learners in the 1+2 approach to language learning.

A recent audit of professional learning resources resulted in new resources for teachers e.g. Gaelic GLOW resources.

Education Scotland’s inspection role ensures accountability and provides confidence in the quality of education provided to children, including the quality of Gaelic teaching. This ongoing work informs statutory guidance on Gaelic education for age 3-18.

Gaelic is embedded in organisation in some ways e.g. email signatures, bi-lingual publications, and all staff are entitled to Gaelic language training.

Developing Gaelic via the Workplace

The organisation’s workplace is schools so if workplace initiatives had the ultimate result of raising attainment and literacy then they could be supported. However, some schools have just 1 or 2 teachers who cover Gaelic and they may not be fluent so the school may not be the appropriate platform – perhaps bringing teachers from different schools together would be most effective.

Gaelic and Reading for Pleasure

As with all minority languages it tends to be easier to read in a main language as the depth and breadth of texts available is greater. This creates a perception that reading in Gaelic is harder and this doesn’t sit with reading for pleasure.

We perceive that there is a demand for Gaelic original materials within schools. Challenge in Gaelic is topical materials for schools and non-fiction e.g. learning materials. A wishlist for supporting reading for pleasure in schools would include:

- E-book / Digital books
- Audiobooks for dialect/accent
- A range of genres for age 3-18

Essentially, Gaelic resources that aid raising attainment will be welcomed by schools.
8.7 Publishing Scotland

Gaelic in the Organisation

Our main focus is to help publishers and a number of Gaelic publishers are members. Services include conferences, training, open book sessions, specialist publishing support e.g. Accelerate Programme for Emerging Publishers.

One member of staff is a Gaelic speaker, though internally there are currently no Gaelic services or development opportunities for staff and no Gaelic language plan.

Developing Gaelic via the Workplace

There is a role for organisations in the development of Gaelic and Gaelic reading. Would recommend a ‘nudge’ approach rather than an imposition, for instance: book corners, book clubs, reading sessions, could all work for some organisations.

A readership strategy for Gaelic is required. This could involve specific efforts e.g. an e-book library, prioritise 11-15 year olds, a Gaelic magazine.

Gaelic and Reading for Pleasure

Unlike English, there has not been an emphasis on reading Gaelic for pleasure. Reading ambassadors could highlight the benefits of learning/reading Gaelic. It might be that older fluent speakers are not the target audience, instead go beyond the Gaelic community and expand with new speakers/readers.

Believe this could help increase Gaelic reading, especially amongst older Gaelic generation, many of whom speak but don’t read Gaelic. Issues to address:

- Non-fiction: not enough available e.g. animals, food & drink, astronomy etc…
- Post GME provision: too many children stop reading Gaelic after primary school
8.8 Scottish Book Trust

Gaelic in the Organisation

The Scottish Book Trust (SBT) has a number of initiatives aimed at Gaelic writers and writing:

- Gaelic New Writers Awards which are funded by the GBC
- The Young Writers programme has a place ring-fenced for one young Gaelic writer
- Various SBT programmes have Gaelic aims e.g. reader development, early years, attainment

In past we have struggled to get sufficient applications for Gaelic new writers and there has been low attendance at workshops on Gaelic.

There is no Gaelic speaker employed by the organisation at present. Internally, discussions have been had on the potential for a Gaelic ‘resident’ who could work across all programmes.

Gaelic is not embedded in the organisation, though we often work with the GBC on Gaelic related matters e.g. awards.

Developing Gaelic via the Workplace

Typically, SBT initiatives are aimed at particular audiences – writers, children, teachers – and channelled via schools. Less experience of developing reading and/or Gaelic via the workplace. Would suggest it needs input/commitment from a local authority/employer to make a real impact on workplaces.

Gaelic and Reading for Pleasure

SBT promote reading for pleasure and has commissioned several research studies on it. The research highlights that people who read for pleasure will go on to read more.

Accessibility of Gaelic language is an issue. Great books that are challenging and appealing for teenagers are hard to come by in Gaelic and there is so much competition from English alternatives. Focus could be:

- Would recommend graphic novels and plays as formats that lend themselves to reading for pleasure
- Magazines are an effective way to expose people to new authors, and allows them to sample before committing
8.9 BBC Alba

Gaelic in the Organisation

Gaelic books form part of BBC Alba’s programming – recommendations and reviews.

Gaelic is embedded within certain parts of the organisation as BBC Alba is spread throughout Scotland, including Gaelic speaking areas such as the Outer Hebrides and Skye.

A challenge for BBC Alba is that although the organisation is small, the remit is large – covering all ages and backgrounds. This is unlike, for instance, a channel like BBC4 which is aimed at an intellectual, adult audience.

Virtually all of BBC Alba’s work involves collaborations with non-Gaelic organisations e.g. independent producers, trainers, sports organisations, libraries, educational institutions, representative bodies, etc, so in that sense BBC Alba represents and promotes Gaelic in the wider world.

Developing Gaelic via the Workplace

Development of Gaelic via the workplace is feasible as long as interest exists e.g. beginners/learners staff group or a group of Gaelic speakers.

Gaelic and Reading for Pleasure

Gaelic is harder to read because traditionally people brought up speaking Gaelic have not read it much – these people form today’s older Gaelic generation. It has not been a habit so the fluency is not there.

There have been major developments in the amount and quality of Gaelic books available in recent years, but still scratching the surface in terms of the range/genres covered.

The potential exists – talented young writers and creators who can produce books and TV that appeals to Gaelic community. Funding this potential is a big challenge – limits to funds available, so need to focus on particular efforts:

- Need some serious thought on who target audiences are for Gaelic books – existing Gaelic speakers or new Gaelic learners
- Novellas are very good for increasing reading range and making Gaelic reading pleasurable
- Digital: our online content brings fresh Gaelic material to view all the time. This offers the variety readers need to keep up their reading skills. Can books learn from this?
- Gaelic newspaper and magazine provision has been very sporadic in recent years. There is an opportunity for a title aiming news and books at learners

There is a tension between learning Gaelic and reading for pleasure so a range of levels / ways to access Gaelic are required – books, print and online.
8.10 Historic Environment Scotland (HES)

Gaelic in the Organisation

The main impact of Gaelic is on the interpretation at sites e.g. bilingual information for visitors on boards, panels and in documents; there is some Gaelic materials in shops. It is hoped to expand the provision of information in Gaelic. The extent of this is based on the number of Gaelic speakers in a given area so there has been a focus on sites in North West Scotland. Ultimately the plan is to work through the full list of sites, regardless of location.

HES has been involved in Gaelic learning activities e.g. GME projects, taking schools to key sites, junior guides programme, film and digital story projects.

Although primary schools have been the priority for outreach work the learning programme is being reviewed with an expectation of more initiatives with community groups and adult learners. This is across the board but will influence Gaelic outreach as well.

Internally, HES offered Gaelic awareness training to staff but no training in the language at present. Staff are trained in basics e.g. answering telephone calls in Gaelic – hello, welcome etc…and email signatures are bilingual. The language is used in Gaelic blogs. Gaelic will be a desirable skill in all job adverts soon and roles will also be reviewed to establish if any are Gaelic essential.

Staff started a Gaelic lunch club which is made up of people interested and motivated to learn more Gaelic. This was a staff initiative which aimed to build on some of the basic Gaelic which staff had been taught.

Developing Gaelic via the Workplace

Where staff have some basic Gaelic and/or an obligation to provide some Gaelic e.g. in answering the phones, then there is an opportunity for employers and/or organisations like the GBC to build on this. If staff have to do it then the majority of them will want to do it well and will be receptive to additional help. This could be in the form of basic reading for non-Gaelic speakers.

Gaelic and Reading for Pleasure

Aware that many Gaelic learners read children’s books initially. This helps make it fun and pleasurable. Perhaps some adult learner materials could provide this level of Gaelic but on more adult themes/topics e.g. a series of gradually more advanced texts.
8.11 Ceòl’s Craic

Gaelic in the Organisation

Ceòl’s Craic is a Glasgow based organisation established in 2004 to provide a social hub for contemporary Gaelic culture. Its regular activities are:

- an annual programme of music events at the CCA
- a weekly radio programme on Celtic Music Radio
- a film club

It also runs one off projects, including publishing a book in partnership with the GBC in 2016.

Ceòl’s Craic is run mainly by volunteers, but it has two staff, one of whom speaks Gaelic. The proficiency of the Board of Trustees range from fluent Gaelic speakers to learners.

Gaelic and Reading for Pleasure

Reading is very much part of contemporary Gaelic culture and Ceòl’s Craic published its first book, ‘Le Mùirn’ by Catriona Murray, in 2016 in collaboration with the GBC at the Book Festival. There are no plans to publish another book, but key projects involve promoting writing through cross-art projects that involve exhibitions, films and writing.

The perceived gaps in Gaelic literature is a lack of material suitable for intermediate adult learners. Audio books are seen as a good way of encouraging this group of learners as it helps them improve their accents as well as widening the material they listen to.

Although there are no plans for Ceòl’s Craic to publish another book, there is the potential to promote books at the film screenings, for example having copies of the relevant books available after the film.
9. Conclusions & Recommendations

The research has highlighted the complexities associated with Gaelic reading and learning in general amongst a representative sample of Gaelic speakers.

The key recommendations based on the findings from the research are detailed under the research objectives in this section and summarised below.

- There is a clear link between reading for pleasure and the development of the Gaelic language and this should be recognised in the new National Gaelic Language Plan.
- The GBC should lead on the development of a National Gaelic Reading Strategy to support the National Gaelic Language Plan. The strategy needs to form part of the national improvement agenda and needs to be drawn up in partnership with all national Gaelic agencies and relevant community organisations. It should recognise the importance of reading for pleasure and address the barriers identified in the research.
- GBC should develop reading for pleasure by continuing to support the commissioning and publication of the most popular Gaelic book types: history, biographies, poetry and crime, as well as exploring with writers and publishers the potential to fill the gaps in reading genres.
- GBC should liaise with those organisations responsible for coordinating the production and distribution of curriculum resources and guidance for Gaelic education and ensure that the new National Reading Strategy is implemented in GME schools.
- Developments identified in the research as likely to encourage reading for pleasure should be considered by GBC, specifically:
  - Increasing the range/genre of books available
  - Developing the online shop offer and increasing awareness of availability of Gaelic books online
  - Providing assistance to readers on the proficiency required to read particular books, e.g. reviews, recommendations, etc.
  - Assessing the potential for developing e-books and audio book.
Objective 1: provide information on what Scottish Gaelic readers currently enjoy reading for pleasure

**Headline** - Respondents are most likely to enjoy reading history, historical fiction and biography. These results are in line with findings from the 2009 GBC survey and reinforce the conclusion that these book types are favoured by Gaelic readers.

**Recommendation** - The GBC should continue to give weighting to these book types in its commissioning and publishing plans.

**Headline** - Gaelic readers, especially beginners/learners, do not describe reading in Gaelic as reading for pleasure. Gaelic organisations have also picked up on this potential disparity.

**Recommendation:**

(i) The National Gaelic Plan should recognise the impact that reading for pleasure could have on the development of Gaelic in Scotland.

(ii) The GBC should work in partnership with Scottish Government, Bòrd na Gàidhlig and Education Scotland to develop a National Gaelic Reading Strategy. The national strategy should aim to change the attitudes of Gaelic organisations towards the place of books and reading in their everyday activities and workforce development programmes.

(iii) The GBC, in collaboration with Bòrd na Gàidhlig and national Gaelic agencies and community organisations, should explore the potential to develop a national campaign as part of the National Plan. The campaign would aim to raise awareness of the importance of reading for pleasure to aid Gaelic fluency and counter the perception that Gaelic reading is hard.

Objective 2: provide an insight into the perceived gaps in Scottish Gaelic literary provision

**Headline** - Respondents referenced the increase in many interesting new Gaelic genres in recent years and identified the potential to address perceived gaps in the provision of Gaelic books on mystery, food & drink, natural history, and hobbies & interests.

**Recommendation** - The GBC should audit Gaelic publisher’s capacity to address the perceived gaps in the provision of Gaelic books and prepare a Gaelic Publication Plan that identifies the additional funding required to reflect and address these research findings.

**Headline** - During discussions participants, regardless of Gaelic proficiency, highlighted their interest in short Gaelic novels as a way of learning and expanding their Gaelic reading. A number of Gaelic organisations highlighted gaps in non-fiction provision for all ages, particularly for young children and secondary school.

**Recommendation** - The proposed Gaelic Publication Plan should draw on priorities identified by the Gaelic Local Authority Network, Education Scotland and Stòrlann to
address the lack of age-appropriate non-fiction reading materials for young readers and secondary pupils.

**Objective 3: identify the barriers to reading in Scottish Gaelic**

**Headline** - The barriers to reading identified in the 2009 study were confirmed in this study, in spite of a significant increase in the range and quality of Gaelic books in the intervening period. Research participants noted these improvements but still identified limits in range/genre, ease of access to Gaelic books and concerns about reading proficiency as the main barriers. A lack of guidance on the proficiency levels required for particular books was also identified as a barrier – particularly for beginner/learner readers but also for intermediate, proficient and fluent readers.

**Recommendation** - The National Gaelic Reading Strategy should address the barriers identified in the research in order to arrest the decline in Gaelic skills. As part of the national strategy, the GBC should build on the work it is doing in the following areas:

- continuing improvements in range/genre highlighted by respondents/participants in the research with a focus on the perceived gaps identified against objective 2
- improving online shop offering: awareness of the GBC is high amongst Gaelic community and this could be built on to increase availability of Gaelic books
- offering more assistance to readers in gauging the Gaelic proficiency required to read particular books e.g. via reader recommendations, a Gaelic magazine, or independent advice on proficiency required etc…
- considering the potential in developing e-book and audiobook resources aimed at the learner market

**Objective 4: provide an insight into why some Scottish Gaelic speakers have never read Gaelic books for pleasure**

**Headline** - For many adult proficient/fluent speakers Gaelic was/is a mother tongue, spoken but not read. This means that many Gaelic speakers (beginners and fluent) see reading Gaelic as difficult and requiring ongoing practice. The research also highlights that a proportion of Gaelic speakers do not see reading Gaelic as a pleasurable experience – linked in part to a form of learning, and also to their own personal definitions of reading for pleasure.

**Recommendation** – The national strategy’s campaign should aim to tackle the barriers to reading in Gaelic identified in the research, perhaps encouraging a ‘have a go’ attitude to reading Gaelic supported by a well-defined reading journey that identifies accessible texts for learners and speakers.
Appendices
Appendix 1: Online Survey

Gaelic Books Council - Survey on Gaelic Reading Habits

Thank you for taking part in the survey.

All Scotiniform research is conducted in accordance with the Market Research Society Code of Conduct. All your responses will be treated confidentially and used for research purposes only.

Q1 How proficient are you at reading the Gaelic language? (Select one only)
- I am just beginning to learn Scottish Gaelic
- I have been learning Scottish Gaelic for a long time and can read basic text
- I am reasonably proficient Scottish Gaelic reader
- I am a confident, fluent Scottish Gaelic reader

Q2 Thinking about books in general (English, Gaelic and other languages) please select from the following list the types of fiction you enjoy reading
- Classic literature
- Crime
- Fairy tale
- Fantasy
- Graphic novels
- Historical fiction
- Horror
- Humour
- Mystery
- Romance
- Science fiction
- Suspense
- War
- Western
- Other

Q3 Other, please specify...

Q4 In the last 12 months, approximately how many books (paper or e-book) have you read (in English, Gaelic or other languages)?
- 1-2
- 3-5
- 6-10
- 11-20
- 21-40
- 41+
- None (Go to Q10)

Q5 In the same period, approximately how many Gaelic language books (paper or e-book) have you read?
- 1-2
- 3-5
- 6-10
- 11-20
- 21-40
- 41+
- None (Go to Q21)

Q6 Thinking about the Gaelic books you have read in the last 12 months, where did you obtain them from? (Select all that apply)
- A library
- At School/College or University
- The Gaelic Books Council
- Comarachan Leabhair Gàidhluinne
- An Comunn Gàidhealach
- Boárd na Gàidhlig
- Shielann
- Scottish Book Trust
- A local independent bookshop
- A high street retailer
- An online retailer
- Others
- Please specify...

Q7 Thinking about all of your Gaelic reading, which of the following applies to it? (Select all that apply)
- I read Gaelic occasionally e.g. in newspapers, magazines or online
- I like to read Gaelic for pleasure e.g. often in book form
- I read Gaelic for work/professional reasons
- I read Gaelic as part of my studies/academic work
- I read Gaelic as I am learning the language

Q8 Would you say your reading habits differ between Gaelic and English?
- Yes
- No (Go to Q10)

Q9 Please tell us how your reading habits differ between Gaelic and English?

Q10 In your experience, are there any barriers or obstacles to reading in Gaelic?
- Yes
- No (Go to Q12)

Q11 What, in your experience, are these barriers or obstacles?
Q12 In your experience have any of the following been barriers or obstacles to reading in Gaelic? (Select all that apply)
- Lack of leisure time
- Out of Gaelic books
- Availability of Gaelic books
- Limited range/genres of Gaelic books
- My level of Gaelic language proficiency
- The appearance of Gaelic books
- Lack of Gaelic book reviews/recommendations

Q13 Have you ever bought an e-book?
- Yes
- No

Q14 How interested would you be in buying Gaelic e-books?
- Very interested
- Quite interested
- Neither/Not
- Not interested
- Not at all interested

Q15 Why do you say that? (answer to Q14)

Q16 Have you ever bought an audiobook?
- Yes
- No

Q17 How interested would you be in buying a Gaelic audiobook?
- Very interested
- Quite interested
- Neither/Not
- Not interested
- Not at all interested

Q18 Why do you say that? (answer to Q17)

Q19 Focussing on the books types you selected at Q2 and Q3, which of these have you ever read in Gaelic and which would you like to read in Gaelic? Have read in Gaelic Would like to read in Gaelic Nether / Nor

| Classic literature | Crime | Fairy tale | Fantasy | Graphic novels | Historical fiction | Horror | Humour | Mystery | Romance | Science fiction | Suspense / Thriller | Art | Biography & Diary | Business & Finance | Computing | Drama / Theatre | Economics | Education | Essay | Film | Food & Drink | Health & Well-being | History | Hobbies & Interests | Home & Garden | Journalism | Music | Natural history | Philosophy | Photography | Poetry | Politics | Reference | Religion | Science | Sport | Sport & Games | Textbooks | Transport & Travel |
Q20 Before taking part in this survey, which of the following organisations were you aware of? (Select all that apply)
- Gaelic Books Council / Comhairle nan Leabhrasach
- Bòrd na Gàidhlig
- Creative Scotland
- Comunn na Gàidhlig
- An Comunn Gàidhealach
- Fòisean nan Gàidheal
- Comunn nan Pàrant
- Scottish Book Trust
- Publishing Scotland
- None of the above (ar ó sta)

Q21 Which of the following organisations would you associate with support and development of Gaelic writing? (Select all that apply)
- Gaelic Books Council / Comhairle nan Leabhrasach
- Bòrd na Gàidhlig
- Creative Scotland
- Comunn na Gàidhlig
- An Comunn Gàidhealach
- Fòisean nan Gàidheal
- Comunn nan Pàrant
- Scottish Book Trust
- Publishing Scotland
- None of the above (ar ó sta)

Q22 Which of the following would you associate with the Gaelic Books Council? (Select all that apply)
- Promotion of Gaelic books
- Support for Gaelic authors
- Support for Gaelic publishing industry
- Increasing the range, quality and impact of Gaelic literature
- None of the above
- Other
- Please specify...

Q23 On a scale of 1 to 5 where 1 is 'not at all interested' and 5 is 'very interested', how interested would you be in following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaelic reading sessions for young children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Gaelic book club in my area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Gaelic book discussion forums</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Gaelic e-library subscription service</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Gaelic magazine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short Gaelic novels</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gaelic writing classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q24 In general, how interested are you in the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for pleasure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching films</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending performances e.g. plays</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visiting attractions e.g. museums, galleries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

About you

Q25 Please select your gender
- Male
- Female
- Other
- Prefer not to say

Q26 Please select your age group
- Under 18
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65-74
- 75+
- Prefer not to say

Q27 Where do you currently reside?
- Scotland
- England
- Wales
- Northern Ireland
- Republic of Ireland
- United States of America
- Canada
- Australia
- New Zealand
- South Africa
- Germany
- Spain
- Other
- If other, please specify...

Q28 (If applicable) To help us understand the survey results please record the first half of your postcode e.g. PA31
Q29 (If applicable) Please tell us which local authority area you live in?
- Aberdeenshire
- Aberdeenshire
- Argyll and Bute
- Edinburgh City
- Glasgow City
- Highland
- Inverclyde
- Midlothian
- Moray
- North Ayrshire
- North Lanarkshire
- Orkney Islands
- Perth & Kinross
- Renfrewshire
- Scottish Borders
- Shetland Islands
- South Ayrshire
- South Lanarkshire
- Stirling
- West Dunbartonshire
- West Lothian

Q30 Do you have any children under 16 living at home?
- Yes
- No

Q31 Are any of your children in Gaelic medium education or are/ have studied Gaelic as a subject at school? (Select all that apply)
- Yes, in Gaelic medium education (Primary School)
- Yes, in Gaelic medium education (Secondary School)
- Yes, are have studied Gaelic as a subject at school (Primary School)
- Yes, are have studied Gaelic as a subject at school (Secondary School)
- None of the above

Q32 Which of the following would you say best describes your current situation?
- Self-employed
- Employed full time
- Employed part time
- Looking after the home or family
- Permanent retiree or work
- Unemployed and seeking work
- At school
- Further/higher education
- Government work training scheme
- Permanently sick or disabled
- Unable to work due to illness or injury
- Prefer not to say

Q33 (If applicable) Does the organisation you work for deliver services in Gaelic or is it involved in Gaelic related activities?
- Yes
- No

Q34 Do you consider yourself to have a disability?
- Yes
- No
- Prefer not to say

Q35 (If applicable) Which, if any, of these types of disability apply to you?
- Visual
- Hearing
- Learning Disability
- Mobility/Other Physical Impairment
- Mental Health Condition
- Long Term Illness
- Other Degenerative Condition
- Social, Emotional, Behavioural Difficulties (e.g. Autism)
- Prefer not to say

Q36 Thank you for your time and views.
If you would like to take part in further research for the Gaelic Books Council please tick the relevant box below and provide your name and email address when prompted. The Gaelic Books Council may contact you in the future about your views on its work and on Gaelic books in general. Your details will only be held for research purposes and you will not receive any other information from the Gaelic Books Council or third parties unless expressly requested.

If you would like to be entered in the prize draw for a chance to win 1 of 2 Gaelic Books Council vouchers worth £50, please tick the relevant box below and provide your name and email address when prompted.

Your details will only be held for the purpose/s selected
- Yes, I would like to take part in further research on behalf of the Gaelic Books Council
- Yes, I would like to enter the prize draw to win one of two Gaelic Books Council vouchers worth £50
- No, none of the above

Q37 Please provide your name and email address below.
Name:
Email:
Appendix 2: Profile of Respondents

The profile of the 550 respondents who completed the online survey is shown in the tables below.

Table: A1 Profile of all respondents

<table>
<thead>
<tr>
<th>Gaelic reading proficiency</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just beginning to learn</td>
<td>58</td>
<td>11</td>
</tr>
<tr>
<td>Learning and can read basic text</td>
<td>87</td>
<td>16</td>
</tr>
<tr>
<td>Can read at intermediate level</td>
<td>90</td>
<td>16</td>
</tr>
<tr>
<td>Reasonably proficient reader</td>
<td>118</td>
<td>21</td>
</tr>
<tr>
<td>Confident, fluent reader</td>
<td>196</td>
<td>36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>318</td>
<td>58</td>
</tr>
<tr>
<td>Male</td>
<td>222</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 16</td>
<td>1</td>
<td>*</td>
</tr>
<tr>
<td>16-24</td>
<td>33</td>
<td>6</td>
</tr>
<tr>
<td>25-34</td>
<td>86</td>
<td>16</td>
</tr>
<tr>
<td>35-44</td>
<td>98</td>
<td>18</td>
</tr>
<tr>
<td>45-54</td>
<td>103</td>
<td>19</td>
</tr>
<tr>
<td>55-64</td>
<td>104</td>
<td>19</td>
</tr>
<tr>
<td>65-74</td>
<td>95</td>
<td>17</td>
</tr>
<tr>
<td>75+</td>
<td>19</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Children under 16</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>120</td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Residence</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scotland</td>
<td>423</td>
<td>77</td>
</tr>
<tr>
<td>United States of America</td>
<td>35</td>
<td>6</td>
</tr>
<tr>
<td>England</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>Canada</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>Germany</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Australia</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Republic of Ireland</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Wales</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>New Zealand</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Spain</td>
<td>1</td>
<td>*</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed full time</td>
<td>218</td>
<td>40</td>
</tr>
<tr>
<td>Retired</td>
<td>102</td>
<td>19</td>
</tr>
<tr>
<td>Employed part time</td>
<td>79</td>
<td>14</td>
</tr>
<tr>
<td>Self-employed</td>
<td>64</td>
<td>12</td>
</tr>
<tr>
<td>In further/higher education</td>
<td>47</td>
<td>9</td>
</tr>
<tr>
<td>Looking after home or family</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>Unemployed - seeking work</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Unable to work – illness/injury</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>At school</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Govt work/training scheme</td>
<td>2</td>
<td>*</td>
</tr>
<tr>
<td>Permanently sick or disabled</td>
<td>2</td>
<td>*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disability</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>494</td>
<td>90</td>
</tr>
<tr>
<td>Yes</td>
<td>41</td>
<td>7</td>
</tr>
</tbody>
</table>
Table A2: Scottish respondents - main local authority area
Base: respondents resident in Scotland (423)

<table>
<thead>
<tr>
<th>Area</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highland</td>
<td>115</td>
<td>27</td>
</tr>
<tr>
<td>Glasgow City</td>
<td>63</td>
<td>15</td>
</tr>
<tr>
<td>Comhairle nan Eilean Siar</td>
<td>54</td>
<td>13</td>
</tr>
<tr>
<td>Edinburgh City</td>
<td>41</td>
<td>10</td>
</tr>
<tr>
<td>Renfrewshire</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>Argyll and Bute</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Aberdeen City</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>100</td>
<td>24</td>
</tr>
</tbody>
</table>

Table A3: Respondents with children - study of Gaelic
Base: respondents with children under 16 (120)

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>GME Primary</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>GME Secondary</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>Non GME / studied Gaelic - Primary</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Non GME / studied Gaelic - Secondary</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>None of the above</td>
<td>47</td>
<td>39</td>
</tr>
</tbody>
</table>

Table A4: Disabled respondents – type of disability
Base: respondents with a disability (41)

<table>
<thead>
<tr>
<th>Disability</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Term Illness</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>Hearing</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>Mobility/Physical Impairment</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>Mental Health Condition</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Visual</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Other degenerative condition</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Social, Emotional or Behavioural</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>None of the above</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Prefer not to say</td>
<td>3</td>
<td>7</td>
</tr>
</tbody>
</table>

Table A5: Respondents in employment – organisation involvement in Gaelic services/activities
Base: respondents in employment (361)

<table>
<thead>
<tr>
<th>Involvement</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, organisation delivers Gaelic services/activities</td>
<td>194</td>
<td>54</td>
</tr>
<tr>
<td>No, organisation does not deliver Gaelic services/activities</td>
<td>156</td>
<td>43</td>
</tr>
</tbody>
</table>
Appendix 3: Focus Group Topic Guide

Gaelic Books Council
Reading for Pleasure – Scottish Gaelic Reading Habits
Focus Groups with Readers

A. Introduction (10 minutes)
- Aim to describe the aims of the discussion and act as warm up for participants.
- Elaborate on the aims and purpose of the research.
- Profile of participants: name, age, residence, Gaelic proficiency level, background.

1. Book Purchasing and Reading Habits – English and Gaelic (20 minutes)
   - Aim to establish preferences and any differences between English and Gaelic.
   - In general, what types of books do you enjoy reading?
   - Does the type of book you enjoy reading vary between English and Gaelic?
   - How do you read books in any other language? How does this compare with your Gaelic/English reading habits?
   - In general, where do you tend to purchase books from?
   - Are there differences between your English and Gaelic book purchasing habits?
     - What are your sources of Gaelic books?
     - Where do you buy your English books from?
     - How well informed do you feel about sources of Gaelic books?
   - How would you describe Gaelic readers’ reading habits?
   - Overall, are there barriers to reading and purchasing Gaelic books?

   (SHOWCARD 1) To what extent are the following barriers for you? Explore:
   - Lack of awareness of Gaelic reading and resources available to Gaelic learners & teachers on appropriate text ranges and levels available.
   - To what extent do the following inform your Gaelic reading/purchasing habits:
     - Book clubs
     - Book festivals
     - Book launches
     - Book reviews
     - Book Skills at local/national Gaelic events
     - Online/social media advertising

2. Scottish Gaelic Reading Habits (20 minutes)
   - Aim to understand Gaelic reading habits and the relevance of reading Gaelic for pleasure.
   - What influences the extent of your Gaelic reading? Prompt with:
     - Personal interest/education
     - Culture at home
     - Learning/work environment
     - Gaelic speaking household/parents/teachers
   - (SHOWCARD 2) Which of the following would you say best describes your Gaelic reading?

3. Perceptions of Scottish Gaelic Books (20 minutes)
   - Aim to understand perceptions of Gaelic books and compare book examples.

   (SHOWCARDS) Should Gaelic be associated with Reading for Pleasure or Reading for the Workplace or Reading for Learning (or none of these)?
   - What do you associate Gaelic books with?
   - Would you describe Gaelic books to a friend/relative interested in learning reading?
   - Would you describe Gaelic books with particular book types/genres?
   - Based on your experience of purchasing reading Gaelic books – who are they aimed at?
   - Who on earth do you associate with Gaelic books e.g. people, organisations, etc...

   INTRODUCING BOOK EXAMPLES. Discuss (if post-tab)
   - What books are more/less appealing?
   - Views on children’s books
   - Views on novels
   - Views on bi-lingual books containing CDs
   - Views on English into Gaelic vs Gaelic original
   - Importance of new vs well-known authors

4. Promotion of Gaelic Books (20 minutes)
   - Aim to establish awareness of initiatives and methods of promoting Gaelic books.

   (SHOWCARD 3) How interested are you in the following initiatives aimed at promoting Gaelic books:
   - Gaelic Reading sessions for young children
   - A Gaelic book club in my area
   - Online Gaelic book discussion forums
   - A Gaelic e-book store subscription service
   - A Gaelic magazine
   - Short Gaelic novels
   - Gaelic writing classes

   Do you have suggestions on how to engage Gaelic speakers in reading Gaelic books?
   - What are your views on the recent finding that some Gaelic speakers never read in Gaelic?
   - Is this important, concerning, are there ways to address?

5. Thanks and Round-Up (5 minutes)
   - Aim to thank participants and capture any final thoughts.
   - ANY final thoughts/ideas on promotion of Gaelic books?
Appendix 4: Profile of Focus Group Participants

The profile of the 31 participants in the focus groups is detailed below.

<table>
<thead>
<tr>
<th>Gaelic reading proficiency</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just beginning to learn</td>
<td>-</td>
</tr>
<tr>
<td>Learning and can read basic text</td>
<td>2</td>
</tr>
<tr>
<td>Can read at intermediate level</td>
<td>7</td>
</tr>
<tr>
<td>Reasonably proficient reader</td>
<td>10</td>
</tr>
<tr>
<td>Confident, fluent reader</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>15</td>
</tr>
<tr>
<td>Male</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 16</td>
<td>-</td>
</tr>
<tr>
<td>16-24</td>
<td>4</td>
</tr>
<tr>
<td>25-34</td>
<td>6</td>
</tr>
<tr>
<td>35-44</td>
<td>3</td>
</tr>
<tr>
<td>45-54</td>
<td>4</td>
</tr>
<tr>
<td>55-64</td>
<td>8</td>
</tr>
<tr>
<td>65-74</td>
<td>6</td>
</tr>
<tr>
<td>75+</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Children under 16</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>No</td>
<td>27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Children in GME/Subject</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>GME Primary</td>
<td>2</td>
</tr>
<tr>
<td>GME Secondary</td>
<td>2</td>
</tr>
<tr>
<td>Non GME / Gaelic Primary</td>
<td>1</td>
</tr>
<tr>
<td>Non GME / Gaelic Secondary</td>
<td>2</td>
</tr>
<tr>
<td>None of the above</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed full time</td>
<td>11</td>
</tr>
<tr>
<td>Self-employed</td>
<td>5</td>
</tr>
<tr>
<td>Retired</td>
<td>4</td>
</tr>
<tr>
<td>In further/higher education</td>
<td>4</td>
</tr>
<tr>
<td>Employed part time</td>
<td>3</td>
</tr>
<tr>
<td>Prefer not to say</td>
<td>2</td>
</tr>
<tr>
<td>At school</td>
<td>1</td>
</tr>
<tr>
<td>Permanently sick or disabled</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disability</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
</tr>
</tbody>
</table>
Appendix 5: Depth Interview Topic Guide

Reading for Pleasure – Scottish Gaelic Reading Habits

Depth Interviews with Organisations

A. Introduction (3 minutes)

Aim: to describe the aims of the discussion and act as ‘warm up’ for respondents.

• Describe the aims of the study and purpose of the research

The overall aims of the research are to establish ‘guidance on what Gaelic speakers and learners wish to read for pleasure’, and to provide ‘knowledge to plan and implement effective strategies for the commissioning and publication of new Scottish Gaelic books’. Specific objectives are to:

• provide information on what Scottish Gaelic readers currently enjoy reading for pleasure
• provide an insight into the perceived gaps in Scottish Gaelic literary provision
• identify the barriers to reading in Scottish Gaelic
• provide an insight into why some Scottish Gaelic speakers never read Gaelic books for pleasure

• Profile of respondent – role, main responsibilities, length of time in role

1. Gaelic in your Organisation (10 minutes)

Aim: to understand the strategic approach of organisation to Gaelic and services delivered

• What services/activities does your organisation provide in Gaelic or to support Gaelic:
  – internally to staff / externally, to general public, users, etc..
• How do you deliver Gaelic services:
  – to your staff / to external audiences
• Do you have key target audiences for Gaelic services?
• Do you provide any support to Gaelic readers in general and specifically for?
  – Young people and students
  – Parents
  – Adult learners
  – Gaelic speakers
• Does your organisation support Gaelic e.g. to improve staff reading, writing, speaking
  – Does the organisation have Gaelic essential or desirable roles? If so, please describe
  – Can you highlight any examples of Gaelic being used in the workplace / with users
• Any examples of taking part in Gaelic related schemes or initiatives for staff/users
• Are there any corporate documents setting out your commitment to providing Gaelic services

If not mentioned: do you have a Gaelic Language Plan in place?
2. Gaelic in the Workplace (10 minutes)
Aim: to understand views on the role of employers/organisations in the development of Gaelic
• How embedded would you say Gaelic is within your organisational culture – a lot/little?
• Is there a role for employers/organisations in promoting Gaelic?
  o How can employers/organisations best promote Gaelic?
• Is there a role for Gaelic books within your organisation’s Gaelic commitments?
• Are there barriers to implementing Gaelic initiatives/services for staff/users? If so, what are these?

3. Developing Gaelic Reading for Pleasure (10 minutes)
Aim: to explore how to develop effective strategies for the development of Gaelic literary provision
• Awareness of any gaps in current Gaelic literary provision
• Views on the main barriers for reading in Gaelic
  READ OUT: In recent years, social studies have highlighted a clear link between reading for pleasure and health & wellbeing.
• Are there any plans for your organisation to develop opportunities related to Gaelic literature/reading for pleasure in Gaelic?
• Do you think your organisation could use reading as a way of increasing staff/user health and wellbeing? How or why not?

READ OUT: Our GBC survey of Gaelic readers has suggested a number of ways of encouraging people to read in Gaelic.
• How effective do you think the following developments might be in encouraging reading for pleasure in Gaelic?
  – Staff book corner / library (book swap shelf)
  – Gaelic Reading sessions for staff
  – A Gaelic book club for staff
  – Providing access to a Gaelic e-book store
  – Distribution of a Gaelic magazine
  – Purchase / distribution of short Gaelic novels
  – Gaelic literary classes for staff

4. Thanks and Round-up (2 minutes)
Aim: to thank participants and capture any final thoughts
Any final thoughts/advice on how the Gaelic Books Council can work with organisation’s like yours to encourage Gaelic speakers and learners to read for pleasure.
### Appendix 6: Organisations Approached for Depth Interviews

<table>
<thead>
<tr>
<th>Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbey Books</td>
</tr>
<tr>
<td>An Comunn Gaidhealach</td>
</tr>
<tr>
<td>BBC Alba</td>
</tr>
<tr>
<td>BBC Radio Nan Gaidheal</td>
</tr>
<tr>
<td>Bòrd na Gàidhlig</td>
</tr>
<tr>
<td>Ceol’s Craic</td>
</tr>
<tr>
<td>Comhairle nan Eilean Siar</td>
</tr>
<tr>
<td>Education Scotland</td>
</tr>
<tr>
<td>Gaelic Medium Education</td>
</tr>
<tr>
<td>Glasgow City Council</td>
</tr>
<tr>
<td>Highlands and Islands Enterprise</td>
</tr>
<tr>
<td>Historic Environment Scotland</td>
</tr>
<tr>
<td>MG Alba</td>
</tr>
<tr>
<td>Publishing Scotland</td>
</tr>
<tr>
<td>Sabhal Mòr Ostaig</td>
</tr>
<tr>
<td>Scottish Book Trust</td>
</tr>
<tr>
<td>Scottish Government</td>
</tr>
</tbody>
</table>