



# Dialect & Heritage Project:

## Final evaluation report

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## **CREDITS**

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# Dialect & Heritage Project: Final evaluation

## Contents

|   |    |
|---|----|
| EXECUTIVE SUMMARY .....   | 5  |
| 1. Introduction .....   | 9  |
| 1.1. The Dialect & Heritage Project .....                                       | 9  |
| 1.2. The scope of this report .....   | 10 |
| 2. The context of the project .....   | 11 |
| 2.1. The Project Plan.....  | 11 |
| 2.2. The Project Team.....  | 13 |
| 3. The impact of Covid-19, 2020-2022.....                                       | 16 |
| 3.1. On the collections work.....   | 16 |
| 3.2. On the engagement activity .....   | 17 |
| 3.3. On the partner museums .....   | 18 |
| 3.4. Changes to the activity targets, 2022 .....                                | 20 |
| 4. Headline achievements .....  | 21 |
| 4.1. Summary of the quantitative outputs .....                                  | 21 |
| 4.2. Progress against the approved purposes .....                               | 22 |
| 5. Outcomes for Heritage 23   |    |
| 5.1. Heritage will be better managed and in better condition.....               | 23 |
| 5.2. Heritage will be identified and recorded.....                              | 27 |
| 5.3. Heritage will be better interpreted and explained.....                     | 31 |
| 6. More people and a wider range of people will have engaged with heritage..... | 37 |
| 6.1. Local impact.....  | 38 |
| 6.2. Volunteers' demographic profile.....                                       | 42 |
| 6.3. The Great Big Dialect Hunt Survey .....                                    | 43 |
| 6.4. National print, broadcast and online media.....                            | 46 |
| 7. Outcomes for people .....  | 47 |
| 7.1. People will learn about heritage .....                                     | 47 |
| 7.2. People will change their attitudes and/or behaviour .....                  | 51 |
| 7.3. People will have an enjoyable experience .....                             | 52 |
| 7.4. People will have volunteered time.....                                     | 55 |
| 7.5. People will develop skills.....  | 57 |
| 8. The legacy of the project .....  | 58 |
| 8.1. For the University of Leeds.....   | 58 |
| 8.2. For the partner museums.....   | 59 |

|  |    |
|--|----|
| 8.3. For the University's Special Collections team .....               | 62 |
| 9. Conclusion .....  | 64 |
| Glossary .....   | 65 |
| Appendix 1: Evaluation methodology.....                                | 66 |
| Appendix 2: Evaluation consultees .....                                | 67 |
| Appendix 3: Project dissemination .....                                | 68 |
| Appendix 4: Location of English respondents to Big Dialect Survey..... | 70 |

# Dialect & Heritage Project: final evaluation report

## EXECUTIVE SUMMARY

### The Dialect & Heritage Project

Under the leadership of Prof Fiona Douglas, the Dialect & Heritage Project has successfully presented and collected '*a snapshot of dialect in England today*'<sup>1</sup>.

Delivered between 2019 and 2023 by the University of Leeds in partnership with five English museums, the project has been supported by a grant of £530,500 from the National Lottery Heritage Fund (hereafter referred to as the Heritage Fund). It was intended to make the Leeds Archive of Vernacular Culture (LAVC) available to the public online and in the community and to establish meaningful connections between the University Special Collections and each museum partner's collections.

*All of [the project] activities are designed to have a lasting legacy, and to enable public audiences (within museums, local communities and online) to uncover their own cultural heritage and that of others, to learn more about and celebrate their dialect inheritance, and to share their stories, memories, and linguistic heritage for the benefit of current and future generations.*<sup>2</sup>

**The five partner museums were:**

- Avoncroft Museum of Historic Buildings, Bromsgrove, Worcestershire
- Dales Countryside Museum, Hawes, North Yorkshire
- The Food Museum, Stowmarket, Suffolk (formerly the Museum of East Anglian Life)
- Ryedale Folk Museum, Hutton le Hole, North Yorkshire
- Weald & Downland Living Museum, Singleton, West Sussex

**The aims of the project were threefold:**

- to digitise 40,000 items in the Leeds Archive of Vernacular Culture (LAVC), enhance the online catalogue and make the collection more accessible to researchers around the world.
- to share '*this vital aspect of our heritage*' with communities across England, connecting contemporary audiences with the dialect and speech of their ancestors.
- to invite a diverse range of people to take part in the Great Big Dialect Hunt survey or to work with specially trained volunteers to contribute 132 Oral Histories to the collection.

Each museum hosted an Engagement Officer from 2021 to 2022 who coordinated activity in the surrounding communities, encouraged people to respond to the Great Big Dialect Hunt survey and recruited and trained volunteers to record new oral histories for the collection.

A sixth partner, North Yorkshire Libraries, emerged in 2022 and was supported to take the project to a further 41 community libraries across the Yorkshire Moors and Dales.

The British Library undertook to store the original SED audio tape recordings (owned by the University) in their specialist facilities and to digitise the material so that it could be made available as part of their own online Sound Archive as well as on the University's Special Collections website. This work was part of the British Library's 'Unlocking Our Sound Heritage' project, also supported by the Heritage Fund.

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<sup>1</sup> Extract from the project website. Available at URL: <https://dialectandheritage.org.uk> (accessed 8/11/2023)

<sup>2</sup> Extract from application to the Heritage Fund, 2019

The imposition of the first Covid-19 lockdown on 23 March 2020, and the ensuing lockdowns and safety restrictions, many of which remained in place until early 2022, caused significant changes to the delivery timetable. In May 2022, the Heritage Fund signed off a reduced activity programme for delivery between April and November 2022 and the project was extended by 8 months to 31 December 2023.

**In fact, the team have met all the original activity targets and exceeded several, despite the truncated delivery period.**

**Between January 2020 and December 2023, the project partners delivered:**

- **256 events in 144 venues across England attended in person or online by 14,824+ participants.**
- **12 exhibitions, visited by 127,272+ people over for 2,153 days.**
- **A new website featuring 268+ pieces of content.**
- **Training for 137 newly recruited volunteers who contributed 2,918 volunteer hours, valued at £167,950 to the project delivery**

**They collected and digitised**

- **5,085 documents from the LAVC (34,035 individual items).**
- **10,069<sup>3</sup> responses to the Big Dialect Survey.**
- **132 new oral histories.**

The final 6 months of the project have been dedicated to analysis of the Great Big Dialect Hunt survey, accession of the new oral histories and the publication of the first phase of research headlines.

## **The legacy of the project**

### **For the University of Leeds**

The Dialect & Heritage Project has delivered an enhanced catalogue and greater digital access to the LAVC material which has made the collection far easier to access by remote researchers. The 10,000+ responses to the Big Dialect Survey and 132 new oral histories collected by the project team will provide valuable academic research material for years to come. The University-based project team have learned valuable lessons from the delivery of this innovative public engagement programme which will inform future project activity.

### **Development of an effective project delivery model with shared responsibilities**

The advantage of the project's scale and vision enabled the team to combine the University's collections, research expertise and project management resource, the partner museums' local knowledge, collections and connections, and the creativity and passion of the Engagement Officers and creative practitioners. Each partner and project officer contributed skills and knowledge that ensured that overall, the delivery amounted to more than the sum of its parts.

### **Internal advocacy for public engagement work**

The national publicity around the project, the joyful way in which it has penetrated rural communities and the impact it has had on all participants has created '*a lovely story for the School of English*'. The ongoing challenge to the University is in understanding where such community-focused work sits within the academic ecosystem.

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<sup>3</sup> Total provided on 1 November 2023. This number will rise as the survey will remain open for new submissions on the project website.

## **Value for future access to and development of the Library's Special Collections**

The digitisation of the LAVC has served as a valuable pilot for future catalogue and collections development. As one of the first large-scale digitisation projects undertaken in-house, it has forced the team to consider the practical, technical, and ethical aspects of documenting and making accessible a complex collection for a wider audience.

The University Library is now embarking on a five-year project to upgrade its digital infrastructure and the lessons from the Dialect & Heritage Project will inform its design and development.

The Special Collections team retained the staff expertise developed during the project and adopted for future work the new methodologies for reviewing and revising digitisation and documentation techniques and geo-referencing and sensitivity metadata protocols. They have shared their findings internally and across the archive and library sector.

## **For the partners and volunteers**

The Dialect & Heritage Project has provided the partner museums with staff, academic expertise, activity resources and a partnership infrastructure to deliver a new means of connecting to rural audiences, increase the number and skills of their volunteer workforce and establish links between their own collections and those at University of Leeds.

*'Getting the timing right'* was a constant preoccupation for the partner museums who were aware that the Covid-19 regulations had not only limited the available time for successful project delivery but also challenged their own ability to return strong after losing volunteer and staff capacity during lockdown. The project provided resource, additional staff capacity and a focus for every partner museum's activity programme upon re-opening after the lockdowns.

The Engagement Officers' skilled management of the extensive volunteer contribution made to the Dialect & Heritage Project was essential to the successful delivery of the activity plan. Volunteers fulfilled a range of roles and responsibilities, and their local knowledge enhanced the Engagement Officers' ability to make connections and to trace subjects for interview.

Significant ongoing benefits for all museum partners include:

- Retention of skilled oral history volunteers and equipment to continue recording new material for the collections.
- The deposit of newly digitised dialect heritage material from the LAVC which relates to the museum and local area.
- The opportunity, resource, and infrastructure for museums to develop new audiences and community partnerships.
- A testing ground for new approaches to engagement and interpretation of heritage themes that are focussed on social wellbeing and have the potential to bring together a wide range of audiences.

With the practical and financial support of the Dialect & Heritage team, North Yorkshire Libraries hosted events and pop-up exhibitions in 41 community libraries in 2022, before successfully applying to Arts Council England in 2023 for funding that enabled 5 libraries to work with artists and hard to reach community groups to produce and exhibit new artworks inspired by local dialect heritage.

Project volunteers and community participants have contributed, many for the first time, to academic research, learned more about their local area and their neighbours and have enjoyed connecting with their own dialect heritage with pride and enthusiasm.

## Conclusion

*What a reach the project had!*

Head of Public Engagement with Research, University of Leeds

The successful delivery of the Dialect & Heritage Project has demonstrated that is possible to deliver *'public engagement that plays to the strengths of the researcher as well as the audience.'*

Through the effective and creative collaborative process, the University and its partners have delivered a range of positive medium- and long-term benefits for heritage, people and communities thanks to the investment received from the Heritage Fund.

The project has

- **Valued and celebrated England's dialect heritage contributing to people's increased knowledge of and pride in their unique inheritance.**
- **Shared knowledge** between the University, partner museums and communities, **inviting everyone to express ownership and to contribute**, regardless of age, status or education.
- **Provided valuable and lasting skills development** for volunteers and museum staff in oral history collection, editing and transcription, volunteer management and reminiscence skills.
- **Raised the profile of English dialect heritage nationally and internationally** providing opportunities for early career researchers.
- **Contributed to participants emotional wellbeing and recovery** after the isolation of the Covid-19 lockdowns by providing safe activity for 'hard to reach' audiences with trusted community partners working to address social inclusion and rural isolation.
- **Left a legacy of successful engagement and partnership working in the University, the partner museums and community partners.**

As demonstrated in this evaluation report, the project team and partners have fully committed to addressing barriers and working as inclusively and accessibly as possible, connecting communities with their dialect heritage and encouraging them to contribute on their own terms. Future public engagement projects would do well to draw upon the lessons learned.

## Navigating the report

For an introduction to the project and the scope of the report, see section 1.

For information about the project context and delivery, see section 2.

For information about the impact of Covid-19 on project delivery, see section 3.

For a summary of the project's headline achievements, see section 4.

For an evaluation of the project outcomes for heritage, see section 5.

For evidence of how more people and a wider range of people have engaged with heritage, see section 6.

For an evaluation of the project outcomes for people, see section 7.

For an evaluation of the legacy for the University of Leeds and partner museums, see section 8.

For the report conclusions, see section 9.





Figure 1 A member of the public completes a copy of the Big Dialect Survey.

## 1. Introduction

### 1.1. The Dialect & Heritage Project

Under the leadership of Prof Fiona Douglas, the Dialect & Heritage Project, delivered by the University of Leeds in partnership with five English museums, has successfully presented and collected ‘a snapshot of dialect in England today’<sup>4</sup>. The project has been supported by a grant of £530,500 from the National Lottery Heritage Fund (hereafter referred to as the Heritage Fund).

*All of [the project] activities are designed to have a lasting legacy, and to enable public audiences (within museums, local communities and online) to uncover their own cultural heritage and that of others, to learn more about and celebrate their dialect inheritance, and to share their stories, memories, and linguistic heritage for the benefit of current and future generations.*<sup>5</sup>

The five partner museums were Avoncroft Museum of Historic Buildings, Dales Countryside Museum, The Museum of Food (formerly the Museum of East Anglian Life), Ryedale Folk Museum and the Weald & Downland Living Museum. A sixth partner, North Yorkshire Libraries, emerged during the project and took the project to community libraries across the Yorkshire Moors and Dales.

The aims of the project were threefold:

- to digitise 40,000+ items in the Leeds Archive of Vernacular Culture (LAVC), enhance the online catalogue and make the collection more accessible to researchers around the world
- to share ‘this vital aspect of our heritage’ with communities across England, connecting contemporary audiences with the dialect and speech of their ancestors
- to invite a diverse range of people to take part in the Great Big Dialect Hunt survey or to work with specially trained volunteers to contribute 132 Oral Histories to the collection

<sup>4</sup> Extract from the project website. Available at URL: <https://dialectandheritage.org.uk> (accessed 8/11/2023)

<sup>5</sup> Extract from application to the Heritage Fund, 2019

**Between January 2020 and December 2023, the project partners delivered:**

- **256 events in 144 venues across England attended in person or online by 14,824+ participants.**
- **12 exhibitions, visited by 127,272+ people over for 2,153 days.**
- **A new website featuring 268+ pieces of content.**
- **Training for 137 newly recruited volunteers.**

**They collected and digitised**

- **5,085 documents from the LAVC (34,035 individual items).**
- **10,069<sup>6</sup> responses to the Big Dialect Survey.**
- **132 new oral histories.**

**For the University of Leeds**, the Dialect & Heritage Project has delivered an enhanced catalogue and greater digital access to the LAVC material which has made the collection far easier to access by remote researchers. The 10,000+ responses to the Big Dialect Survey and 132 new oral histories collected by the project team will provide valuable academic research material for years to come. The University-based project team have learned valuable lessons from the delivery of this innovative public engagement programme which will inform future project activity.

The Dialect & Heritage Project has **provided the partner museums** with staff, academic expertise, activity resources and a partnership infrastructure to deliver a new means of connecting to rural audiences, increase the number and skills of their volunteer workforce and establish links between their own collections and those at University of Leeds.

With the support of the Dialect & Heritage Project team, **North Yorkshire Libraries** hosted events and pop-up exhibitions in 41 community libraries in 2022, before successfully applying to Arts Council England in 2023 for funding that enabled 5 libraries to work with artists and hard to reach community groups to produce and exhibit new artworks inspired by local dialect heritage.

**Project volunteers and community participants** have contributed, many for the first time, to academic research, learned more about their local area and their neighbours and have enjoyed connecting with their own dialect heritage with pride and enthusiasm.

## **1.2. The scope of this report**

Jenni Waugh Consulting Ltd were commissioned to evaluate the project. They created an Evaluation Framework and Toolkit and provided all Engagement Officers with training in 2021. These are available on request.

This report presents an independent evaluation of project delivery to 1 November 2023. It has been prepared in accordance with the Heritage Fund Evaluation Guidelines<sup>7</sup> for circulation amongst the project partners and to the Heritage Fund.

It provides quantitative and qualitative evidence of achievement against the Approved Purposes of the Heritage Fund grant and the Heritage Fund outcomes framework. It also describes any significant changes to the original delivery plan and the impact of these alterations.

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<sup>6</sup> Total provided on 1 November 2023. This number will rise as the survey will remain open for new submissions on the project website.

<sup>7</sup> www.heritagefund.org.uk. (2017). Evaluation guidance | The National Lottery Heritage Fund. [online] Available at: <https://www.heritagefund.org.uk/funding/good-practice-guidance/evaluation-guidance>. [Accessed 15 Jul. 2022].



Figure 2 a pop-up Dialect & Heritage Project display in Pickering Library

## 2. The context of the project

### 2.1. The Project Plan

The University of Leeds successfully applied in 2016 for a development grant and in 2019 for a major delivery grant from the Heritage Fund to work with five partner museums to make the Leeds Archive of Vernacular Culture (LAVC) available to the public online and in the community and to establish meaningful connections between the University Special Collections and each partners' collections.

The five partner museums were:

- Avoncroft Museum of Historic Buildings, Bromsgrove, Worcestershire
- Dales Countryside Museum, Hawes, North Yorkshire
- The Food Museum, Stowmarket, Suffolk (formerly the Museum of East Anglian Life)
- Ryedale Folk Museum, Hutton le Hole, North Yorkshire
- Weald & Downland Living Museum, Singleton, West Sussex

Originally intended to run for three-years from January 2020 to March 2023, the project team at the University of Leeds planned to focus in the first year on digitising the LAVC collections, enhancing the catalogues, preparing the Great Big Dialect Hunt survey, and developing the activity resources ready for two years of engagement activity in museums and communities across the country.

During this first year, the University of Leeds had transferred the original SED tape recordings to the British Library's Sound Archive for ongoing storage in their specialist facilities. The intention was that the material would then be digitised and made available as part of the British Library's online Sound Archive as well as on the University's Special Collections website as part of the British Library's 'Unlocking Our Sound Heritage' project, also supported by the Heritage Fund.

The five partner museums would host the Engagement Officers from Autumn 2020 and recruit and train volunteers to record new Oral Histories for the collection. Most of the community engagement activities and Big Dialect Survey were to run from spring 2021 to autumn 2022.

*Project activities will be sensitive to museum partners' local needs, opportunities, and priorities, helping them target desired audiences including C2DEs, young people, older people in rural isolation, and meet their strategic objectives.<sup>8</sup>*

The final 6 months of the project were to be dedicated to analysis of the Great Big Dialect Hunt survey, accession of the new oral histories and the publication of the first phase of research headlines.

### **The Activity Plan**

The ambitious activity plan included the following outputs:

- Index the LAVC, digitise and make it available, meaningful, and relevant to public audiences.
- Recruit and train up to 120 volunteers as oral history and dialect fieldworkers, oral history and dialect transcribers, events assistants, project advocates and publicity volunteers.
- Collect and transcribe 100 new oral history/dialect recordings, inviting descendants of original SED respondents and local families to contribute present-day dialect, memories, heritage, and culture.
- Develop interpretation following agreed interpretative themes for permanent and temporary exhibition in partner museums.
- Create a pop-up dialect kit, complementary workshop materials and activities for use at dialect roadshow events and other outreach venues.
- Develop materials for reminiscence sessions and takeaway outreach resources.
- Deliver a range of activities including dialect events, roadshows, reminiscence sessions and outreach activities in community centres, libraries, and other venues.
- Create a website with 40-60 specially designed packages of attractive web content investigating particular locations or themes.
- Develop downloadable online learning resources for A-Level English Language and KS2/3
- Share subject specialist knowledge on dialect with public audiences.

For details of how project delivery was affected by the Covid-19 regulations, see section 3.

### **The Heritage Fund outcomes**

**The project activity was intended to contribute to the following Heritage Fund outcomes for heritage, people, and communities<sup>9</sup>.**

- Heritage will be better interpreted & explained.
- Heritage will be identified and/or recorded.
- More people & a wider range of people will have engaged with heritage.
- People will learn about heritage.
- People will change their attitudes and/or behaviour.
- People will have an enjoyable experience.
- People will develop skills.
- People will have volunteered time.

The activity has also contributed to the remaining Heritage Fund outcomes:

- Heritage will be better managed.
- Heritage will be in better condition.
- The organisation will be more resilient.

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<sup>8</sup> Extract from application to the Heritage Fund, 2019

<sup>9</sup> According to Heritage Fund's Outcomes Framework (2010). Available at URL: <https://www.heritagefund.org.uk/funding/outcomes>.





Figure 3 Members of the project team during their first visit to the Brotherton Research Centre, University of Leeds. (From left: Caroline Bolton, Poppy Oldham, Amy Stone, Kathleen McGrath, Laura Kloss, Leila Prescott, and Claire Midgley)

## 2.2. The Project Team

As befits such an ambitious project, the delivery team was large and encompassed a wide range of technical, collections, research, and engagement skills.

The Heritage Fund paid for 11 project roles. In addition, staff at the University and the partner museums contributed substantial time which was not paid for by the Heritage Fund grant.

### For the University of Leeds

#### Core project team

The Dialect & Heritage Project Director is Professor Fiona Douglas, School of English, University of Leeds.

The current project manager is Kathleen McGrath who took over from Dr Sarah Hughes in February 2022. Dr Hughes managed the project from 2019 to February 2022.

Dr Rosemary Hall served as the project Research Assistant from January 2021 to February 2023. She was responsible for compiling the oral history methodology and associated resources, and for researching content for the project website.

Amy Cooper, Project Assistant (July 2021-June 2022), was followed by Rae Hughes (ongoing since October 2022). Rae took on responsibility for much of the project's social media activity.

Three roles were funded by the Heritage Fund: Project Manager, Research Assistant and Project Assistant. The Project Director received no additional funding.

#### Special Collections staff

The Special Collections staff began work on digitising the collection and updating the documentation in January 2020.

The team members include:

- Joanne Fitton, Head of Special Collections & Galleries
- Jodie Double, Digital Content and Copyright Manager
- Caroline Bolton, Project Archivist (Heritage Fund, seconded January 2020-Dec 2021). Caroline has reverted to her original role as Special Collections Archivist and continued to provide project support at 0.2 FTE during 2022-2023.

- Andrew Walton-Vaines, Digitisation Assistant (Heritage Fund, February 2020 to April 2021)
- Hollie Smith, Collections Assistant (Heritage Fund, March 2020 to May 2021)
- Rosie Dyson, Collections Assistant, appointed to work alongside the Project Archivist to secure outstanding rights clearance (2022-2023, 6-months at 0.4 FTE)
- Elisabeth Millard, Project Intern (December 2019 to December 2020, funded by the University of Leeds Alumni Footsteps Fund).

Three roles were funded by the Heritage Fund: Project Archivist, Digitisation Assistant and Collections Assistant.

### **For the partner museums**

All five museum partners were established between 1964 and 1979 to preserve and present the history, artefacts and, in four cases, historic buildings representative of the rural trades and social history in the areas they serve. The museums differ in physical scale and size of workforce but share a common goal to engage with their neighbouring rural communities and to record and share histories that connect contemporary generations to the lives of their ancestors.

The five Engagement Officers were employed for 3 days per week (0.6 FTE) with funding from the Heritage Fund. The delivery staff in the partner museums were:

#### **Avoncroft Museum of Historic to Buildings**

- Zoe Willems, Museum Director
- Steven Hearn, Collections Manager
- Dr Leila Prescott, Engagement Officer (September 2021-September 2022)

#### **Dales Countryside Museum**

- Fiona Rosher, Museum Manager
- Poppy Oldham, Engagement Officer (June 2021-November 2022)

#### **The Food Museum (formerly Museum of East Anglian Life)**

- Kate Knowlden, Search for the Stars Curator (until June 2023)
- Laura Kloss, Engagement Officer (July 2021-November 2022)

#### **Ryedale Folk Museum**

- Jennifer Smith, Museum Manager
- Claire Midgley, Engagement Officer (June 2021-November 2022)

#### **Weald & Downland Living Museum**

- Lucy Hockley, Cultural Development and Volunteer Manager (until October 2022)
- Amy Stone, Engagement Officer (October 2021-November 2022)

### **Freelance team**

#### **ORAL HISTORY**

Tracy Craggs, regional networker, and trainer for the Oral History Society (OHS), provided training, technical advice and support to volunteers and project team members throughout the active delivery phase. She was also commissioned to carry out some oral history interviews for the LAVC.

#### **PROJECT WEBSITE**

The project website was developed by Robbie Beake of Ammba web design. It is available at URL: <https://dialectandheritage.org.uk/>

Web content was written by Mary Stones, heritage interpretation consultant, based on material supplied by the project team.

## **INTERACTIVES AND EXHIBITION DESIGN**

Exhibitions & Designs Direct and Imagemakers were commissioned to design and deliver interactive materials and the 'pop-up' dialect kit for use by the Engagement Officers in the partner museums.

## **DIGITAL ART**

Emily Tracy, artist, was commissioned to produce 'Spread the Word' an online exhibition of 6 works to showcase the rich variety of materials collected and digitised by the Project. The exhibition can be viewed at URL: <https://dialectandheritage.org.uk/home/spread-the-word-artist-commission/>

## **EDUCATION RESOURCES**

Colour Heroes Ltd have been commissioned to develop downloadable online learning resources for KS2/3 and A-Level English Language. The resources will be available on the website.

## **MARKETING**

Anita Morris Associates were commissioned to support the project PR.

## **EVALUATION**

Jenni Waugh Consulting Ltd was commissioned to evaluate the project in 2020. For details of the evaluation methodology and consultees see Appendix 1.

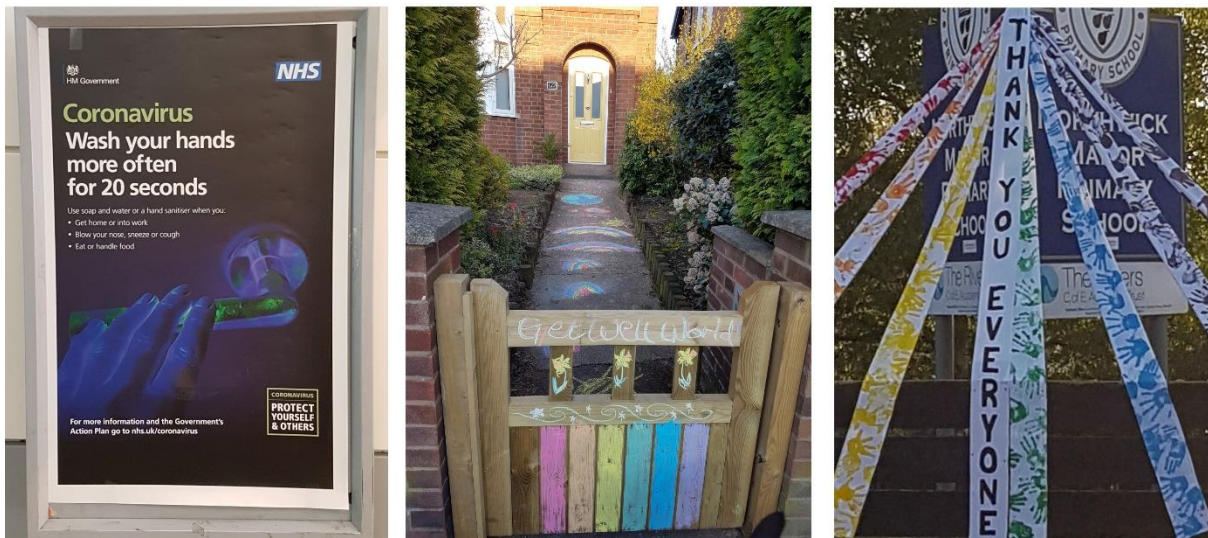


Figure 4 Images from the Covid-19 lockdown in Worcestershire, April 2020

### 3. The impact of Covid-19, 2020-2022

The imposition of the first Covid-19 lockdown on 23 March 2020, and the ensuing lockdowns and safety restrictions, many of which remained in place until early 2022, caused significant changes to the delivery of the Dialect & Heritage Project.

#### 3.1. On the collections work

*I think our biggest achievement was the in-house digitization and cataloguing, getting that done during COVID... it would have been easier just to say we can't do it because we can only have one person on site, but instead they worked around that.*

*... [so] we had the content ... that we were able then to provide to the museum partners with some assurances. I think that kind of kept the project going while we had the whole thing with the [British Library] rumbling in the background.*

Delivery of the Dialect & Heritage Project began promptly in January 2020, with the appointment of the Project Manager and Collections staff. When the Covid-19 lockdown was imposed across the nation, the project team were obliged to re-assess the timetable and postpone the planned engagement programme. The Collections team were able to continue work on the digitisation and collections whilst adhering to the safety guidelines.

Uncertain when community activity could safely resume, the team took advantage of the **opportunity** to develop the digitisation and collections-focused aspects of the project. Staff were able to work remotely on the digital aspects of the project and thus, the closures gave the University of Leeds Special Collections team more time to:

- establish Intellectual Property Rights (IPR) for much of the material, a process which took far longer than originally anticipated.
- develop more effective documentation and geo-referencing techniques as part of the catalogue enhancement work.

Unfortunately, during this same period, British Library staff were unable to carry out the planned digitisation and rights clearance of the SED sound recordings. This has caused significant delays to the completion and transfer of the audio files, documentation data and IPR clearance which are still causing difficulties.





*Figure 5 The Covid-19 lockdowns had a negative effect on audience confidence. This gentleman attended an event in North Yorkshire in May 2022. It was his first outing since the end of the Covid-19 restrictions – he was eager to be part of the project, but very cautious about sitting in the group area*

### 3.2. On the engagement activity

**The Covid-19 lockdowns and safety regulations imposed across the nation between March 2020 and July 2021 had a significant short-term impact, particularly on the quantity and range of in-person community engagement the team could deliver.**

It was quickly clear that no face-to-face community activity of any kind could take place until the museums were safely able to open and potential audiences felt confident enough to participate in group activities.

**For older people and those considered vulnerable, this confidence took a long time to return. Engagement Officers described meeting older people at Dialect & Heritage events in community settings in spring 2022 who said, ‘this is the first time I’ve been to [this community venue] since Covid started.’**

In early spring 2021, the evaluator spoke with each partner lead to record each organisation’s baseline position. At the time, all heritage attractions were still closed to the public and would not be able to re-open outdoor spaces until April 2021 and internal spaces until late May. The Covid-19 regulations meant that all organisations were subject to extensive safety restrictions.

All museum partners were dependent on volunteers to add to their operational, visitor service and research capacity. They experienced an immediate reduction in the available number of returning volunteers since many were older people and considered more vulnerable to the virus.

Expectations around visitor numbers for 2021 were low because the safety restrictions limited the number of people who could be on site. However, although global tourism was still closed there was a significant upswing in the British residents planning to ‘stay-cation’ in the UK. **Each partner museum considered this to be an opportunity for promoting a project so rooted in their area’s heritage.**

**With the agreement of the Heritage Fund the following changes were made:**

#### **Recruitment**

- Recruitment of the Research Assistant was postponed until spring 2021.
- Recruitment of the Engagement Officers was postponed until summer 2021, when it was clear that Covid-19 restrictions were likely to end.

University of Leeds, as the lead partner, coordinated the recruitment process. In the first round, Engagement Officers were appointed for the Yorkshire partners, Avoncroft and the Food Museum. The officer for WDLM was recruited in late summer following a second round. All Engagement Officers were in post by October 2021.

### **Truncated activity timetable and reduced targets**

Although the most restrictive of the Covid-19 regulations ended in July 2021, communities and visitors proved reluctant to return to large-scale activity as the autumn approached and the number of Covid cases began to rise once more. As a result, the project board agreed to programme the bulk of the in-person activity between April and November 2022.

Also postponed were:

- the development and approval of the Oral History Methodology (signed off by the University Ethics Committee in February 2022),
- testing and production of the 'pop-up dialect kits' (completed March 2022)
- preparation and launch of the project website (launched 28 April 2022)
- training and deployment of the oral history volunteers (March 2022 onwards)

The longer preparation period gave the Engagement Officers additional time to recruit and prepare volunteers and community partners, ready for the forthcoming active season.

## **3.3. On the partner museums**

### **Avoncroft Museum of Historic Buildings (Avoncroft)**

*The project was an inheritance and it's helping us to work out more about our storytelling approach, our priorities, and our relationship with the community.*

Established as England's first open-air museum in 1967, Avoncroft's buildings span 700 years of history and have been moved to the site from locations across Birmingham, Herefordshire, Shropshire, and Worcestershire. The museum is run by a small professional team supported by volunteers who fulfil a wide range of visitor service, operational and engagement roles.

Avoncroft's visitor base draws heavily from the West Midlands region, and its membership scheme is popular with family visitors from urban areas within a 40-minute drive. It had not had an active community engagement programme for several years: participation in this project was intended as a catalyst for new, more outward-facing programming.

As the project began, Avoncroft was undergoing a period of extensive organisational redevelopment and took a break from project delivery between March 2020 and July 2021.

A new Director was appointed in February 2021 and was at that time the sole salaried member of staff. The Engagement Officer was appointed in September 2021 and a Collections Manager in early 2022. The museum re-opened the grounds to the public from 1 May 2021 and the whole site in June 2021, despite a serious attack by vandals on their opening night.

*At community events, Avoncroft is the draw for many and then the dialect. People have such happy memories of visits with the family, weddings, and events. They're glad to see me as proof it's still open.*

As the project entered the active engagement phase in late 2021, the Engagement Officer had limited institutional memory or collections knowledge to draw upon from Avoncroft's staff team and reduced access to relevant material in the LAVC because of rights issues. This situation placed limitations on her ability to deliver which she worked hard to overcome.

### Dales Countryside Museum (DCM)

*We know there are a lot of rurally isolated older people near us ... the more we can tell them the stories that were collected by the field workers then, and demonstrate how much those are valued, the more we can demonstrate the value of participating now.*

DCM has long had a working partnership with Professor Douglas and the University of Leeds, and its Manager was involved in the development of this project since its earliest stages. The team feel that the history of the LAVC has much in common with the collecting practices of their own founders, Marie Hartley, Ella Pontefract, and Joan Ingilby.

The museum is owned by the Yorkshire Dales National Park and run by a small professional team supported by a dedicated team of volunteers. For the project, DCM were able to recruit new volunteers from the much larger pool managed by the Park Services Team.

Situated in the popular tourist destination of Hawes, DCM's visitor base traditionally includes a large proportion of tourists. In common with the other partner museums the Manager reported that the restrictions caused by the Covid-19 lockdowns enabled the team to strengthen their relationship with local residents by offering an online shop and activities, podcasts, and education loans kits.

### Museum of East Anglian Life (Suffolk)

*The partnership is really important to us - when we started, we were a [general] rural life museum and now we are moving to re-establish ourselves as the Museum of Food. The recordings and engagement work will help us to focus our new stories and relationships.*

Established in 1967 to collect, preserve and display objects and buildings from rural East Anglia, the Museum of East Anglian Life rebranded in 2021 as the Food Museum as one of the first steps in its 10-year development programme. The museum team believed that the Dialect & Heritage Project, with its focus on rural stories of food production and family life, would support this re-presentation.

During lockdown, the Food Museum's 75 acres of grounds remained open free of charge to local residents. As a result, the museum has since seen a rise in the number of engagements with people from the urban locality, in this case Stowmarket.

In 2020, the Food Museum began delivery of 'Search for the Stars', a project funded by the Esmee Fairbairn Collections Fund (EFCF) which was intended to develop digital access to the collections and promote remote volunteering opportunities. **The EFCF project officer worked closely with the Engagement Officer to programme 'Food Stories', a tour which visited 19 towns and villages across East Anglia, engaging with 2385 locals in community settings.**

Of the partner museums, the Food Museum has one of the largest staff teams, including a Collections Manager, Learning Team, and Volunteer Manager. The museum has a strong commitment to wellbeing and to youth development and during the project recruited several Kickstart apprentices, some of whom supported the 'Food Stories' tour.

### Ryedale Folk Museum (Ryedale)

*This is the first step in our 10-year strategy to make a positive connection with the communities we haven't engaged with well in our local rural farming community – the people this museum is supposed to be all about but who we don't see in it.*

Established in 1964 by a group of collectors, to preserve the legacy of traditional life on the North Yorkshire moors, Ryedale is perhaps the most remote of the 5 partner museums. Run by a small professional team, Ryedale had always had a large team of volunteers. In common with many volunteer-dependent museums, the Covid-19 lockdowns had a negative effect on the number of returning volunteers. Numbers are now stabilising.

Although the Education Officer left Ryedale during lockdown, the small team offered #MuseumAtHome activities during that period and planned to use the Dialect & Heritage Project to develop a wider ranging local engagement programme.

**As well as working with a range of local community groups, the Engagement Officer worked in tandem with DCM's Engagement Officer to create a valuable project partnership with North Yorkshire Libraries.**

The experience of delivering the Dialect & Heritage Project has informed the Ryedale team's review of the museum's engagement, education, lifelong learning offer which now draws even more directly on local lived experience and memory.

### **Weald & Downland Living Museum (WDLM)**

*This project offers a really good connection for another dialect project we want to develop ... which potentially has strong links to food and oral history, work, and migration.*

The largest of the museum partners, WDLM was established in 1970 and now includes 50+ buildings set in 40 acres in the South Downs National Park in West Sussex. Regularly used as a film and TV location, its popularity has been recently boosted by its association with the BBC's Repair Shop.

During lockdown several staff left the museum, including the Outreach Officer. This meant that existing connections with local organisations were reduced or lost. The project lead at the museum effectively had 2 roles by early 2021 - Cultural Development and Volunteer Manager - and learning team capacity was reduced.

Appointment of the project's Engagement Officer took two rounds of recruitment and the postholder started in October 2021, the last of the 5 to start. Recruitment was managed by the University of Leeds and applicants for work in the Yorkshire, Worcestershire and East Anglia museums were greater than the number for the role in the South East.

Once delivery began in earnest in late 2021, and for reasons difficult to determine, the project was treated as a guest activity, rather than integrated into the visitor experience on site as occurred at the other partner sites. The Engagement Officer was not based in the museum, nor permitted to erect a Dialect & Heritage display within WDLM. Volunteers had to be recruited using WDLM's complex and lengthy protocols which were off-putting to people interested only in contributing to the Dialect & Heritage Project. Fortunately, some of the museum's existing 400-strong volunteer force came forward to support the project.

The Engagement Officer took part in WDLM special events and was supported to attend large-scale countryside events with the learning team. To embed the project in local heritage settings, they collaborated with the county record offices in Surrey, East and West Sussex to create pop-up exhibitions and invite locals to contribute. They also recruited volunteers from local history groups.

### **3.4. Changes to the activity targets, 2022**

In May 2022, the Heritage Fund signed off a reduced activity programme for delivery in Apr to Nov 2022. Given the reduced delivery time, the programme focussed more on one-off events than on building deeper relationships with community partners.

The project delivery period was extended by 8 months to 31 December 2023.

**In fact, the team have met all the original activity targets and exceeded several, despite the truncated delivery period. See section 4 for details.**

## 4. Headline achievements

### 4.1. Summary of the quantitative outputs

The project partners delivered:

- 256 events online and in 144 venues across England attended by 14,459+ people
- 12 exhibitions, visited by 229,575+ people over 2,153 days
- A new website featuring 268+ pieces of content
- Training for 137 newly recruited volunteers who contributed 2,918 volunteer hours, valued at £167,950 to the project delivery

They collected and digitised

- 5,085 documents from the LAVC (34,035 individual items).
- 10,069<sup>10</sup> responses to the Big Dialect Survey.
- 132 new oral histories.

| Activity                            | Target (2020 Activity plan) | Target (revised 2022) | Number delivered | +/- 2022 target   |
|-------------------------------------|-----------------------------|-----------------------|------------------|-------------------|
| <b>COLLECTIONS</b>                  |                             |                       |                  |                   |
| Number of LAVC items digitised      | 40,000+                     | No change             | <b>34,035</b>    | <b>On target*</b> |
| Oral History recordings collected   | 100-125                     | 100-120               | <b>132</b>       | <b>+32</b>        |
| Responses to Big Dialect Survey     | 1,500                       | No change             | <b>10,069</b>    | <b>+9,189</b>     |
| <b>ENGAGEMENT ACTIVITIES/EVENTS</b> |                             |                       |                  |                   |
|                                     |                             | <b>TOTAL</b>          | <b>256</b>       | <b>+149</b>       |
| Roadshows                           | 60                          | 50                    | <b>122</b>       | <b>+72</b>        |
| Community-based events              | 20                          | No change             | <b>70</b>        | <b>+50</b>        |
| Museum-based events                 | 20                          | No change             | <b>42</b>        | <b>+22</b>        |
| Reminiscence events                 | 12                          | No change             | <b>10</b>        | <b>-2</b>         |
| Exhibitions                         | 5                           | No change             | <b>12</b>        | <b>+7</b>         |
| <b>PARTICIPANTS &amp; VISITORS</b>  |                             |                       |                  |                   |
|                                     |                             | <b>TOTAL</b>          | <b>386,130</b>   | <b>+376,730</b>   |
| Roadshows                           | 3,000                       | 2,500                 | <b>9,011</b>     | <b>+6,511</b>     |
| Community-based events              | 600                         | 540                   | <b>2,308</b>     | <b>+1,768</b>     |
| Museum-based events                 | 2,000                       | 1,000                 | <b>3,071</b>     | <b>+1,471</b>     |
| Reminiscence events                 | 75                          | 60                    | <b>69</b>        | <b>+9</b>         |
| Exhibitions                         |                             |                       | <b>229,575+</b>  | <b>229,575+</b>   |
| <b>VOLUNTEER CONTRIBUTION</b>       |                             |                       |                  |                   |
| Volunteers recruited                | 100-125                     | 100-120               | <b>137</b>       | <b>+37</b>        |
| Volunteer hours contributed         |                             |                       | <b>2,918</b>     |                   |
| Volunteer £ Value                   |                             |                       | <b>£167,950</b>  |                   |

\*The 4662 documents originally selected for digitisation amounted to less than the estimated number of individual items. The team were able to digitise another 423 LAVC documents within the scope of the project.

<sup>10</sup> Total provided on 1 November 2023. This number will rise as the survey will remain open for new submissions on the project website.



## 4.2. Progress against the approved purposes

Upon accepting the grant from the Heritage Fund, the University of Leeds committed to deliver the following nine approved purposes.

The Covid-19 lockdowns and safety regulations imposed in 2020-2022 meant that the planned programme of partner activity was truncated from two years to one. With the agreement of the Heritage Fund, some numerical targets were reduced. The changes are noted in table 2.

| Table 2: Summary delivery against the project's Approved Purposes |  |  |
|---|--|--|
| REF   | APPROVED PURPOSE   | SUMMARY ACHIEVEMENTS   |
| <b>Recruitment</b>  |  |  |
| AP1   | Employ Project Manager, Project Assistant, Archivist, Collections Assistant, Digitisation Assistant and Research Assistant (based at University of Leeds).<br><br>Employ 5 Engagement Officers (based in partner museums). | Project management and collections staff recruited by June 2020.<br><br>Recruitment of Research Assistant and Engagement Officers delayed until Covid19 regulations eased enough to launch activity plan. All recruited by October 2021. |
| AP2   | Recruit and train up to 80 volunteers as oral history and dialect fieldworkers.  | 137 volunteers recruited, trained, and deployed by June 2022.  |
| <b>Collection development, documentation, and interpretation</b>  |  |  |
| AP3   | Index, digitise and make publicly available the LAVC   | LAVC indexed, digitised, and made available online. Some IPR management continues.   |
| AP4   | Collect and transcribe 100 new oral history and/or dialect recordings  | 132 Oral History recordings collected by November 2023.  |
| AP5   | Develop interpretation for permanent and temporary exhibition in partner museums   | Completed 2023. Also, a series of 6 digital artworks published on the project website.   |
| <b>Engagement &amp; learning activities</b>                       |  |  |
| AP6   | Create a pop-up dialect kit, workshop materials and activities   | 5 kits created by March 2022. Museums will retain the resources for future use.  |
| AP7   | Create a website with 40-60 specially designed packages designed to engage a wide range of non-specialist users  | Website launched April 2022. Currently includes 268+ items of content. Available at URL <a href="https://dialectandheritage.org.uk/">https://dialectandheritage.org.uk/</a>  |
| AP8   | Develop materials from reminiscence sessions and takeaway outreach resources   | The team audio recorded some of the reminiscence events. They provided paper resources as well as digital wherever possible to widen uptake.   |
| AP9   | Develop downloadable online learning resources for KS2/3 and A-Level English Language  | The first round of resources were not fit for purpose. In the second round, Colour Heroes Ltd have been commissioned and are due to finish in Dec 2023.  |



Figure 6 Members of the Dialect & Heritage Project team viewing LAVC items at the Brotherton Library, 25 March 2022

#### The project partners collected and digitised:

- 5,085 items from the Leeds Archive of Vernacular Culture (34,035 pages)
- 10,069<sup>11</sup> responses to the Big Dialect Survey
- 132 new oral histories

## 5. Outcomes for Heritage

### 5.1. Heritage will be better managed and in better condition

The LAVC is housed in The Brotherton Library at the University of Leeds. It was created between 2002 and 2005, when the following collections were identified, united, and electronically documented<sup>12</sup>:

- **The archive of the Survey of English Dialects (SED), 1951-1961** – a mammoth information gathering exercise to record the language, traditions, and lifestyle of people in 313 localities across England. The collection includes audio recordings, printed items, manuscripts and 2,000+ photographs relating to the SED's locations and participants.
- Over 800 audio recordings made by the University of Leeds's **Institute of Dialect and Folk Life Studies (IDFLS)**, 1964-1983, and printed material from their reference library.

Although the LAVC is held securely in appropriate archival conditions in the Brotherton Library, the original documents, particularly the audio recordings, photographs, slides, negatives, and microfilms are vulnerable to physical degradation, or (in the case of the audio recordings) at risk of being rendered unplayable as technology changes.

<sup>11</sup> Total provided on 1 November 2023. This number will rise as the survey will remain open for new submissions on the project website.

<sup>12</sup> For a more complete history of the LAVC, SED and IDFLS visit URL: <https://dialectandheritage.org.uk/lavc/#1> [Accessed 8/11/2023].



Figure 7 Some of the SED images digitised during the project.

The British Library holds 288 physical recordings from the SED, on behalf of the University of Leeds. Prior to the cyber-attack which took down the BL's website on 29 October 2023, digital versions of these recordings had been available via their Sounds website<sup>13</sup> since at least 2014.

As part of this project, the British Library updated these digital recordings and transferred many of the documentation details to the Brotherton Library. The digitised audio has also been uploaded to the University of Leeds Special Collections' website.

### Digitisation and documentation

**The Dialect & Heritage Project team members within the Special Collections Department were able to work remotely throughout the lockdown periods on the digitisation and documentation of the LAVC collections. The digitisation work was completed in July 2022.**

**5,085 LAVC items (34,035 pages) have been digitally preserved for future use. See table 3 for details.**

The completed digitisation project means that the information contained within particularly vulnerable documents such as the photographic media and audio recordings (on reel-to-reel tapes, gramophone discs, audio cassettes and minidisks) has been migrated to new platforms and will remain accessible for future researchers. As the material can be viewed digitally – either via the Special Collections website, or in the Brotherton Library – it now needs to be handled far less frequently and can be preserved securely for the long term.

In addition, and as part of the partnership agreement, c.150 audio cassette recordings of oral histories collected and held by the Food Museum have been digitally transferred and can be accessed for the first time in years.

*It was critical to get them digitised because they include the voices of many of the people lived in the buildings on our site... and we've not been able to play them.*

Collections Manager, Food Museum

Some of the newly digitised audio can be heard in the museum's new 'Dialect Phonebox' interactive.

<sup>13</sup> The British Library (n.d.). Survey of English Dialects - Accents and dialects | British Library - Sounds. [online] sounds.bl.uk. Available at: <https://sounds.bl.uk/Accents-and-dialects/Survey-of-English-dialects> [Accessed 1 Oct 2023, currently inaccessible until the repair of the damage caused by the cyber-attack].



| Table 3: Number of items digitised from the LAVC |                  |  |
|--|------------------|--|
| No of documents                                  | Individual items | Description of items   |
| 5,085  | 34,035           | TOTAL no of items digitised  |
|  |                  |  |
| 313  | 28,170           | SED Response Books (LAVC/SED/2/2)  |
| 365  | 365              | SED gramophone recordings (LAVC/SRE/D).<br>Digital transfer by British Library. Catalogue records were created for C1829/1-363 prior to making the recordings available online.  |
| 930  | 930              | Photographic slides that tell the story of the SED.  |
| 57   | 570              | Photocard Folders (average 10 photocards in each)  |
| 2,170  | 2,170            | Photographic prints, chiefly of folklife images taken by Werner Kissling with some of SED informants, locations and IDFLS staff (LAVC/PHO/P0001-2168)  |
| 888  | 888              | Open reel and audio cassette tapes mainly of IDFLS recordings (LAVC/SRE/A).<br>Digital transfer by British Library. Catalogue records were created for C1829/364-1243 prior to making the recordings available online. |
| 100  | 100              | A selection of newly acquired materials donated by Stanley Ellis' family   |
| 2  | 582              | Books (printed): Orton, H., <i>The Linguistic Atlas of England</i> (London: 1978) and Orton, H., <i>Survey of English Dialects [Section] A, Introduction</i> (Leeds: 1962).  |
| 260  | 260              | CHAT Transcripts   |

### Relationship with the British Library

Over 800 LAVC sound recordings produced by SED and IDFLS researchers and owned by the University of Leeds are held in British Library's Sound Archive. The project team arranged with the British Library to digitise and make available all non-digitised LAVC sound recordings as part of the latter's 'Unlocking Our Sound Heritage' project, also supported by the Heritage Fund. The agreement was informal and not underpinned by a contract.

The British Library team agreed to digitise the audio, document the files, and clear any necessary intellectual property rights. The intention was that all relevant documentation and recordings would provide reciprocal signposting to each other's collections and web resources.

At the time of reporting, the rights clearance work is still incomplete. Delays to the digitisation timetable, caused by the Covid-19 lockdowns, have disrupted the workstream. Documentation provided by the British Library was not to the standard expected by the University of Leeds Special Collections team and the IPR management is still ongoing, even though the project has now ended.

At the time of writing the British Library has been subject to a cyber-attack (ongoing since 29 October 2023) resulting in the cancellation of their entire online service. The decision to add the LAVC recording onto the Special Collections site means that people can still access these recordings<sup>14</sup>, thus making access to digital LAVC materials more robust.

### Establishing Intellectual Property Rights

The clearance and recording of up-to-date Intellectual Property Rights (IPR) information is an essential part of collections management and access. By today's standards of intellectual property

<sup>14</sup> For a sample of the range of audio recordings available, visit the Sound Map on the Dialect and Heritage website available at URL: <https://dialectandheritage.org.uk/sound-map/> [Accessed 3 Dec 2023]

management, the LAVC collections presented several problems including the facts that: the bulk of the material is still within copyright, has come from a multitude of sources and the identity or the location of many IPR owners is unknown. Tracing and securing publication rights has unexpectedly proved the most time-consuming element of the project.

At the outset of the project work, two critical issues arose:

- the project team discovered that they had to *'rights clear all these student recordings... that we thought were University copyright when we first scoped the project'*.
- The British Library workflow meant that their team did not initiate their own Rights Management protocols until the digitisation process (itself delayed by Covid-19 restrictions) was complete.

The 12-month delay to the launch of the community activity phase of the project at least allowed the Special Collections team more time to establish the IPR of LAVC materials.

During 2021, some Engagement Officers found that they were reliant on this IPR-restricted material when seeking archive documents for their areas. The Special Collections staff and project manager have worked throughout with the Engagement Officers to expedite access to this restricted material or find alternative sources for their use.

There are still some outstanding Intellectual Property Rights (IPR) clearances to be secured, particularly for the LAVC audio material digitised by the British Library. The Special Collections team have uploaded the recordings of the SED audio material held by the British Library since they know that they own the IPR. Access to the IDFLS audio is still under review.

Most of the digitised items have been made available according to the Heritage Fund's digital access guidelines<sup>15</sup>.

- images are available under Creative Commons licence CC BY 4.0 (public permission to reuse the media for non-commercial activities only, with attribution)
- audio is available with Creative Commons licence CC BY-ND (public permission to reuse the media unaltered for non-commercial activities only, with attribution)

Where the team have been unable to ascertain the IPR of items, particularly of student dissertations, or unattributed news cuttings and photographs which formed part of the IDFLS collection, the item has been catalogued but no digital media shared online. The items are available to researchers to view in person at the Brotherton Library or via Teams (during facilitated online research sessions, an access method introduced during lockdown).

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<sup>15</sup> National Lottery Heritage Fund (2020). *Digital guidance for projects*. [online] [www.heritagefund.org.uk](http://www.heritagefund.org.uk). Available at: <https://www.heritagefund.org.uk/funding/good-practice-guidance/digital-guidance-projects> [Accessed 8 Nov 2023].

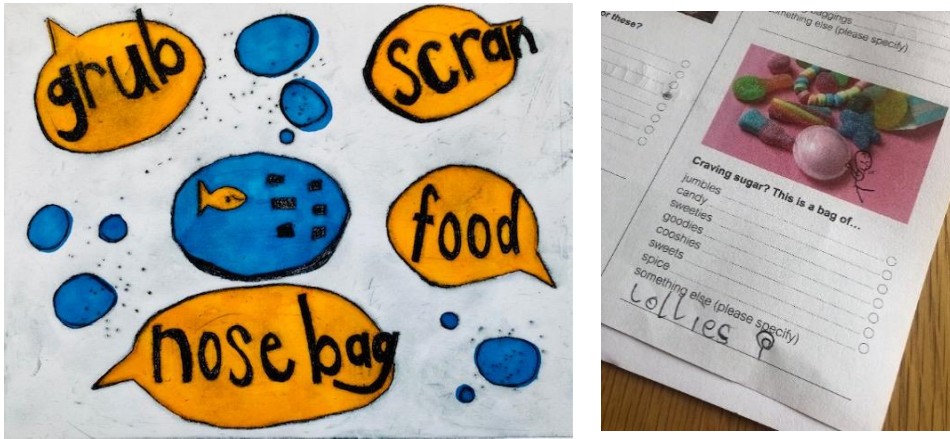


Figure 8 (left) Dialect words submitted by visitors to Ryedale Museum and (right) to the Great Big Dialect Hunt survey.

## 5.2. Heritage will be identified and recorded

*The biggest achievement [is] the serendipitous meshing of ... big picture and meticulous data approaches... the potential of the collection is now much more obvious and much more understood.*

Collections & Engagement Manager, University of Leeds

The LAVC catalogue was launched on the Special Collections website in 2021. As the separate collections which make up the whole of the LAVC have different provenance and were gathered for different purposes, the Special Collections staff worked hard to ensure that connections could be made across the series so that the database could be searched. The Project Archivist said:

*We digitized a heck of a lot of content, which is brilliant, but I personally still find it a little bit difficult to navigate ... So we said we need to look at better ways to refine our metadata to make search results more useful to people.*

The principal development areas were the implementation<sup>16</sup> of:

- Subject or thematic indexing
- Geo-referencing
- Recognition and contextualisation of sensitive terminology

These developments are discussed below. As a result of this carefully considered work, researchers can now search the LAVC by place, person and subject and access digital copies and sound files as well as item level descriptions. The underlying metadata creates connections for the researcher that would have been much harder to manage when using the original hard copy catalogues.

*We now know a lot more about some of those key players... who deserve their moment in the historical spotlight, but also ... the story of how the survey was done, the detail about those students who went out on their motorbikes... I think this is actually a good example that we can actually now tell the story of the people who organized it did it were part of it and how.*

The Project Archivist provided an example of how these new connections can help researchers:

*If you search for 'Willie Pitt' this is a good example of how we have brought related material from various series together by informant: [https://bit.ly/LAVC\\_WilliePitt](https://bit.ly/LAVC_WilliePitt)*

<sup>16</sup> University of Leeds Special Collections (2020). Search Special Collections [online]. Available at: <https://explore.library.leeds.ac.uk/special-collections-explore/Leeds%20Archive%20of%20Vernacular%20Culture> [Accessed 8 Nov 2023].

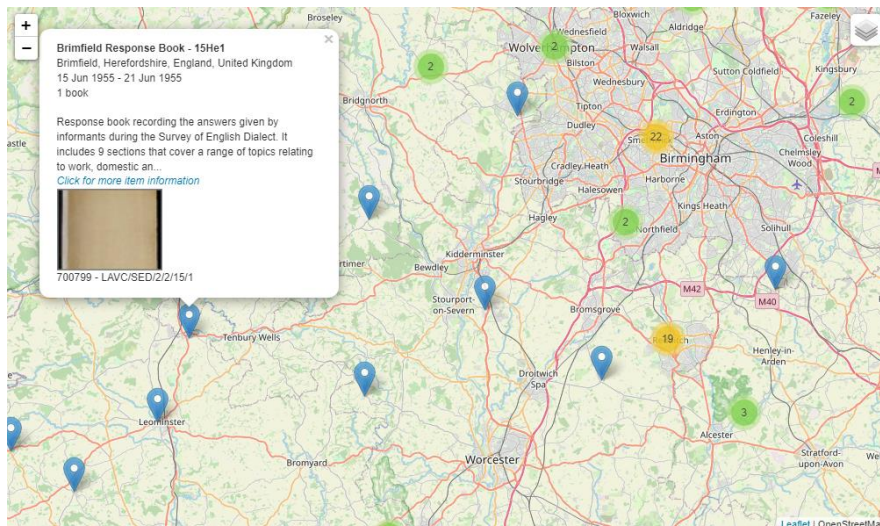


Figure 9 Image of geo-referenced search of the LAVC collections from the Special Collections website.

### Geo-referencing

The team chose to use place-name descriptors in the information fields, but also used the GeoNames online database<sup>17</sup> to present the information as points on a map. In this way, the researcher can see how linked material is spread over a locality more easily than before.

This was the first time that the Special Collections team had used geo-referencing technology, and they now plan to use it in future work. An in-house geo-referencing manual has been produced because of this work.

### Subject indexing

Agreeing the best practice for subject indexing was more complex. Most of the partner museums use SHIC (Social History and Industrial Classification Scheme)<sup>18</sup> to classify their social history collections, but as part of the documentation project in 2002-05, the LAVC had been given a bespoke set of 4,500 subject tags which had greater relevance to dialect historians than to social historians.

As one project outcome was to make connections between the LAVC and the museum partners' collections, the Special Collections staff debated whether the indexing scheme should focus primarily on subject matter or dialect. As a compromise they decided to use OCLC FAST (Faceted Application of Subject Terminology)<sup>19</sup>, derived from the Library of Congress Subject Headings (LCSH). The British Library are also moving towards using the OCLC FAST system, another factor which motivated the choice.

Using OCLC FAST, the team identified 12 high-level categories to which the 4,500 LAVC tags could be mapped, enabling the bespoke scheme to 'speak' to a standardised system. Although they felt that the scheme has a strong North American bias that is not appropriate for every collection, they plan to continue developing their use of this scheme in future.

### Sensitive terminology

Work on the LAVC gave the Special Collections staff the impetus to investigate means of addressing and flagging the use of sensitive terminology in documentation. Sensitive topics recorded as part of

<sup>17</sup> Geonames.org. (2020). [online] Available at: <http://www.geonames.org/> [Accessed 8 Nov 2023].

<sup>18</sup> Social History Curators Group (2012). *Social History and Industrial Classification*. [online] [www.shcg.org.uk](http://www.shcg.org.uk). Available at: <https://www.shcg.org.uk/About-SHIC> [Accessed 8 Nov 2023].

<sup>19</sup> OCLC Research (2020). FAST (Faceted Application of Subject Terminology). [online] OCLC. Available at: <https://www.oclc.org/research/areas/data-science/fast.html> [Accessed 8 Nov 2023].

the SED include statements about animal welfare, or opinions about education, race, class or colonialism which reflect the cultural biases of the period, but which would now cause offence.

The Special Collections team used a textual analysis tool called AntConc<sup>20</sup> to scan the catalogues for sensitive content, flag it and attach a warning to the catalogue entry. With the support of additional funding from the National Archive Testbed Fund, the Special Collections team went on to carry out a successful project looking at tackling historic sensitive descriptions at scale, which reported in September 2021<sup>21</sup>. They plan to continue developing their use of this methodology in future.

### The Great Big Dialect Hunt Survey

*We didn't have very long to collect the stuff; now we've got a surfeit of riches.*

Prof Fiona Douglas, Project Director

- **10,069 participants from across the world took part in the online survey, far surpassing the original target of 1,500 responses.**
- **633 people took part in the 'postcard' dialect surveys.**

The principal community participation activity for the Dialect & Heritage Project was the completion of 'The Great Big Dialect Hunt' survey (hereafter Big Dialect Survey). Participants were invited to take part online via the project website or at events and partner museums. Two additional short surveys invited people to share adopted or inherited dialect words: the public could answer online or using a specially printed postcard available at events.

*Some of the words we use are inherited from the people and places of our birth or childhood; others we pick up along the way. We want to know more about how you speak so that our collection, like dialect itself, can continue to evolve.*

Introduction to the online survey

In designing the survey, the Project Director was keen to create something entertaining that would appeal to a wide range of ages, interests, educational and social backgrounds. Unlike traditional academic research tools, the Big Dialect Survey included photographs and cartoons and a mixture of multiple choice and free text response options.

*[The project] never set out to redo the survey of English dialects... [which] was setting out very much to see dialect as a window on the past...*

*The world has changed a lot and we were very alert to the fact that people move around, people come to this country... This time, and with the help of technology, we wanted words from everyone, from everywhere.*

Prof Fiona Douglas, Project Director

The survey proved popular: within 24 hours of the national launch on 28 April 2022, 1,197 survey responses had been submitted via the website<sup>22</sup>. Based on sample number of responses (n=5686):

- **64% of the survey respondents were female and 34% were male.**
- **The survey attracted respondents aged 11 years or less (1.3%) to 85+ years (1%).**

An attempt, via the website, to encourage people to submit short voice recordings was less successful, perhaps because the invitation felt less personal online than in person at events.

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<sup>20</sup> Anthony, L. (2019). Laurence Anthony's AntConc. [online] Laurenceanthony.net. Available at: <https://www.laurenceanthony.net/software/antconc/> [Accessed 8 Nov 2023].

<sup>21</sup> AHC (2021). Offensive Language In Catalogue Legacy Descriptions. [online] ahc.leeds.ac.uk. Available at: <https://ahc.leeds.ac.uk/arts-humanities-cultures/events/event/2224/offensive-language-in-catalogue-legacy-descriptions> [Accessed 8 Nov 2023].

<sup>22</sup> Information supplied by Project Manager



A detailed demographic analysis of the survey respondents is provided in section 6.3.

The survey will remain open online and be monitored for submissions after the Heritage Fund supported activity ends.

### Oral history collection

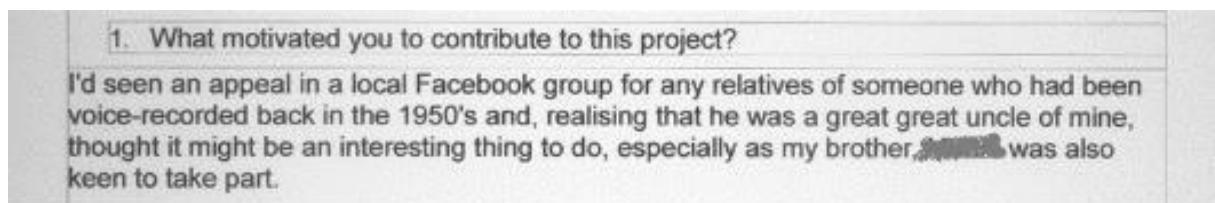


Figure 10 Extract from oral history interviewee experience survey.

**The collection of 132 new oral histories to add to the collection was a complex undertaking which would have been impossible without the successful recruitment, training, and deployment of a cohort of 137 volunteer Fieldworkers and Transcribers.**

The Collection Methodology was devised by the Research Assistant. Owing to Covid-19 restrictions it was not approved by the University Ethics Committee for implementation until Spring 2022. Tracy Craggs, regional networker and trainer for the Oral History Society (OHS), provided extensive training, technical advice and support to all volunteers and members of the project team throughout the active delivery phase. She also carried out some oral history interviews for the LAVC.

Oral histories were collected from students, staff and descendants of the contributors who participated in the original SED and from speakers of local dialect recruited through museum partners and at community events.

*I was doing oral history interviews, contact tracing and finding people who... basically had my job but 50, 60 years ago...*

Dr Rosemary Hall, Research Assistant

Research analysis of the oral histories will take place outside the scope of project delivery, but before the end of the project:

- each partner museum will receive digital copies and transcriptions of the recordings to add to their own collections.
- extracts of the recordings will be available via the project website and the LAVC.

Table 4 shows the distribution of oral histories collected by the various partners.

| Table 4: Number of oral history recordings collected 2022-2023 / c         |               |                |            |
|--|---------------|----------------|------------|
| Project partner  | OH recordings | 2022 Target    | +/-        |
| <b>Overall totals</b>  | <b>132</b>    | <b>100-120</b> | <b>+32</b> |
| Avoncroft  | 9             | 20             | -11        |
| DCM  | 25            | 20             | +5         |
| Food Museum  | 26            | 20             | +6         |
| Ryedale  | 28            | 20             | +8         |
| WDLM   | 13            | 20             | -7         |
| D&H Research Assistant   | 30            |                | +30        |
| Uni of Leeds volunteers (remote interview with LAVC alumnus in California) | 1             |                | +1         |



Figure 11 Examples of some of the dialect games devised to engage participants at community events.

### 5.3. Heritage will be better interpreted and explained

*Beautifully presented with high quality materials and welcoming staff and volunteers who helped draw out some interesting discussions on dialect words.*

#### Participant feedback

The entire project team was committed to interpreting the heritage content as accessibly as possible. Rather than stress the philological science of dialect collection, the team focussed on the social history uncovered by the SED interviews or on comparing dialect words for familiar objects, inviting the public to submit their own variants.

A range of resources were produced with a strong brand identity that made the Engagement Officers stand out at community events. Richer information is provided through the project's website which includes over 268 pieces of content.

#### 'Pop-up Dialect Kit'

The team commissioned Imagemakers to develop a range of dialect-based resources to encourage people to engage with the project and to participate in the Great Dialect Hunt survey.

Tested by the Engagement Officers during summer 2021, the playful resources included familiar games like dialect snap, dominoes and a jigsaw, an eye-catching gazebo, tablecloths and banners, and printed copies of the Big Dialect Survey. The full kit was issued to all 5 Engagement Officers in spring 2022.

Participants appreciate the high quality and accessibility of the project resources. One said, 'I enjoyed looking at the variety of research involved in the project - going beyond words into culture and other aspects of everyday life.'

In recalling the resources, the Project Director said, 'It was the jigsaw I was proudest of, particularly with preschool children or very early stages school children.'

The dialect games were designed to engage young children and families, so that even when they didn't recognise the dialect, they could take part and learn new words. The games also allowed parents to engage more fully with the dialect activity whilst their children were occupied. The Project Director described how,

*There was this lovely little boy... with his mother who had come to this country from Nigeria... she was really interested... We had a great conversation about what words she'd brought with her... and meanwhile her son was playing with the jigsaw...*



Figure 12 The project's distinctive pink pop-up displays appeared at community events throughout 2022.

Each Engagement Officer was then encouraged to enrich these centrally produced resources by drawing out connections to everyday objects or items from their partner museums' collections. Useful props included milk churns, tools or household items from museum handling collections, or foodstuffs such as bread rolls or spring onions. This multi-sensory approach was particularly valuable during reminiscence sessions, stimulating participants' memories and bringing forth new stories and dialect words. Some reminiscence sessions were recorded.

The striking branding and pink tablecloths and banners ensured that the Dialect & Heritage displays stood out at the many community events attended by team members throughout 2022.

### Project website

***What we didn't want was an academic website. I said from the start 'I do not want a snory-bory website'.***

**Project Director**

The project website<sup>23</sup> is intended to introduce non-academic audiences to the variety of dialect preserved by the SED, and to the nature of the SED itself. As with all the project resources, the Project Director was adamant that it should be accessible, dynamic and offer opportunities to participate as well as to be informed or directed to the Special Collections catalogue.

*[the website] will show off a subset of the collection and then refer people to the more technical web research resources. It means we can accommodate two layers – browsers and serious researchers.*

**Dialect & Heritage Project Archivist**

The website was developed by Robbie Beake of Ammba web design, and the content has been written by Mary Stones, heritage interpretation consultant, based on material supplied by the project team. It now has over 268 pieces of content including audio recordings, word clouds, a sound map, photographs, and information about dialect in the partner regions and personalities involved in the history of the SED. Site visitors are encouraged to try a dialect quiz, submit a response to the Big Dialect Survey or upload short films of dialect words or phrases.

<sup>23</sup> The project website is available at URL: <https://dialectandheritage.org.uk/>



| Table 5: details of website content |                                   |
|-------------------------------------|-----------------------------------|
| No of items                         | Description                       |
| 108                                 | Pages                             |
| 12                                  | Blog posts                        |
| 59                                  | Content Packages                  |
| 76                                  | Sound Map recordings              |
| 13                                  | Creative Commission Gallery Pages |

The team commissioned Emily Tracy, artist, to produce ‘Spread the Word’, an online exhibition of 6 new works intended to showcase the rich variety of materials collected and digitised by the project.

The final artwork is a series of six audiograms exploring the theme of ‘weather’. The names of each individual artwork – ‘Hoar-frost’, ‘Rivulet’, ‘Blashy’, ‘East Wind’, ‘I Can Tell Nicely’ and ‘29.5 Days’ – are prompted by recorded dialect words and the voices of original SED contributors<sup>24</sup>.

The whole site provides an engaging and unifying web presence and includes options for members of the public to contribute to the Great Big Dialect Hunt online or submit film or audio contributions of their own.

**The website has received 32,231 views and 5535 views via the social media channel, X<sup>25</sup>.**

The Big Dialect Survey will remain live on the project website, which itself will continue to be supported by University of Leeds and will be looked after by the School of English. Researchers will be signposted to the project website from the Special Collections website.

### Exhibitions and interpretation in partner museums

The Engagement Officers were encouraged to explore the LAVC for material relevant to their host museums. In addition, the Project Director and Research Assistant created information packs and short films<sup>26</sup> exploring different aspects of dialect and heritage relevant to the areas around the partner museums. Figures 13-16 show how the partner museums also integrated elements from the LAVC into displays and exhibitions featuring their own collections.



Figure 13 Food Stories interactive: audio recording of George Metson, Doddinghurst, Essex, talking about ‘beever’ (LAVC/SRE/D/2/D255).



Figure 14 Photograph of a party of farm workers having ‘beevers’ in c.1908. Source: Food Museum.

<sup>24</sup> The online exhibition can be viewed at URL: <https://dialectandheritage.org.uk/home/spread-the-word-artist-commission/>

<sup>25</sup> The project’s X account is [@dialectheritage](https://twitter.com/dialectheritage). On 30 November 2023, the account has 1,462 followers.

<sup>26</sup> For details, see the YouTube links in Appendix 3

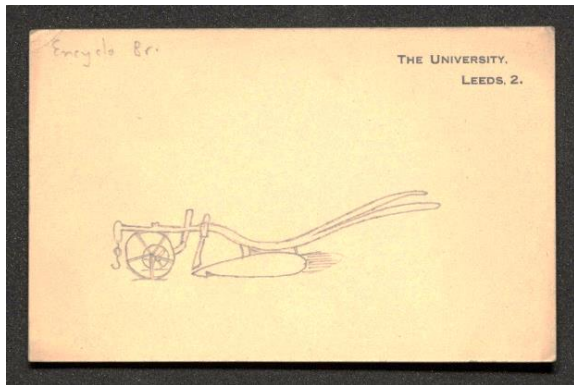


Figure 15 Drawing of a plough used as a prompt in the SED. (LAVC/SED/2/7/5).



Figure 16 WDLM featured the project during their annual Ploughing Open Day in 2022.

**During project delivery, four partner museums set aside a dedicated Dialect & Heritage Project space in their venues where visitors could find out more and take part in the Big Dialect Survey. They have since collaborated with the Project Director and Research Assistant to produce permanent interpretation materials for use on site.**

At **Avoncroft**, the team decided to connect the project themes to the re-thatching of the 16th century Cholstrey Barn, a cruck barn with a large threshing floor which originally stood near Leominster. The empty barn needed both a new roof and improved interpretation.

*We watch visitors just walk into the barn and walk out again... Recent surveys have shown that our visitors want to hear more about the social history of the people who lived or worked in Avoncroft's buildings, and this seemed like the perfect answer.*

Museum Director, Avoncroft

The entire process was filmed, and the thatcher interviewed with a particular focus on the terminology of his trade. These films have been incorporated with animations and SED audio of Worcestershire workers describing the threshing process to create a lively new digital presentation of the building for visitors. Avoncroft are now working with historic re-enactor groups to develop costumed activities in their buildings that demonstrate farming, animal husbandry and domestic life.



Figure 17 Avoncroft have included a permanent audio-visual display about dialect in the newly re-thatched Cholstrey Barn

At **DCM**, an exhibition of knitting sticks was enhanced by a section devoted to 'Knitting words and dialect' which included digital images of LAVC items and a list of local dialect words. As a related activity, the Engagement Officer interviewed and recorded the Hawes Knit & Natter group whose members shared favourite dialect words and phrases. Later in 2022, the museum launched a new exhibition, 'In Your Words', which directly showcased the LAVC material relating to the local area. The museum team now look to use dialect more often as an integral part of their presentation.





Figure 18 Items relating to knitting and dialect from the LAVC formed part of the 'Love Tokens, Sitings and Song' exhibition at DCM, October 2021 to March 2022.

The **Food Museum** created a portable display for the 'Food Stories' tour which included audio and imagery from the SED related to food alongside their own collection images of farmers, fishermen and other food producers.

Their Engagement Officer created an on-site dialect trail for families as part of the 'Hedge' exhibition in early 2022 and taught pupils from Stowmarket School to create dialect-based animations for an exhibition also called 'In Your Words', which opened in November 2022.



With funding from the Dialect & Heritage Project, the **Food Museum** also installed a permanent audio interactive in their K6 phonebox, a previously under-utilised site in the grounds.

The Dialect Phonebox enables visitors to listen to recordings from the SED and from the museum's own oral history collection, newly digitised as part of the project. The team plan to add new recordings over time.

At **Ryedale**, the team have installed permanent text-based and audio interpretative material across the site which incorporates local dialect words and oral history. This will enrich the existing interpretation of the local buildings on site and their contents.

**WDLM** had no plans to install new, project-based interpretation on site. Instead, the Engagement Officer created temporary exhibitions which were displayed for periods of 1 to 3 months at three county record offices where they were seen by c.5000 people:

- Surrey History Centre, Woking
- West Sussex Record Office, Chichester (WSRO)
- East Sussex and Brighton and Hove Record Office, The Keep, Lewes



Figure 19 Displays at (left) West Sussex Record Office and (right) Surrey History Centre



Figure 20 WDLM's table of handling items at Horam Village Day – commonplace items like butter pats and spring onions provoked conversation.

Record office staff included items from their own archive and local studies collections to enhance the local connections. The Project Director and Research Assistant produced a short YouTube film about the project, focussing on dialect of the South East and the Engagement Officer presented a talk about the project at WSRO.



Figure 21 Images of some of the thousands of people who took part in Dialect & Heritage Project activities, 2021-2023.

## 6. More people and a wider range of people will have engaged with heritage

### The project partners delivered:

- 256 events online and in 144 venues across England attended by 14,824+ people
- 12 exhibitions, visited by 127,272+ people over 2,153 days
- Training for 137 newly recruited volunteers who contributed 2,918 volunteer hours, valued at £167,950 to the project delivery

Despite the truncated activity period, the project team achieved a high level of penetration across England thanks to the planning and hard work of the partner museums and Engagement Officers, a strong national media presence, well produced resources, and highly engaging subject matter.

The audiences reached included the following groups specified in the activity plan<sup>27</sup>:

- Existing museum visitors
- Local people from groups currently under-represented in museums with a deep-rooted connection to the local area including people in lower socio-economic groups (C2DE), young people, and older people living in rural isolation.
- Existing and new volunteers, either museum-goers or from under-represented groups (C2DE adults, young people, older people living in rural isolation or museum ‘cold spots’)
- Schools and colleges
- Academics and researchers
- SED descendants and oral history interviewees

<sup>27</sup> The Project Partners and The Culture People Network (2019). *Dialect and Heritage Project Activity Plan*. pp.65–69.



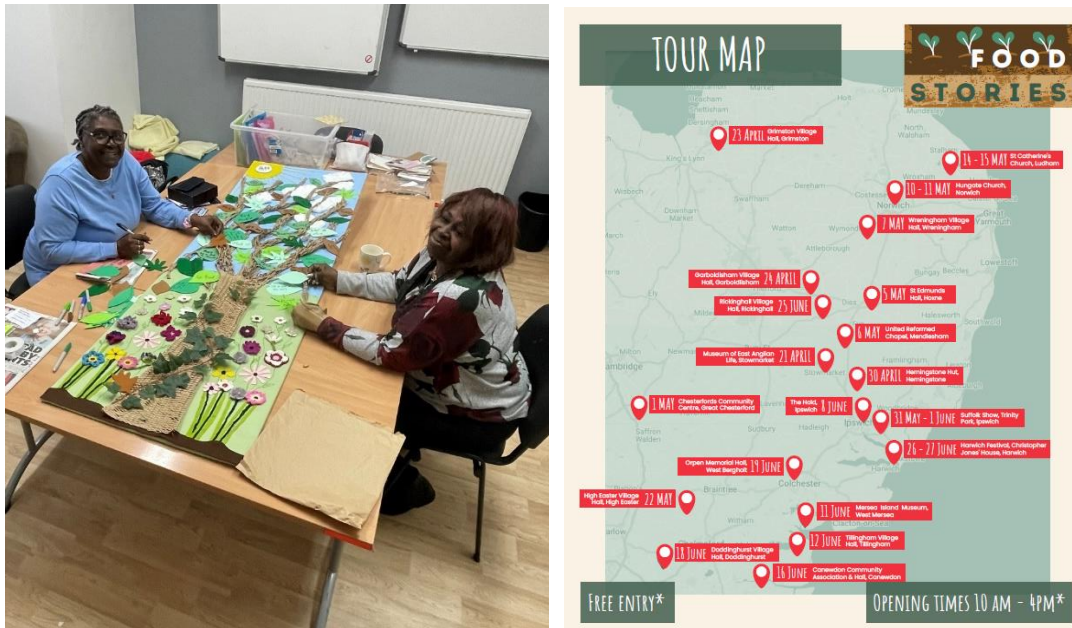


Figure 22 (Left) Richmond Refugee Group members at a DCM event; (right) the Food Stories tour map.

## 6.1. Local impact

- The team delivered 256 events and 12 exhibitions in 144 different community settings across Yorkshire, Cumbria, East Anglia, the West Midlands, and South East
- directly engaged with 14,824+ participants at events in their museums or in the community

### The project team and their partners

The project team made deliberate efforts to place Dialect & Heritage Project activity and events in the type of rural settings that the SED fieldworkers would originally have visited (each Engagement Officer was given a list of target ‘SED villages’) and which would be more likely to attract ‘Local people from groups currently under-represented in museums with a deep-rooted connection to the local area.’<sup>28</sup>

The Engagement Officers worked with local groups to publicise and run events rather try to set up new activities from scratch. These groups included

- local history societies, Women’s Institutes, heritage, cultural and music festivals.
- rural and welfare groups including Pickering Carers’ Support, Richmond Refugee Group, mental health support groups, an NHS dialysis unit, Sight Concern groups and Age UK.
- schools and groups including Stowmarket High School, Hawes Young Archaeologists Club, and uniformed youth organisations.

They also delivered talks and activities online and in person, supported by the Project Director and Research Assistant, for local history or dialect history talk series during lockdowns, to professional networks for the schools, library, and adult learning sectors and at events including Higher Education public engagement programmes like the University of Leeds Be Curious festival, the Being Human Festival, and the National Festival of Social Sciences.

The Engagement Officers took the project to a wide range of community venues including village halls, parish churches, community libraries, agricultural shows, and festivals in fields. In Leeds, the project team spent Yorkshire Day at the offices of the Lloyds Banking Group, encouraging staff to

<sup>28</sup> From the list of target audiences included In the Activity Plan submitted to the Heritage Fund, 2019

take part in the surveys. Outdoor community events were more popular with people concerned about returning to larger-scale, group events after the Covid lockdowns and participant numbers increased over time as visitors' confidence grew.

*The large towns/city did not result in the larger audience numbers which we had hoped they would. It felt more important for villages, as it was less common to have this kind of event in their community space, whereas for the cultural venues we were just an add-on and they expected us to bring in the audience.*

Extract from *Food Stories* Evaluation, The Food Museum

Event attendees were invited to provide demographic details by completing an audience survey. However, as the main activity for the project was for participants to complete the Big Dialect Survey, the response rate to the separate audience survey was comparatively low (n=161 over 12 months) and not very indicative of the range of locations visited.

More effective evidence of the geographical distribution of visitors to events was gathered using a 'sticky dot' poster which invited visitors to indicate how far they had travelled to the event (less than 10 miles, 11 to 25 miles or over 25 miles). **Most respondents had travelled less than 10 miles to reach events.**

### North Yorkshire Libraries, 2022-2023

The Engagement Officers from DCM and Ryedale established a rewarding partnership with North Yorkshire Libraries (NY Libraries) to achieve greater penetration across the county. North Yorkshire is a large county across which the population is scattered in small towns and smaller villages, some of which are very remote and hard to reach by public transport particularly in bad weather.



Figure 23 Claire Midgley, Ryedale Engagement Officer (left), with Fiona Diaper, North Yorkshire Libraries Outreach Officer, during Local History Month, May 2022

The Outreach Officer, a member of North Yorkshire Community Libraries Strategy Group, arranged for 41 libraries across the county to host Dialect & Heritage Project activities throughout 'Local History Month' in May 2022.

The Project Manager and Yorkshire-based Engagement Officers collaborated on the production of a resource pack for the libraries' use which included word games and activities. The Project Director and Research Assistant produced YouTube films which introduced the project<sup>29</sup> and focussed on

<sup>29</sup> Including Douglas, Prof Fiona and Hall, Dr Rosemarie. (2022) *The Great Big Dialect Hunt*, an introduction to the LAVC and the project for North Yorkshire Libraries. Available at: <https://youtu.be/O4CilZ0QHAW> (Accessed 1 Nov 2023). For details of other films produced see appendix 3.

Yorkshire dialect. Each library enhanced their displays with selections from their own stock and the Yorkshire Dialect Society delivered talks at c.20 venues. The Engagement Officers ran longer events and talks at 8 libraries: Stokesley, Pickering, Filey, Malton, Catterick, Richmond, Bedale and Leyburn.

As a direct result of this activity,

- 800 Big Dialect Survey responses were submitted
- 644 people attended one of 43 events
- 122,098 visited the participating libraries during the activity month

**Later in 2022, NY Libraries successfully applied for a grant of £10,000 from Arts Council England (ACE), which was supplemented by funding from the Dialect & Heritage Project (£1,000) and North Yorkshire County Council (£1,000).** The creative project was called 'Ey Up! and was delivered between October 2022 and February 2023.

The libraries were Bentham, Knaresborough, Scarborough, Selby and Catterick, and the groups were Pioneer Project, Orb Arts (both mental health support groups), Mencap Scarborough, Horton Housing and a military veterans' group. The artworks included poetry, film, lino prints, and a giant dialect crossword.

- **Five libraries each worked with at least one artist and a community group to produce a creative output inspired by dialect words from their area.**
- **47 participants and 64 volunteers participated in the activities.**
- **The five artworks were displayed in the participating libraries from December 2022 to February 2023, during which time the visitor footfall was 62,171.**

NY Libraries' Outreach officer spoke at the Libraries Connected Conference 2023 about how the project had increased their confidence to collaborate with partners and to target work with harder to reach or vulnerable communities. Dudley Libraries are now in talks with the Project Director about a possible similar project.

A short film about the impact of the project is available at URL: <https://youtu.be/5BSgAi8wNSU>. For details of other films produced see appendix 2.

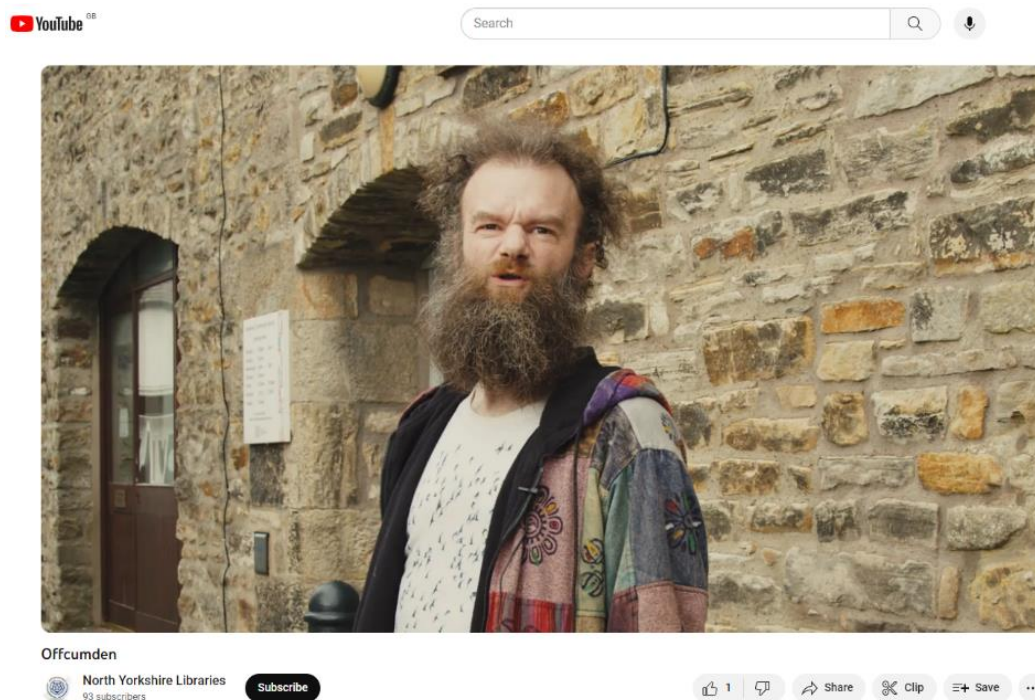


Figure 24 Screen capture from 'Offcumden', a filmed poem created at Bentham Library with Pioneer Projects' service users and writer and performer Andy Craven-Griffiths.

## Quantitative event outputs

Tables 6 and 7 show the number and type of events and activities delivered and the number of people who visited or participated.

The team delivered well over the revised target amounts set in 2022.

| <b>Table 6: Number of partner events and activities delivered, 2021-2023</b> |            |                           |               |                     |             |
|--|------------|---------------------------|---------------|---------------------|-------------|
| Project partner  | Number of  |                           |               |                     |             |
|  | Roadshows  | community outreach events | museum events | Reminiscence events | exhibitions |
| <b>Overall TOTALS</b>  | <b>122</b> | <b>70</b>                 | <b>42</b>     | <b>10</b>           | <b>12</b>   |
| <b>Target</b>  | <b>60</b>  | <b>20</b>                 | <b>20</b>     | <b>12</b>           | <b>6</b>    |
| <b>Increase on 2022 target</b>   | <b>+62</b> | <b>+50</b>                | <b>+22</b>    | <b>-2</b>           | <b>+7</b>   |
|  |            |                           |               |                     |             |
| Avoncroft  | 10         | 3                         | 6             |                     |             |
| DCM  | 14         | 14                        | 12            | 4                   | 3           |
| Food Museum  | 26         | 8                         | 10            | 2                   | 1           |
| Ryedale  | 12         | 11                        | 5             | 4                   |             |
| WDLM   | 13         | 6                         | 9             |                     | 3           |
| University of Leeds  | 5          | 4                         |               |                     |             |
| NY Libraries   | 42         | 24                        |               |                     | 5           |

| <b>Table 7: Number of participants or attendees at partner events or activities, 2021-2023</b> |                                    |                           |               |                     |                |
|--|------------------------------------|---------------------------|---------------|---------------------|----------------|
| Project partner  | No of participants or attendees at |                           |               |                     |                |
|  | Roadshows                          | community outreach events | museum events | Reminiscence events | exhibitions    |
| <b>Overall TOTALS</b>  | <b>9,011</b>                       | <b>2,308</b>              | <b>3071</b>   | <b>69</b>           | <b>229,575</b> |
| <b>Target</b>  | <b>3,660</b>                       | <b>412</b>                | <b>1,600</b>  | <b>60</b>           |                |
| <b>Increase on target</b>  | <b>+5,321</b>                      | <b>+1,896</b>             | <b>+1,471</b> | <b>+9</b>           |                |
|  |                                    |                           |               |                     |                |
| Avoncroft  | 601                                | 62                        | 306           |                     |                |
| DCM  | 1444                               | 236                       | 184           | 26                  | 5,527          |
| Food Museum  | 2386                               | 380                       | 391           | 15                  | 34,779         |
| Ryedale  | 722                                | 177                       | 361           | 28                  |                |
| WDLM   | 2464                               | 204                       | 1829          |                     | c.5000         |
| University of Leeds  | 750                                | 1202                      |               |                     |                |
| NY Libraries   | 644                                | 47                        |               |                     | 184,269        |





Figure 25 Laura Kloss, The Food Museum’s Engagement Officer, with project volunteers at Ludham, Norfolk.

## 6.2. Volunteers’ demographic profile

The project has attracted a considerable proportion of first-time volunteers, drawn by their interest in the unusual subject matter. According to the volunteer feedback survey (n=75):

- 91% were volunteering on a heritage project for the first time (n=75)
- 87% were volunteering for that museum partner for the first time (n=75)

Table 8 shows that their age profile includes a larger than usual proportion of younger volunteers (37% aged 19-24 years, against a national average of 23%<sup>30</sup>). It is likely that this proportion is boosted by the number of young people volunteering from the University of Leeds.

| Age group  | 19-24 | 25-39 | 40-55 | 55-69 | 70+ | Prefer not to say |
|------------|-------|-------|-------|-------|-----|-------------------|
| Percentage | 37%   | 8%    | 8%    | 29%   | 15% | 3%                |

Table 9 shows that the ethnic profile of the project volunteers is broader than the national proportional profile evidenced by the 2011 census. The university students provided the highest proportion of non-white (British) participants), but even in the rural museums, volunteers are drawn from a wider ethnic demographic than might originally have been expected.

| ETHNICITY   | White (British) | East Asian | White (other) | Mixed heritage | South Asian | Prefer not to say |
|---|-----------------|------------|---------------|----------------|-------------|-------------------|
| <b>Project total</b>                                  | 73%             | 9%         | 8%            | 5%             | 3%          | 3%                |
| <b>England &amp; Wales % 2011 census<sup>31</sup></b> | 80.5%           | 0.7%       | 4.4%          | 2.2%           | 6.8%        |                   |

<sup>30</sup> Dept for Culture, Media and Sport (2021). *Volunteering and Charitable Giving - Community Life Survey 2020/21*. [online] GOV.UK. Available at: <https://www.gov.uk/government/statistics/community-life-survey-202021-volunteering-and-charitable-giving/volunteering-and-charitable-giving-community-life-survey-202021> [Accessed 1 Nov 2023].

<sup>31</sup> Office of National Statistics (2011). *UK population by ethnicity*. [online] Service.gov.uk. Available at: <https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity> [Accessed 1 Nov 2023].



### 6.3. The Great Big Dialect Hunt Survey

- **10,069 participants from across the world took part in the online survey, far surpassing the original target of 1,500 responses**
- **633 people took part in the postcard surveys**
- **90% of the respondents came from England**

The principal participation activity for the Dialect & Heritage Project was the completion of ‘The Great Big Dialect Hunt’ survey (hereafter Big Dialect Survey). The survey could be completed on paper or online and was instantly popular. Within 24 hours of the national project launch on 28 April 2022, 1,197 survey responses had been submitted via the website<sup>32</sup>.

The Big Dialect Survey asked respondents for demographic data including their age, gender, and current place of residence. From this data can be constructed a picture of the range of participants.

The following demographic analysis is based on a sample of 5,686 responses to the survey submitted between February 2022 to May 2023.

#### Where were the respondents from?

**90% of the Big Dialect Survey respondents were based in England<sup>33</sup>.**

- 5.1% of responses were submitted by participants from Northern Ireland, Scotland, and Wales and 4.9% came from respondents overseas.

Figure 26 provides a national breakdown of survey respondents. For a more detailed breakdown, see appendix 4.

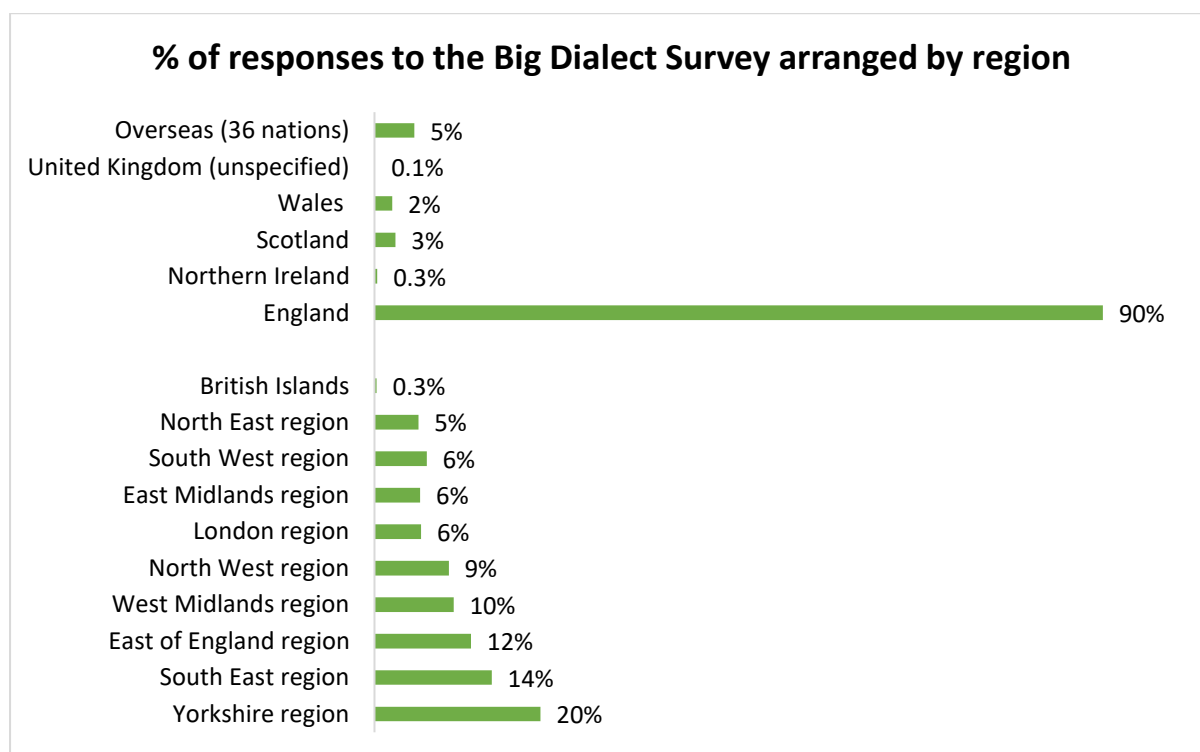


Figure 26 Chart showing the % of respondents to the Big Dialect Survey arranged by nation and English region (n=5686)

<sup>32</sup> Information supplied by Project Manager

<sup>33</sup> All but 30 respondents provided the name of the town or county where they lived.

Of those respondents from overseas the majority were based in Anglophone countries, or countries in which English-speaking people have traditionally settled. The top 10 countries in descending order were: USA, Australia, France, Canada, Spain, New Zealand, the Republic of Ireland, Germany, the Netherlands, and the United Arab Emirates

**Table 10 shows that the highest number of responses (65% combined) were submitted in the regions where the Engagement Officers and project partners were most active: Yorkshire, South East, East of England, the West Midlands, and the North West.**

**The high response rate in these lead regions demonstrates the value of investing in organised community engagement through the project partners to reach as wide a range of participants as possible.**

6% of responses came from the London region, 4% from Manchester and Greater Manchester metropolitan area and 3% from the Birmingham and Black Country combined authorities.

**The extensive number of villages and towns named by respondents as their place of residence outnumbers the cities and demonstrates how successfully the project team penetrated the rural areas of their regions and engaged with local dialect speakers.**

| <b>Table 10: Proportion of respondents to the Big Dialect Survey arranged by English region* (n=5686)</b>                                |                  |   |
|--|------------------|---|
| <b>ENGLISH REGION</b>  | <b>Overall %</b> | <b>Notes</b>  |
| <b>Yorkshire</b>   | <b>20%</b>       | <b>Project partners: University of Leeds, Ryedale Folk Museum, Dales Countryside Museum, North Yorkshire Libraries</b><br><b>Local authorities:</b> East Riding of Yorkshire (inc Kingston upon Hull), North Yorkshire, South Yorkshire, West Yorkshire |
| <b>South East</b>  | <b>14%</b>       | <b>Project partner: Weald &amp; Downland Museum</b><br><b>Local authorities:</b> Berkshire, Buckinghamshire, East Sussex, Hampshire, Isle of Wight, Kent, Oxfordshire, Surrey, West Sussex  |
| <b>East of England</b>   | <b>12%</b>       | <b>Project partner: The Food Museum</b><br><b>Local authorities:</b> Bedfordshire, Cambridgeshire, Essex, Hertfordshire, Norfolk, Suffolk   |
| <b>West Midlands</b>   | <b>10%</b>       | <b>Project partner: Avoncroft Museum of Historic Buildings</b><br><b>Local authorities:</b> Birmingham, Dudley, Herefordshire, Sandwell, Shropshire, Solihull, Staffordshire, Stoke on Trent, Walsall, Warwickshire, Wolverhampton, Worcestershire      |
| <b>North West</b>  | <b>9%</b>        | <b>Project partner: Dales Countryside Museum</b><br><b>Local authorities:</b> Cheshire, Cumbria, Greater Manchester, Isle of Man, Lancashire, Liverpool & Merseyside  |
| <b>London</b>  | <b>6%</b>        | <b>Local authorities:</b> City of London & 32 London boroughs   |
| <b>East Midlands</b>   | <b>6%</b>        | <b>Local authorities:</b> Derbyshire, Leicestershire, Lincolnshire, Northamptonshire, Nottinghamshire, Rutland  |
| <b>South West</b>  | <b>6%</b>        | <b>Local authorities:</b> Bristol, Cornwall & Scilly Isles, Devon, Dorset, Gloucestershire, Somerset, Wiltshire   |
| <b>North East</b>  | <b>5%</b>        | <b>Local authorities:</b> County Durham, Northumberland, Tyne & Wear  |
| <b>British Islands</b>   | <b>0.3%</b>      | <b>Local authorities:</b> Isle of Man, Jersey, Guernsey   |
| *The locations provided have been arranged according to the top-tier local authority and regional boundaries current on 1 November 2023. |                  |   |

### Age and gender of the survey respondents

The original SED Collectors were advised to collect responses from older, male members of the towns and villages they visited. Figure 27 shows that, where respondents volunteered themselves for the Big Dialect Survey, the gender balance was reversed.

- 64% of the survey respondents were female and 34% were male.

The survey attracted participants of all ages from under 11 years (1.3%) to over 85 years (1%).

- 66% of respondents were aged between 35 and 74 years, the largest proportion of whom (18%) were aged between 55 to 64 years.

Observation of participants during engagement events revealed that completing the survey was often a social activity with a strong inter-generational draw. Multiple generations of family or friend-groups would sit together to discuss and complete the survey, and often individual group members would ask for a separate copy so that they could supply their own answers.

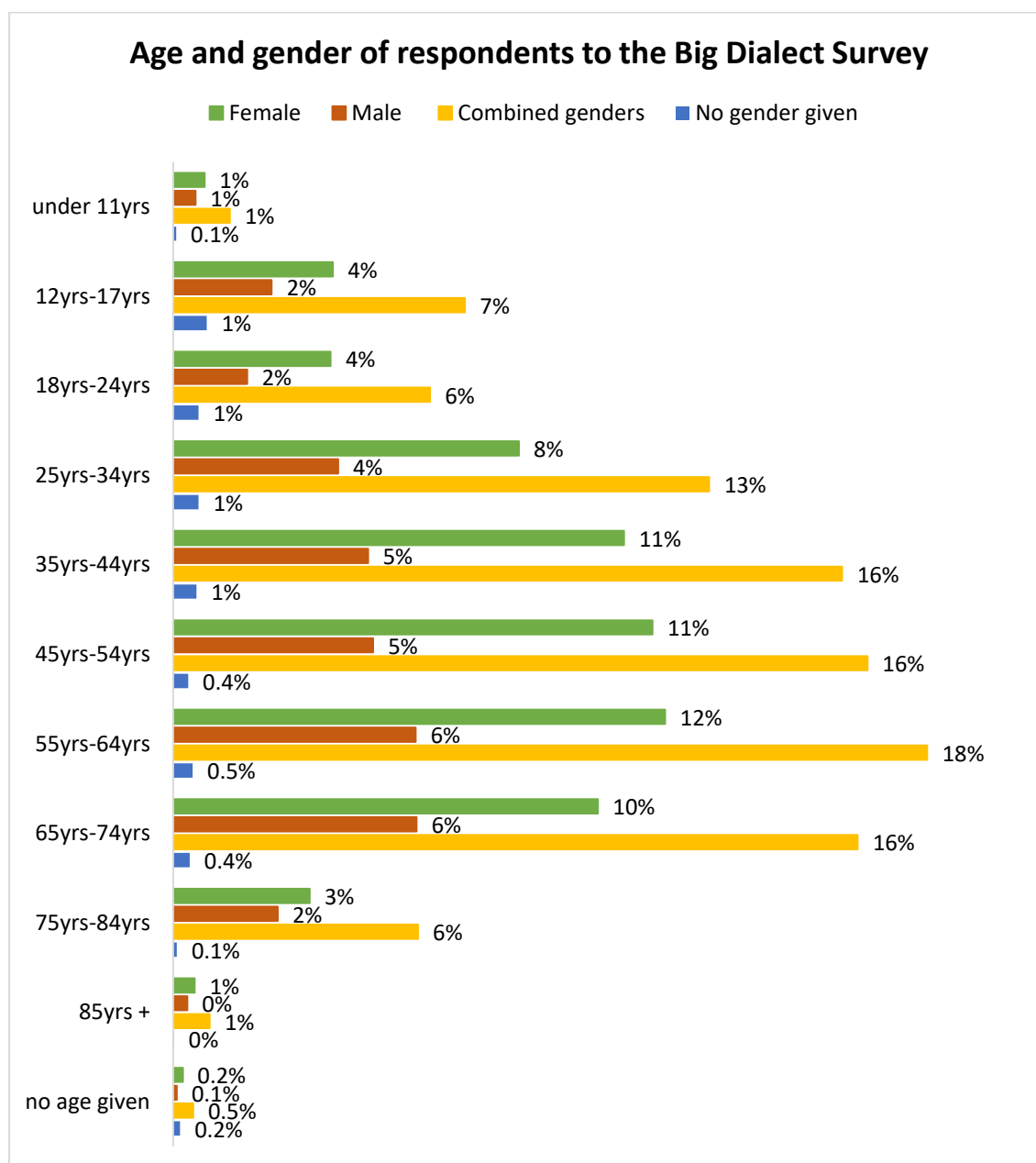


Figure 27 Chart showing age and gender of Big Dialect Survey respondents (n=5686)



Figure 28 Examples of the media coverage accompanying the project launch on 28 April 2022

#### 6.4. National print, broadcast and online media

The project has enjoyed extensive national, regional, and local media coverage since it was launched on 28 April 2022, ensuring the news of the project and the Big Dialect Survey travelled far beyond the 5 partner regions.

Highlights have included:

- 40 pieces of editorial between 18 April to 8 June 2022 which reached an estimated audience of 179,423,024<sup>34</sup> and included features on Times Radio, BBC Look North and in the major broadsheets (see figure 29)
- A project mention from Susie Dent on Channel 4's *Countdown* on 27 July 2022
- A 10-minute package on BBC One Show, 10 July 2023, filmed at DCM and featuring Professor Fiona Douglas, TV presenter Richie Anderson, project partners and volunteers<sup>35</sup>

Team members have spoken and published blogs and articles about the project in a range of settings. For details of the project's dissemination, see appendix 3.



Figure 29 Media coverage statistics, 18 April to 8 June 2022, supplied by Anita Morris Associates

<sup>34</sup> Anita Morris Associates (2022). *PR Report: Dialect & Heritage Project, 18 April-8 June 2022*

<sup>35</sup> University of Leeds press release (2023). *Many voices, countless words, One Show*. [online] University of Leeds. Available at: <https://spotlight.leeds.ac.uk/many-voices-countless-words-one-show/index.html> [Accessed 1 Nov. 2023].



Figure 30 The local police team completed the Big Dialect Survey at Burwarton Show, Shropshire.

***This project reinforced the importance of place (home) to the older generation and the urgency of recording their experiences.***

**Volunteer feedback**

## 7. Outcomes for people

### 7.1. People will learn about heritage

*People start by saying ‘oh I don’t have dialect, I have nothing interesting to give’ but then through doing the survey, we unravel that conversation, and they find they have things to say...*

**Engagement Officer, DCM**

Two of the main aims of the project was to increase people’s knowledge and awareness of the rich dialect heritage of their area and to be more able to compare it with that of other parts of the country. A third was to increase public awareness of the LAVC and role of the University of Leeds in collecting dialect material.

**94% of respondents to the audience survey (N=152) stated positively that they had learned something because of the engagement activity in which they participated.**

- **83% said that they had LEARNED A LOT**
- **11% said that they had LEARNED A LITTLE BIT**

Asked to identify what they had learned in particular, the majority of the free text responses broke down into the following themes:

- 33% had learned a particular dialect word or words
- 16% had learned about the variety of dialect words
- 11% had learned about the current project
- 9% had learned about the SED and LAVC
- 8% had learned about the regional variety of dialect





After the event, **34% of respondents said that they would be A LOT MORE LIKELY to notice the comparison, 60% said a little more** and only 6% would be unlikely to notice it at all.

The majority of those who completed the volunteer feedback surveys said that they were drawn to the project because of a pre-existing interest in dialect, language, or local history. Comments included.

- *Always been fascinated by dialects and how language evolves. Keen to be part of the next phase in the research/creation of an archive for future.*
- *Former journalist with time to explore new opportunities and have always loved meeting and interviewing people.*
- *I think that this is a unique opportunity where I can be an active part in preserving history.*
- *I've always enjoyed heritage, museums, and social history and this was a great way of getting involved.*

Volunteers also reported very positive learning outcomes.

- 58% of respondents to the Volunteer Exit survey (n=31) said that they had **LEARNED A LOT** about dialect heritage of your local area because of taking part in the project
- 39% said they had learned **A LITTLE**

### Learning about local history

*I've learnt a little more about the dialect of the area in which I live and also the changes that have taken place in village life over the last fifty years.*

Volunteer feedback

**By embedding the project in the partner museums and working with a range of local history societies and volunteers, the Engagement Officers could strengthen connections between dialect and the area. The act of bringing villagers and volunteers together over tea and a copy of the Big Dialect Survey encouraged participants to talk together about their memories, seek further information and learn from each other.**

For example, at an event in Ludham, Norfolk, the Food Museum stall was beside that of the local history society which displayed the historic trades of farms and waterways around the district. The group's volunteers connected dialect words from the Food Stories display to the trades they documented, highlighting their relevance. They also identified candidates for oral history interviews. This pattern of collaborative behaviour was replicated at almost every local event.



Figure 32 Engagement Officer, Laura Kloss, meets a life-long resident of Ludham, Norfolk.



Figure 33 (Left) Harting Festivities, an annual village festival in West Sussex; (right) 'Winston Churchill' completes a survey during the 1940s weekend at Avoncroft.

### Learning about the LAVC and role of the University of Leeds

*We made the LAVC visible to our regions and took it to pockets, places and people who don't otherwise know what it is because they aren't academic, or online*

Feedback from the Engagement Officers

**The audience survey showed that project activity had a very positive effect on people's awareness of the LAVC.** Awareness levels were initially very low amongst community audiences:

- Only 12% said that they were very aware BEFORE the event that the University of Leeds has a large collection of English dialect recordings (N=156)
- 10% said that they were a little aware
- 79% said not aware at all

Asked to assess their awareness at the end of the event, respondents' views changed significantly:

- **51% said that they were a lot more aware of the University of Leeds collection (N=97)**
- **35% said that they were a little more aware**
- 14% said that there was no change in their awareness

When asked what respondents had learned or enjoyed learning, comments included:

- *That there are ongoing studies for dialect and the importance of keeping records for historical purposes*
- *Lots of new words, importance of this archive, more about the project*
- *About the archives and the museums linked to the projects*
- *Feel privileged to be part of a worthwhile contribution to our future store of knowledge about dialect and heritage. Exciting to be following in the footsteps of SED.*



Figure 34 (left) members of Sight Support Pickering take part in a reminiscence session and (right) Food Stories on tour.

## 7.2. People will change their attitudes and/or behaviour

*We are proud to have taken part and feel we have contributed to a long-term record of the local area which we have been part of for most of our lives. The process has also stimulated more conversations with others in the local community.*

### Feedback from Oral History interviewees

Traditionally in England, the use of dialect forms and regional accents have not been associated with social mobility and children discouraged in school from using them. One of the overall project aims was to transform how people regarded their dialect heritage and to encourage them to feel prouder of it. In this, the team have had success.

### Changes in how participants regarded the use of dialect

The principal change reported by participants and volunteers alike was an increased pride in their dialect heritage. As discussed above, conversations with event participants and oral history subjects alike revealed that many had not previously valued their dialect heritage and associated accents or felt that others looked down on them.

Audience survey respondents were asked 'How much did you think that the use of dialect words might be looked down upon by others?' **21% said they VERY MUCH agreed, 60% agreed a little and 19% did not agree at all (N=109).**

- 42% of audience survey respondents said **they felt EXTREMELY PROUD of their own dialect heritage before attending** an event and 16% said that they **did not feel proud** at all (N=108).
- At the end of the events, 35% felt A LOT prouder and 48% said they felt a LITTLE prouder.

**Many found the project's focus on their words and voices to be flattering and empowering. Engagement Officers reported that event participants and oral history interviewees alike expressed pride in being asked to contribute to the LAVC, either by completing the Big Dialect Survey or by being recorded, particularly those who had not attended university themselves.**

Comments included:

*I used to feel slightly embarrassed about having a Suffolk dialect as it is so often assumed that presence of dialect equals lack of education. I have been treated like this more than once. Now, I feel immensely proud when someone recognizes it and asks where I come from.*

*I used to feel really embarrassed of my Sunderland accent and always made sure people know I worked in a university so they wouldn't assume I was stupid. This project has made me far prouder of my heritage.*



## Inspiration

- **37%** of survey respondents said that they, their family, or friends, **REGULARLY USE dialect words or forms** in everyday conversation and 58% used them A LITTLE (n=158)
- After the event, **35%** said that they were **A LOT MORE LIKELY to talk about dialect heritage** with friends or family and 48% said they would do so A LITTLE MORE (n=98)
- **93%** said they would now be **more aware of dialect use around them (n=99)**.

**43% of survey respondents said that the activity had COMPLETELY changed** what they thought or felt about their dialect heritage and 51% had not changed their mind (because 81% had already expressed levels of pride in it). Comments included:

- *I feel it is more acceptable.*
- *I will now use different words depending on my location*

### 7.3. People will have an enjoyable experience

*I thought it would be boring, but I made a lot of new friends.*

It was clear from audience and volunteer feedback and event observations that project participants enjoyed the project activities for the opportunities they provided to connect with each other and share mutual interests, particularly after the long Covid-19 lockdowns.

#### Enjoyment and growing social confidence

From autumn 2021, the Ryedale Engagement Officer worked closely with local welfare organisations, visiting Sight Concern and Carers' support groups in local towns. Many members of these groups had been extremely isolated by lockdown restrictions and had lost confidence. By visiting the groups at least twice, and introducing dialect through fun activities, the Engagement Officer contributed to participants' growing confidence as they returned to social activity.

#### Enjoying craft and activity

To encourage conversation and help set participants at ease, the Engagement Officers often used craft or games to break the ice. In addition to the branded project resources, they introduced activities that introduced craft skills like button or badge making, knitting or printmaking.

This valuable approach enabled children to focus on an activity whilst the adults completed the survey or talked with volunteers. It also set at ease members of community groups where limited confidence or language skills presented a barrier to participation. Richmond Refugee Group visited DCM to make woollen buttons using traditional local methods. The activity introduced them to new skills and provided them an opportunity to share their own words or skills.



Figure 35 Clockwise from top left: Lino printing at DCM; Halloween crafts at Avoncroft; stoolball at Horam Village, East Sussex; badgemaking at Ryedale; and woollen button making at DCM





Figure 36 One of many family groups who completed the Big Dialect Survey together (WDLM).

### It's a family affair

*It has been another good reason to relive memories with my oldest cousin in particular as she is 22 years older than me and features on many of the old photographs we have of Grandad and his farm.*

#### Feedback from Oral History interviewee

**For many, participation in the Dialect & Heritage Project was a multi-generational family affair. The Big Dialect Survey attracted participants of all ages from under 11 to over 85. At events, families were observed to complete the survey together, discussing their responses intently.**

Pilot activity with schools and youth groups showed that young people were intrigued by their dialect heritage. A group of pupils from Stowmarket High School volunteered to create animated films for the Food Museum. Asked what they had gained, some said:

- *A lot of knowledge about dialect in local area and history of words I am saying.*
- *I feel I have gained a lot more knowledge about my local area.*
- *All the different words people use for the same thing like hedgehog and seesaw.*
- *How many different words there are for one thing.*

**The Engagement Officers and Research Assistant worked with volunteers and local contacts to trace descendants of some of the fieldworkers and contributors to the SED and interview them for the project. Other oral histories were collected from people who extensively used dialect, or had knowledge of rural life, trades, and skills.**

For some, the search ended at a grave, for others a chance encounter led to success. In Hartlebury churchyard, the churchwarden directed Avoncroft's Engagement Officer to a descendant whilst a volunteer for WDLM carried out extensive genealogical research to help the Engagement Officer trace descendants in Sussex.

Descendants who were traced were very moved to hear the recordings of their ancestors, many for the first time, and were pleased to be asked to add their stories to the historical record. Some supplied additional photographs or were able to extend what was known about the SED contributor.

*Without a doubt [the best part was] hearing the original recording of Grandad. I just wish my parents' generation had been recorded too, though neither of my parents had a pronounced Suffolk accent, despite both coming from Mendlesham.*

#### Feedback from Oral History interviewee



5. What has been the high point of the experience for you?  
Working on the interview with my grandson.

Figure 37 Oral history interviewee at DCM with her grandson

*It has stimulated discussion with my husband, friends and family about dialect and the words we use that are different.*

Feedback from Oral History interviewee

There is work for future researchers in tracking the socio-economic trajectory of the SED families. In some cases, the descendants still lived and worked in the same county as their SED ancestors. In North Yorkshire, a descendant was photographed carrying the same wooden yoke as her ancestor in 1967<sup>36</sup>. Others had moved away from their agricultural roots and up the social scale, becoming university graduates or successful professionals.



**Tracing the descendants:** Matt and John Morton of Borrowby, North Yorkshire, were interviewed for the SED in 1951. Their descendants, Frank and Mary Peckitt still work in the area and were interviewed as part of the current project. Matt was their great uncle and John, their grandfather. <https://explore.library.leeds.ac.uk/special-collections-explore/Leeds%20Archive%20of%20Vernacular%20Culture?nameIndex=Morton%2C%20Matthew>

<sup>36</sup> The original image can be seen at URL: [LAVC/PHO/P1558](https://lavc.pho/p1558) [Accessed 1 Dec 2023]



Figure 38 Visitors to Ryedale Folk Museum share their own dialect words with the volunteers.

#### 7.4. People will have volunteered time

- 137 volunteers recruited and trained
- 2,918 volunteer hours contributed, valued at £167,950 to the project delivery

##### Range of roles fulfilled

The extensive volunteer contribution made to the Dialect & Heritage Project was essential to the successful delivery of the activity plan. Volunteers fulfilled a range of roles and responsibilities:

- Oral history fieldworkers: coordinating, recording, and transcribing 132 new oral histories.
- Event development, marketing, and delivery on site and in the community.
- Local and family history research, helping the Engagement Officers to locate SED descendants and locations.
- Creative contributions.

##### The benefits of local volunteer connections

Volunteers' local knowledge enhanced the Engagement Officers' ability to make connections in their areas and to trace subjects for interview. Word of mouth passed from group to group and led to new connections or invitations for activities, talks and surveys.

The use of local volunteers to collect oral histories meant that the interview subjects were relaxed and more open to conversation.

An interviewee said: *'They were genuinely lovely people who made me feel totally at ease. After the interview we sat and chatted for half an hour or so because it had brought up lots of shared experiences and ideas. They're very good interviewers.'*

##### Remote volunteers

The Project Manager managed a small number of remote volunteers, recruited following the national project launch in April 2022. These volunteers have provided valuable support in editing and transcribing oral history interviews.

## Quantitative volunteer outputs

| <b>Table 11: Number of volunteers recruited by the project team</b> |            |           |            |
|---|------------|-----------|------------|
| Project partner   | Volunteers | Target    | +/-        |
| <b>Overall totals</b>   | <b>137</b> | <b>80</b> | <b>+57</b> |
| Avoncroft   | 13         | 16        |            |
| DCM   | 21         | 16        |            |
| Food Museum   | 27         | 16        |            |
| Ryedale   | 15         | 16        |            |
| WDLM  | 21         | 16        |            |
| University of Leeds   | 40         |           |            |

| <b>Table 12: volunteer hours contributed to delivery, 2022-2023</b> |                             |              |              |            |
|---|-----------------------------|--------------|--------------|------------|
| Project partner   | VOLUNTEER Hours contributed |              |              |            |
|   | TOTAL                       | Professional | Skilled      | Unskilled  |
| <b>TOTALS</b>   | <b>2,918</b>                | <b>346</b>   | <b>2,116</b> | <b>458</b> |
| Avoncroft   | 30                          | 0            | 30           | 0          |
| DCM   | 733                         | 133          | 534          | 66         |
| Food Museum   | 1,023                       | 48           | 907          | 69         |
| Ryedale   | 421                         | 165          | 165          | 91         |
| WDLM  | 162                         | 0            | 103          | 60         |
| University of Leeds   | 549                         | 0            | 377          | 172        |

| <b>Table 13: £ value of the volunteer contribution, 2022-2023</b> |                    |                             |                        |                          |
|---|--------------------|-----------------------------|------------------------|--------------------------|
| Project partner   | VOLUNTEER £ VALUE* |                             |                        |                          |
|   | TOTAL              | Professional<br>(@£50 p/hr) | Skilled<br>(@£20 p/hr) | Unskilled<br>(@£10 p/hr) |
| <b>TOTALS</b>   | <b>£167,950</b>    | <b>£121,100</b>             | <b>£34,745</b>         | <b>£2,845</b>            |
| Avoncroft   | £590               | £0                          | £590                   | £0                       |
| DCM   | £57,885            | £46,550                     | £10,680                | £655                     |
| Food Museum   | £35,615            | £16,800                     | £18,130                | £685                     |
| Ryedale   | £61,955            | £57,750                     | £3,295                 | £910                     |
| WDLM  | £2,645             | £0                          | £2,050                 | £595                     |
| University of Leeds   | £9,260             | £0                          | £7,450                 | £1,720                   |



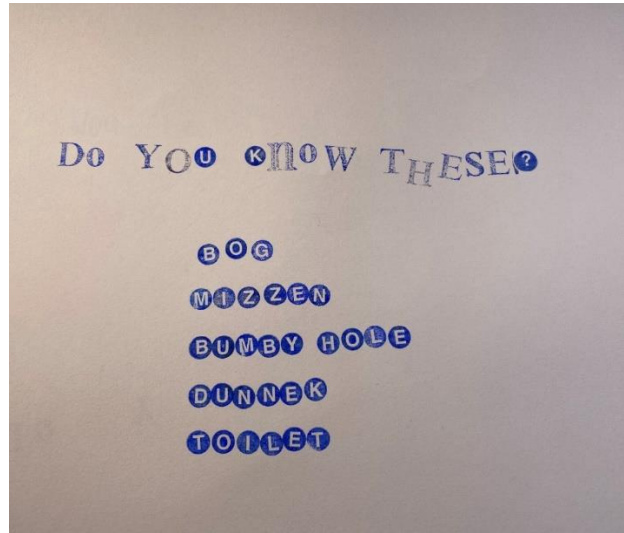


Figure 39 Pupils from Stowmarket High School learned how to create animated dialect films for the Food Museum

## 7.5. People will develop skills

**Project staff and volunteers have gained significant ‘hard’ skills as part of the project which will continue to be used once the project is completed:**

- **70 volunteers and project staff received oral history training from an OHS-accredited trainer**
- **4 Engagement Officers received Reminiscence Skills training from Age Exchange**
- **9 Stowmarket High School pupils were trained in stop-motion animation and film making**

Volunteer feedback comments demonstrate that they have also gained a range of ‘soft’ skills which they value highly. Comments included:

- *I have learned how to work in a film crew scenario and be an effective, confident interviewer.*
- *I have enjoyed working with younger year groups and making new friends and learning more about the museum and what is here. It was amazing fun!*
- *Much more insights in British Culture and built valuable relationships, especially with project managers.*
- *Working with other volunteers from different backgrounds*
- *Lots! Confidence, interviewing, have met some lovely people, learned transcription skills.*
- *A sense of pride and satisfaction.*
- *It has been valuable to me to feel part of a team again, post-retirement, and to feel part of a worthwhile project. I think it has improved my ability to listen.*



Figure 40 The project has engaged with people of all ages and backgrounds.

## 8. The legacy of the project

### 8.1. For the University of Leeds

*Fiona's confidence in what the project can do is inspiring.*

Manager of the School of English, University of Leeds

#### Development of an effective project delivery model with shared responsibilities

The advantage of the project's scale and vision enabled the team to combine the University's collections and research expertise and project management, the partner museums' local knowledge, collections and connections, and the creativity and passion of the Engagement Officers and resource producers. Each partner and project officer contributed skills and knowledge that ensured that overall, the delivery amounted to more than the sum of its parts.

The project's delivery model and critical path have been complex, balancing the needs and timelines of the university, heritage and community sectors with the additional obstacles presented by the Covid-19 lockdowns and the IPR management issues. It has not always been smooth but the **Project Board** (consisting of the University project leads and partner museum managers) has been consulted about change and kept informed at all times of progress.

A significant pinch point occurred in early 2022 when the University was adapting to staff and students' hybrid return and the Project Team were addressing the unexpected IPR complications which restricted their ability to produce the range of supporting content required by the Engagement Officers.

The partner museums were eager to launch the project activity as soon as possible because February half term and the Easter break are peak periods for family programming, and they were keen to attract visitors determined to 'staycation' after the prolonged lockdowns and insecurity of the previous 2 years. Furthermore, the Engagement Officers had been in post for some time but were unable to begin recruiting and training volunteer fieldworkers as the Oral History methodology was still awaiting clearance by the University Ethics Committee.

At this critical time, the first Project Manager left the project; a worrying prospect for all involved as the team prepared for the transition from planning to a full year of activity. **Careful succession planning** meant that the outgoing Project Manager's responsibilities were temporarily shared across the whole team until the new postholder was appointed, ensuring that workstreams continued to flow. The project launch took place on 28 April 2022, successfully managed by a professional PR consultant, followed by a summer of strenuous activity and positive achievement.

### Internal advocacy for public engagement work

**The national publicity around the project, the joyful way in which it has penetrated rural communities and the impact it has had on all participants has created ‘a lovely story for the School of English’<sup>37</sup>. The challenge to the University is in understanding where such work sits within the academic ecosystem.**

University infrastructure is not ideally suited to Heritage Fund project delivery. The inward and apparently exclusive focus on research and teaching can appear antithetical to the Heritage Fund’s requirement that their investment have benefits for people, communities, and heritage.

The Dialect & Heritage Project is intended to form part of an ongoing academic research process, but the nature of the collections work, the planned heritage partnerships and public engagement model did not fit the criteria set by the usual HE funders. In short, as the Manager of the School of English pointed out *‘The Finance Team don’t understand it.’*

Throughout the project, team members based at the University have advocated internally about the impact of the project and the value or framing public engagement and research in such an inclusive manner. Participation in academic conferences and in public engagement campaigns like Be Curious, Being Human and the National Festival of Social Sciences has ensured that the project has been seen by a range of HE professionals. In November 2022, the team hosted a project celebration to which were invited the Heads of Faculty and Schools and other significant University figures who were excited by the social impact of the work, as well as its research relevance.

The Project Director is now exploring funding options for a future project to build on this work, continuing the relationship between academic research and the communities who hold the key to this valuable dialect heritage.

## 8.2. For the partner museums

***‘Getting the timing right’ was a constant preoccupation for the partner museums who were aware that the Covid-19 regulations had limited the available time for successful delivery.***

**The project formed a significant part of every partner museum’s activity programme upon re-opening after the lockdowns.** Each museum lost staff and volunteer capacity because of the pandemic and as a result the museum leads regularly sought clarity from the university project team about delivery details, resources, and timings even as elements were still in development.

Whilst waiting for the project launch, the Engagement Officers worked to establish connections and plan a programme with community partners whose own status was threatened because of the pandemic. During 2021 and 2022, several annual rural festivals and agricultural shows were cancelled because of safety or financial concerns. This uncertainty added to the pressure the partner museums felt to stage a successful return to normal.

Once the success of the Big Dialect Survey became clear (10,000 responses and growing) another concern was how and when partners would be able to share the research outputs with their audiences. The University project team are currently preparing a range of survey headlines and dialect heritage resources for future use.

The project team have worked hard to address these concerns and to provide timely answers and resources. **There have been frustrations on either side, but the partnership has grown richer, and every partner has gained from the experience.**

**In future, the museums would appreciate more opportunities for their staff and volunteers to come together through exchanges, skills sharing sessions or visits.**

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<sup>37</sup> Quote from interview with the Manager of the School of English, University of Leeds, 13 Sep 2023

Significant benefits for all museum partners include:

- Retention of skilled oral history volunteers and equipment to continue recording new material for the collections.
- The deposit of newly digitised dialect heritage material from the LAVC which relates to the museum and local area.
- The opportunity, resource, and infrastructure for museums to develop new audiences and community partnerships.
- A testing ground for new approaches to engagement and interpretation of heritage themes that are focussed on social wellbeing and have the potential to bring together a wide range of audiences.

### Avoncroft Museum of Historic Buildings

*Our Engagement Officer was a resource we could only dream of at the time. She was an extremely valuable, positive, driven part of the team, going out to shows and telling the world Avoncroft was still here.*

The museum's staff changed entirely between the project's development and delivery phases. As a result, the Engagement Officer was the second member of staff to be recruited to museum following the appointment of the new Director in March 2021. The Collections Manager was recruited in late 2021 and was immediately preoccupied with preparing the museum's Accreditation return.

Amid the turbulence, the Engagement Officer's work has provided valuable positive publicity for Avoncroft, reassuring participants at events across the Marches Counties that the much-loved museum is open and thriving.

*I feel proud to have been part of Avoncroft's rejuvenation.*

The Engagement Officer went on to a museum post elsewhere. The volunteer fieldworkers have continued to record and transcribe oral histories for the project and hope to be involved in future activity.

For the management team, **the most valuable aspect of the project has been the opportunity and resource it provided for them to shape the museum's future direction.** After several years of limited audience development and no community engagement, the new management are determined to shift the interpretation focus from building history to social history.

The decision to use Dialect & Heritage Project funding to create a digital interactive for the Cholstrey Barn is their first step towards realising that goal. Another will be an oral history project focussing on the heritage of the Show community in the Marches, to accompany the Showman's Wagon.

### Dales Countryside Museum

*It has exceeded our expectations and shed new light by putting our local material into a larger context. We're connecting the dialect resources to new displays and schools' packs.*

DCM appears to excel at partnerships. It has had the longest relationship with the University of Leeds, having been a partner to similar projects at the development phase. The project has enabled the team to develop their existing relationship with Ryedale Folk Museum and a new one with North Yorkshire Libraries. However, in common with all the museum partners, the Director regretted the limited opportunity to meet partners in person to exchange ideas and share skills.

As part of the Yorkshire Dales National Park, several project volunteers were recruited from the much larger pool managed by the Park Services Team. Inspired by the Engagement Officer (declared to have been 'a breath of fresh air') some became the subject of oral history interviews themselves. The team remain active:

*We have a fixed team of seven oral history volunteers who are keen to go out and carry on collecting and integrating new material into displays and collections.*



The Engagement Officer has gone on to post-graduate study. The community connections formed by the Engagement Officer will be developed in future because *'that's what we wanted to do.'*

### The Food Museum

*Taking the Food Stories tour on the road and being able to combine Dialect & Heritage Project with the Esmee Fairbairn Collections Fund project made it a bigger, more profound thing. We could do more, be more ambitious and reach more people.*

In Spring 2022, the Museum of East Anglian Life successfully rebranded as the Food Museum and in October was declared Large Museum of the Year 2022 by the Association of Suffolk Museums. The ambitious and successful Food Stories tour was a factor in this success, introducing people to the museum's new direction and themes.

For the museum's Collections Officer, **the project has unlocked a valuable aspect of the existing collection** through the digitisation of 150 existing recordings relating to properties on the site. **Material can now be heard by visitors in the Dialect Phonebox or in temporary exhibitions.** The experience has opened two potential lines of collections development:

- *It has highlighted that we need a digital collections strategy.*
- *The oral history has the potential to inform new collections going forward as we explore the recipes being passed down and the relationships between the cooks and the story tellers.*

The Museum Director said that the **Engagement Officer 'has transformed learning here in a year'**. She introduced the team to film making and animation as a tool for engagement and learning and has encouraged them to be more confident and proficient in its use.

*I think that our connections to the LAVC will continue to grow and look forward to the results of the research.*

At the end of her project contract, the Museum of Food employed the Engagement Officer as a permanent member of the Learning Team.

### Ryedale Folk Museum

*We're looking forward to learning more about the links between the dialect data collected and the potential for future use in our interpretation.*

Ryedale is perhaps the most remote of the museums, with one of the smallest management teams. The project took up a lot of staff and volunteer capacity and at times, stretched the team to its limits, but their commitment to *'paying back to the locals who contributed to the SED'* did not falter.

It was a connection between Ryedale's Engagement Officer and Pickering Library that led to the successful **partnership with North Yorkshire Libraries** which proved transformative for the project's penetration across the county and provided the library service with a focus for 2 years of effective community engagement activity. Ryedale and DCM united to equip and service the project within a project, to the gratitude of NY Libraries' Outreach Officer.

*Working with new or hard to reach audiences is always on the library service agenda... and it was nice to be partnering with the museums and a university to promote an accessible national survey.*

For the museum manager, the project legacy is still emerging:

*I don't think this project will affect our visitor numbers on its own, but it's fair to say it has changed our relationship with the community partners we've made.*

**The museum are now seeking more ways to work with local groups**, starting with a series of workshops with Ryedale Carers Support. A project entitled 'We Are Ryedale' is now in development.

From December 2022 to July 2023, **Ryedale commissioned the outgoing Engagement Officer to collect oral histories and curate a new community exhibition** called 'Something Old, Something

New' which featured stories of weddings in the region as told by locals. The exhibition featured clothes from the Museum's own costume collection or loaned by members of the community.

### Weald & Downland Living Museum

Following the departure of WDLM's project lead in 2022, the central project team struggled to re-establish contact with the museum for some months. At the time of writing, the relationship has been re-established and positive steps are being taken to build on the legacy of the project work.

The Public Services and Engagement Manager from Surrey History Centre, one of the county record offices which hosted the Dialect & Heritage pop-up displays, expressed a strong interest in future project work: *'Dialects are of interest at local level, and we have several books in our local studies collections exploring the dialect of Surrey since the early 20<sup>th</sup> century'*.

### 8.3. For the University's Special Collections team

**The digitisation of the LAVC has served as a valuable pilot for future catalogue and collections development. As one of the first large-scale digitisation projects undertaken in-house, it has forced the team to consider the practical, technical, and ethical aspects of documenting and making accessible a complex collection for a wider audience.**

The Special Collections team have taken care to record the decisions made in developing, reviewing, and revising the digitisation and documentation techniques and the geo-referencing and sensitivity metadata protocols. **Each of these new methodologies will be adopted in future work.** They have shared their findings internally and across the archive and library sector (see appendix 3).

The University Library is now embarking on a five-year project to **upgrade its digital infrastructure and the lessons from the Dialect & Heritage Project will inform its design and development.**

*This project has exposed that our [existing] catalogue interface has limitations, that we need the ability to refine the searches. Our next step ... is to establish how to refine our online catalogues so that people can search them more effectively.*

Dialect & Heritage Project Archivist

The Collections & Engagement Manager described how the **work on sensitivity protocols was 'definitely moving our thinking'** about how communities are (or are not) represented in the collections or the catalogues:

*LAVC has been a good project to point out, firstly the value of undertaking that kind of revelatory cataloguing, ... but also asking that more basic question in the first place, is it in there? And if the answer is no that starts to inform our more contemporary collecting.*

*One of the initial pieces of work [post project] is going to be ... some survey work on the collections through that kind of community lens, hidden voice, diversity, EDI lens...*

The **unexpected complications cause by IPR management provided two important lessons:**

- Invest more time in assessing the IPR position and level of risk in the development phase and build in a suitable time and resource contingency during delivery.
- Consider the implementation of a *'risk-managed blanket approach'* and a takedown policy for items considered to be low risk in order to focus time and resource on IPR management of the high-risk material.

**From summer 2021, the Special Collections team had to facilitate collections access for the Engagement Officers and Research Assistant.** They had to devise a digital access process which overcame the barriers presented by ongoing lockdown restrictions, IPR issues, traditional collections ordering protocols, University IT systems and the remote location of the museum teams.

The number of barriers caused frustration on both sides, but the Special Collections team overcame them sufficiently whilst also continuing to provide a research service for the rest of the University.

**The Special Collections team retained the staff expertise developed during the project:** the University Copyright Officer and the Project Archivist returned to their substantive roles in the team; and the Collections Assistant who designed many of the sensitivity protocols has recently been appointed to develop this work in a permanent role.

Parallel to the LAVC project, the Collections & Engagement Manager developed two internships for early career researchers who were trained and empowered '*to go and discover what they could*' about the Special Collections' LGBTQ+ content, and report findings and recommendations. They plan to replicate this model again, shifting the investigative focus to other under-represented histories.



## 9. Conclusion

*What a reach the project had!*

Head of Public Engagement with Research, University of Leeds

The successful delivery of the Dialect & Heritage Project has demonstrated that it is possible to deliver *'public engagement that plays to the strengths of the researcher as well as the audience.'*<sup>38</sup>

Through the effective and creative collaborative process, the University and its partners have delivered a range of positive medium- and long-term benefits for heritage, people and communities thanks to the investment received from the Heritage Fund.

The project has

- **Valued and celebrated England's dialect heritage contributing to people's increased knowledge of and pride in their unique inheritance.**
- **Shared knowledge** between the University, partner museums and communities, **inviting everyone to express ownership and to contribute**, regardless of age, status or education.
- **Provided valuable and lasting skills development** for volunteers and museum staff in oral history collection, editing and transcription, volunteer management and reminiscence skills.
- **Raised the profile of this dialect heritage nationally and internationally** providing opportunities for early career researchers.
- **Contributed to participants emotional wellbeing and recovery** after the isolation of the Covid-19 lockdowns by providing safe activity for 'hard to reach' audiences with trusted community partners working to address social inclusion and rural isolation.
- **Left a legacy of successful engagement and partnership working in the University, the partner museums and community partners.**

As has been demonstrated by this evaluation, the project team and partners have fully committed to addressing barriers and working as inclusively and accessibly as possible, connecting communities with their dialect heritage and encouraging them to contribute on their own terms. Future public engagement projects would do well to draw upon the lessons learned.

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<sup>38</sup> Quote from interview with the Head of Public Engagement with Research, University of Leeds, 11 Sep 2023



## Glossary

|                |  |
|----------------|--|
| LAVC           | Leeds Archive of Vernacular Culture, University of Leeds.  |
| SED            | Survey of English Dialects, University of Leeds.   |
| IDFLS          | Institute of Dialect and Folk Life Studies, University of Leeds.   |
| Avoncroft      | Avoncroft Museum of Historic Buildings, Bromsgrove, Worcestershire.  |
| DCM            | Dales Countryside Museum, Hawes, North Yorkshire.  |
| Museum of Food | The Museum of Food, Stowmarket, Suffolk. The organisation was formally known as the Museum of East Anglian Life. |
| OHS            | Oral History Society   |
| Ryedale        | Ryedale Folk Museum, Hutton-le-Hole, North Yorkshire.  |
| WDLM           | Weald & Downland Living Museum, Singleton, West Sussex.  |

## Appendix 1: Evaluation methodology

An evaluation framework and toolkit was created by the Evaluation Consultant in February 2021 in consultation with the Project Manager. It uses a theory of change and logic chain approach based on the Heritage Fund outcomes. This document is available on request.

The evidence for this evaluation report was gathered using a range of tools including:

- Interviews with the project team members, partner museums and stakeholders
- Self-completed audience surveys (hard copy and online). NOTE that, as the main activity for the project was for participants to complete the Big Dialect Survey, the response rate to the separate audience survey was comparatively low (n=161 over 12 months).
- Self-completed surveys by volunteers and oral history contributors.
- Demographic data collected as part of the Big Dialect Survey.
- Event observations by the evaluator and reports submitted by the Engagement Officers.

## Appendix 2: Evaluation consultees

|   |   |
|---|---|
| <b>University of Leeds</b>                    | Prof Fiona Douglas, project lead<br>Dr Sarah Hughes, project manager (2019-2022)<br>Kathleen McGrath, project manager (2022-present)<br>Dr Rosemary Hall, Dialect & Heritage Research Assistant<br>Timothy Proctor, Collections & Engagement Manager<br>Caroline Bolton, Dialect & Heritage Project Archivist and Archivist for Special Collections<br>Dr Alexa Ruppertsburg, Head of Public Engagement with Research<br>Robert Walker, Manager of School of English<br>Emily Tracy, artist |
| <b>Avoncroft Museum of Historic Buildings</b> | Zoe Willems, Museum Director<br>Steven Hearn, Collections Manager<br>Dr Leila Prescott, Engagement Officer  |
| <b>Dales Countryside Museum</b>               | Fiona Rosher, Museum Manager<br>Poppy Oldham, Engagement Officer  |
| <b>The Museum of Food</b>                     | Jenny Cousins, Director<br>Lisa Harris, Collections Manager<br>Kate Knowlden, Curator (Search for the Stars project)<br>Laura Kloss, Engagement Officer   |
| <b>Ryedale Folk Museum</b>                    | Jennifer Smith, Museum Manager<br>Claire Midgley, Engagement Officer  |
| <b>Weald &amp; Downland Living Museum</b>     | Lucy Hockley, Cultural Development and Volunteer Manager<br>Amy Stone, Engagement Officer   |
| <b>Community partners</b>                     | Fiona Diaper, Outreach Librarian, North Yorkshire Libraries<br>Julian Pooley, Public Services and Engagement Manager, Surrey History Centre<br>Pete Blackmore, project volunteer based at Avoncroft Museum  |

## Appendix 3: Project dissemination

[All URLs accessed 5 November 2023]

### Blogs and online articles

Bolton, Caroline. (2020). *Putting Special Collections on the map*. [online] Leeds University Library Blog. <https://leedsunilibrary.wordpress.com/2020/10/07/putting-special-collections-on-the-map/>

Bolton, Caroline. (2021). *Enhancing Access to the Leeds Archive of Vernacular Culture (LAVC) at the University of Leeds – Archives Hub Blog*. [online] Archives Hub. <https://blog.archiveshub.jisc.ac.uk/2021/05/04/enhancing-access-to-the-leeds-archive-of-vernacular-culture-lavc-at-the-university-of-leeds/>

Brown, Mark. (2022). *Still whanging? Dialect hunt aims to update prized English language archive*. [online] The Guardian. <https://www.theguardian.com/science/2022/apr/28/still-whanging-dialect-hunt-aims-to-update-prized-english-language-archive>

Smith, Hollie. (2021). *Sensitive Language in Archive Description*. [online] Leeds University Library Blog. <https://leedsunilibrary.wordpress.com/2021/05/26/sensitive-language-in-archive-description/>

### Conference presentations

Bolton, Caroline. (2020). *Putting Special Collections on the map* presented at The National Archives Catalogue Day 2020 [online conference]. [https://youtu.be/dbF-tcv1eMk?si=ztH-IXXVqv408z\\_w](https://youtu.be/dbF-tcv1eMk?si=ztH-IXXVqv408z_w) (190 views)

Bolton, Caroline. (2021). *Catalogues as Data: Challenging the Narrative* presented at Research Libraries UK: DCDC 2021 [online conference]. [https://youtu.be/Txgw5aSV\\_Pc?si=feGy2YwgYZi9a5ew&t=1652](https://youtu.be/Txgw5aSV_Pc?si=feGy2YwgYZi9a5ew&t=1652) (97 views)

Douglas, Prof Fiona, and Hall, Dr Rosemarie (2022). *Democratising dialect fieldwork and research: Desirable, doable or doomed?* Presented at 17th International Conference on Methods in Dialectology (Methods XVII), 1-5 August 2022 at Johannes Gutenberg-University Mainz.

Douglas, Prof Fiona, Midgley, Claire and Oldham, Poppy. (2022). *The Great Big Dialect Hunt*, Panel at English: Shared Futures Conference, 8-9 July 2022, Manchester Metropolitan University, the University of Manchester, and the University of Salford.

Douglas, Prof Fiona (2023). *Collaborating with communities: the Dialect and Heritage project*, presented at the Historic Libraries Forum, November 2023

Douglas, Prof Fiona (2023). *Breaking rules, taking risks, making legacies – the Dialect & Heritage Project* presented at Current and New Methods in Sociolinguistics (CANMIS) 2023, University of Chester

Douglas, Prof Fiona (2023) *Doing Dialect Differently: The Dialect and Heritage Project* presented at UKLVC14 Conference (Edinburgh 26-28 June 2023)

### Public engagement events

**National Festival of Social Science**, 2 November 2021: Prof Fiona Douglas and Dr Rosemary Hall presented an online Dialect Quiz and talk, 'Local Voices, Celebrated Nationally', to a national audience.

**Be Curious (7 May 2022)** is a **University of Leeds public engagement event** that invites families to come, discover and play with cutting edge research. It attracted 1200 people from Leeds and the wider area. Prof Douglas and project team provided engagement activities and interactive display.



## Reports

Anita Morris Associates (2022). *PR Report: Dialect & Heritage Project 10 May 2022*

Jenni Waugh Consulting (2022). *Dialect & Heritage Project: Interim evaluation report*

## Youtube presentations

|  |           |
|--|-----------|
| Douglas, Prof Fiona and Hall, Dr Rosemarie. (2021). <i>Inherited and adopted words</i> .<br><a href="https://youtu.be/BGqSj2fBarI">https://youtu.be/BGqSj2fBarI</a>  | 59 views  |
| Douglas, Prof Fiona and Hall, Dr Rosemarie. (2022) <i>The Great Big Dialect Hunt</i> , an introduction to the LAVC and the project for North Yorkshire Libraries.<br><a href="https://youtu.be/O4CilZ0QHAW">https://youtu.be/O4CilZ0QHAW</a>   | 94 views  |
| Douglas, Prof Fiona. (2022) <i>Dialect &amp; Heritage Project: Spotlight on the North Yorkshire Dales and Moors</i> for North Yorkshire Libraries. <a href="https://youtu.be/Ozme9nlq418">https://youtu.be/Ozme9nlq418</a>   | 65 views  |
| Douglas, Prof Fiona. (2022). <i>Ten Minute Talk: Language Where You Live</i> for British Association for Local History. <a href="https://youtu.be/Dz2RnH_Y5ig">https://youtu.be/Dz2RnH_Y5ig</a>  | 382 views |
| Food Museum. (2021). <i>In Your Words: Dialect, People &amp; Places</i> , livestreamed talk by Laura Kloss as part Being Human Festival, 17 Nov 2021.<br><a href="https://www.youtube.com/live/jtydLBaW8lY?feature=share">https://www.youtube.com/live/jtydLBaW8lY?feature=share</a> | 238 views |
| Hall, Dr Rosemarie. (2021). <i>Your Words: Inherited and Adopted</i> (Livestreamed talk as part of University of Leeds Be Curious event).<br><a href="https://www.youtube.com/live/OwMbOvCJ2hY?feature=share">https://www.youtube.com/live/OwMbOvCJ2hY?feature=share</a>             | 85 views  |
| McGrath, Kathleen (2023). <i>My First Words: Postgraduate Diploma</i> , a profile of project manager. <a href="https://youtu.be/2i--rq8a4tk">https://youtu.be/2i--rq8a4tk</a>  | 36 views  |
| Midgley, Claire and Oldham, Poppy. (2022). <i>Secrets from the Store – University of Leeds, Ryedale Folk Museum and Dales Countryside Museum</i> for North Yorkshire Libraries.<br><a href="https://youtu.be/Yp5cWhR7wvU">https://youtu.be/Yp5cWhR7wvU</a>                           | 21 views  |
| North Yorkshire Libraries. (2022). <i>Offcumden</i> introduction presented by poet, Andy Craven Griffith for the launch event. <a href="https://youtu.be/SNmCOU9-8ts">https://youtu.be/SNmCOU9-8ts</a>   | 91 views  |
| North Yorkshire Libraries. (2022). <i>Offcumden</i> , community performance of the poem created for the 'Ey Up project, Knaresborough Library. <a href="https://youtu.be/c4u8WoE3q1o">https://youtu.be/c4u8WoE3q1o</a>   | 289 views |
| North Yorkshire Libraries. (2022). <i>Yorkshire Memories</i> , community performance of the poem created for the 'Ey Up project, Bentham Library. <a href="https://youtu.be/N4RANtdK1xl">https://youtu.be/N4RANtdK1xl</a>  | 212 views |
| North Yorkshire Libraries. (2023). <i>'Ey Up: project review</i> .<br><a href="https://youtu.be/5BSgAi8wNSU">https://youtu.be/5BSgAi8wNSU</a>  | 164 views |
| Stone, Amy. (2022). <i>Dialect and Heritage: The West Sussex Picture</i> , for West Sussex Record Office Tuesday Talk 31 Aug 2022. <a href="https://youtu.be/N_zfra5oiqM">https://youtu.be/N_zfra5oiqM</a>   | 276 views |
| University of Leeds Library & Galleries (2021). <i>Two Minute Treasure: Survey of English Dialects</i> presented by Hollie Smith and Elisabeth Millard. <a href="https://youtu.be/2f0HLCfAftk">https://youtu.be/2f0HLCfAftk</a>  | 283 views |

## Appendix 4: Location of English respondents to Big Dialect Survey

The locations are allocated based on local authority and regional boundaries current on 1 Nov 2023.

| <b>Table 14: Respondents to the Big Dialect Survey arranged by local authority and region (n=5686)</b> |                   |   |                   |
|--|-------------------|---|-------------------|
| <b>English region</b>  | <b>% of whole</b> | <b>County or metropolitan units</b>   | <b>% of whole</b> |
| <b>Yorkshire</b>   | <b>23%</b>        | <b>North Yorkshire (inc York)</b>   | <b>12%</b>        |
|  |                   | <b>West Yorkshire (inc Leeds)</b>   | <b>8%</b>         |
|  |                   | South Yorkshire (inc Sheffield)   | 2%                |
|  |                   | East Riding of Yorkshire (inc Kingston upon Hull)                                     | 1%                |
| <b>South East</b>  | <b>16%</b>        | <b>Hampshire</b>  | <b>4%</b>         |
|  |                   | East Sussex   | 3%                |
|  |                   | West Sussex   | 3%                |
|  |                   | Kent  | 2%                |
|  |                   | Surrey  | 1%                |
|  |                   | Oxfordshire   | 1%                |
|  |                   | Berkshire   | 1%                |
|  |                   | Buckinghamshire   | 1%                |
| Isle of Wight  | 1%                |   |                   |
| <b>East of England</b>   | <b>13%</b>        | <b>Suffolk</b>  | <b>6%</b>         |
|  |                   | Essex   | 3%                |
|  |                   | Norfolk   | 2%                |
|  |                   | Bedfordshire  | 1%                |
|  |                   | Cambridgeshire  | 1%                |
|  |                   | Hertfordshire   | 1%                |
| <b>West Midlands</b>   | <b>11%</b>        | <b>Birmingham &amp; Black Country (Dudley, Sandwell, Walsall &amp; Wolverhampton)</b> | <b>3%</b>         |
|  |                   | Worcestershire  | 2%                |
|  |                   | Stoke on Trent & Staffordshire  | 2%                |
|  |                   | Shropshire  | 2%                |
|  |                   | Warwickshire (inc Coventry)   | 1%                |
|  |                   | Herefordshire   | 1%                |
|  |                   | Solihull  | 0.2%              |
| <b>North West</b>  | <b>10%</b>        | <b>Manchester &amp; Greater Manchester</b>  | <b>4%</b>         |
|  |                   | Lancashire  | 2%                |
|  |                   | Liverpool & Merseyside  | 2%                |
|  |                   | Cheshire  | 1%                |
|  |                   | Cumbria   | 1%                |
| <b>London</b>  | <b>6%</b>         | <b>London and Greater London Boroughs</b>   | <b>6%</b>         |
| <b>East Midlands</b>   | <b>6%</b>         | <b>Nottinghamshire</b>  | <b>2%</b>         |
|  |                   | Derbyshire  | 1%                |
|  |                   | Lincolnshire  | 1%                |
|  |                   | Leicestershire  | 1%                |
|  |                   | Northamptonshire  | 1%                |
|  |                   | Rutland   | 0.2%              |
| <b>South West</b>  | <b>7%</b>         | <b>Bristol &amp; Somerset</b>   | <b>2%</b>         |
|  |                   | <b>Devon</b>  | <b>2%</b>         |
|  |                   | Dorset  | 1%                |
|  |                   | Gloucestershire   | 1%                |
|  |                   | Wiltshire   | 1%                |
|  |                   | Cornwall  | 1%                |
| <b>North East</b>  | <b>6%</b>         | <b>Tyne &amp; Wear (inc Newcastle upon Tyne &amp; Gateshead)</b>                      | <b>3%</b>         |
|  |                   | County Durham   | 2%                |
|  |                   | Northumberland  | 1%                |
| <b>British Islands</b>   | <b>0.3%</b>       | Channel Islands   | 0.1%              |
|  |                   | Isle of Man   | 0.2%              |