



Co-funded by the
Erasmus+ Programme
of the European Union



IO1

Report on endangered indigenous languages in partner countries and mobile learning solutions

Countries: UK, Spain, Norway, Finland

Written by: Katerina Strani and Chiara Cocco
with contributions from Jaione Santos, Áile Javo, Beaska Niilas, Steve Byrne, Coinneach Combe, Veronica Gelfgren, Mark Trevethan.

Date: March 2020

Please cite as:

Strani, K. and Cocco, C. (2020). "Report on Endangered Indigenous Languages in Partner Countries and Mobile Learning Solutions", IndyLan Project Intellectual Output 1, available at: <https://indylan.eu/outputs/>

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



SÁMIRÁĐĐI

SAMERÁDET SAAMELAISNEUVOSTO COO3 CAAMOB SAAMI COUNCIL



Contents

Introduction	4
Chapter 1: Indigenous and Endangered languages	5
1.1 Indigenous Languages.....	5
1.2 Endangered languages: definitions and European-level policy.....	8
1.3 Definitions.....	8
1.4 European-level policy.....	10
Chapter 2: Indigenous Languages and their Speakers	12
2.1. Speaker numbers	12
2.1.1 Population, official and semi-official languages data of the partner countries	12
2.1.2 Population and speakers of minority languages data of the partner countries	13
2.2 UK: Scottish Gaelic, Scots and Cornish.....	13
2.2.1 Scottish Gaelic (Gàidhlig).....	13
2.2.2 Scots.....	15
2.2.3 Cornish (Kernewek)	16
2.3 Spain: Basque (Euskera) and Galician (Gallego).....	18
2.3.1 Basque (Euskera)	18
2.3.2 Galician (Gallego).....	19
2.4 Norway, Sweden, Finland and Russia: Sámi.....	20
Chapter 3: Review of Mobile Learning Tools	23
3.1 Gàidhlig (Scottish Gaelic).....	23
3.2 Euskera (Basque).....	25
3.3 Gallego (Galician).....	27
3.4 Sámi.....	28
3.5 Scots.....	31
3.6 Kernewek (Cornish).....	32
3.7 Recommendations for the IndyLan application.....	33
Conclusions and remarks	35
Sources	36

LIST OF ABBREVIATIONS

EU – European Union

UNESCO – United Nations Educational, Scientific and Cultural Organization

RML – Regional or Minority Languages

INE – Instituto Nacional de Estatística

IGE - Instituto Galego de Estatística

SCB - Statistiska centralbyrån

SUC - Sámi University College

Introduction

It is widely recognised that language diversity plays a paramount role in sustaining cultural diversity among people and communities. The ongoing disappearance of a large number of languages, which are mostly indigenous languages, is posing a threat to cultural diversity and sustainable development globally. Against this backdrop, the [IndyLan](#) project (Mobile Virtual Learning for Indigenous Languages)¹ is developing a mobile application to help users learn the following six European indigenous and endangered languages with the ultimate aim to promote their use and enhance their survival:

- **Basque (Euskera)**
- **Cornish (Kernewek)**
- **Gaelic (Gàidhlig)**
- **Galician (Gallego)**
- **Scots**
- **Sámi (Northern) (Davvisámegiella)**

The project is funded by the EU for 26 months, with partners in the UK (Scotland and Cornwall), Finland, Norway and Spain. It is led by Heriot-Watt University.²

This report, which constitutes Intellectual Output 1, provides an overview of endangered languages in the partner countries (UK, Finland, Norway, Spain) and a review of mobile and other virtual learning tools for learning and promoting these languages. The report starts with an overview of the endangered languages in Europe, and the current EU policies concerning indigenous and minority languages. Next, it provides some figures and statistics regarding the above six indigenous and endangered languages, which are part of the IndyLan app (Basque, Cornish, Gaelic, Galician, Scots and Sámi), in the partner countries (UK, Spain, Finland, Norway). Finally, it reviews mobile learning solutions and online resources available for these endangered languages in partner countries (for Android, iOS, and Windows platforms).

Each partner researched, downloaded and tested where possible, and evaluated the available language learning applications. The search was carried out on Google, Apple and other markets, using the mobile devices and PCs. The result of this work is not only a rich collection of language learning applications described in detail, but also an important collection of suggestions and useful information for developing the IndyLan app.

¹ Project website: <http://indylan.eu>

EU project card: <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2019-1-UK01-KA204-061875>

² Project coordinator: Dr Katerina Strani, Department of Languages and Intercultural Studies, A.Strani@hw.ac.uk

Chapter 1: Indigenous and Endangered languages

1.1. Indigenous languages

The importance of the promotion and sustainability of indigenous languages is proclaimed by many. 2019 was declared the UN Year of Indigenous Languages “in order to encourage urgent action to preserve, revitalize and promote them” ([UN Year of Indigenous Languages](#)). These languages are tied to their speakers (indeed, it makes no sense to separate languages from their speakers) in a way that any initiative to promote indigenous languages is connected to the rights of indigenous peoples. According to the [UN Permanent Forum on Indigenous Issues](#) “although indigenous peoples make up less than 6% of the global population, they speak more than 4,000 of the world’s languages”. The UN also proclaims that indigenous languages “matter for social, economic and political development, peaceful coexistence and reconciliation in our societies” ([UN Year of Indigenous Languages](#)).

Yet despite the importance of indigenous peoples and the value of their languages, there is much confusion – and controversy – over who, and therefore whose language, is considered as indigenous. The languages offered in the IndyLan app – Basque, Cornish, Gaelic, Galician, Sámi, Scots – are all widely considered as indigenous,³ however it is not always clear what this designation actually means in practice. Importantly, indigenous languages are often mistaken with indigenous *people’s* languages.

“For indigenous peoples, languages not only identify their origin or membership in a community, they also carry the ethical values of their ancestors – the indigenous knowledge systems that make them one with the land and are crucial to their survival and to the hopes and aspirations of their youth.”⁴

Also, indigenous peoples may use dominant languages or other minority or regional languages for communication with state authorities or because of lack of resources in their own languages (e.g. a Sámi person speaking Norwegian).

International organisations do not seem to offer a clear definition of indigenous languages. Walsh (2005) recognises that, because of the broad definition of an indigenous language as any language that is “native” to an area, “the definition of an Indigenous language will be a matter of degree” (p. 294). When it comes to the indigeneity of people, Merlan (2009) distinguishes two categories: those with an emphasis on “relations between the ‘indigenous’ and their ‘others’” and those whose criteria and “properties [are] inherent only to those we call ‘indigenous’ themselves” (p. 305). [The United Nations Declaration on the Rights of Indigenous Peoples](#) (2013) states the following:

³ Cf the case of Scots recognised as an indigenous language of Scotland, for example:

<https://www.gov.scot/publications/scots-language-policy-english/>

⁴ Minnie Degawan, Director of the [Indigenous and Traditional Peoples Program](#) at Conservation International (source: <https://en.unesco.org/courier/2019-1/indigenous-languages-knowledge-and-hope>)

“According to ILO Convention No. 169, indigenous peoples are descendants of populations “which inhabited a country or geographical region during its conquest or colonization or the establishment of present state boundaries” and “retain some or all of their own social, economic, cultural and political institutions” (Article 1(1)).

While not providing a definition, the Chairperson-Rapporteur of the Working Group on Indigenous Populations has listed the following factors that have been considered relevant to the understanding of the concept of “indigenous”:

- (a) Priority in time, with respect to the occupation and use of a specific territory;
- (b) The voluntary perpetuation of cultural distinctiveness, which may include the aspects of language, social organization, religion and spiritual values, modes of production, laws and institutions;
- (c) Self-identification, as well as recognition by other groups, or by State authorities, as a distinct collectivity; and
- (d) An experience of subjugation, marginalization, dispossession, exclusion or discrimination, whether or not these conditions persist. (E/CN.4/Sub.2/AC.4/1996/2, para. 69.)

The Chairperson-Rapporteur stressed that these factors do not, and cannot, constitute a comprehensive definition and that it may not be desirable to derive a more precise definition of indigenous peoples but rather ensure that there is a room for the reasonable evolution and regional specificity of the concept of “indigenous” in practice (ibid., para 70).”

[\(The United Nations Declaration on the Rights of Indigenous Peoples: A Manual for National Human Rights Institutions, 2013, p.7\)](#)

The above definition from the Working Group on Indigenous Populations is somewhat out of date (1996), and it is worth pointing out that the WGIP was replaced by the Expert Mechanism on the Rights of Indigenous Peoples in 2007. The definition is also controversial. Point (c) on self-identification as well as recognition by other groups or State authorities is contradictory and implies that it is the dominant (or potentially rival) groups who legitimise the status of the (often minoritized) indigenous groups. The distinction between identification and legitimation is crucial in this respect. In attempting to provide some clarity, the ILO provides a summary of its original criteria set out in (ILO Convention No. 169, 1989), making a distinction between **objective** and **subjective** criteria:

	Subjective criteria	Objective criteria
Indigenous peoples	Self-identification as belonging to an indigenous people	Descent from populations, who inhabited the country or geographical region at the time of conquest, colonisation or establishment of present state boundaries. They retain some or all of their own social, economic, cultural and political institutions, irrespective of their legal status.

	Subjective criteria	Objective criteria
Tribal peoples	Self-identification as belonging to a tribal people	<p>Their social, cultural and economic conditions distinguish them from other sections of the national community.</p> <p>Their status is regulated wholly or partially by their own customs or traditions or by special laws or regulations.</p>

Source: ILO, “Who are the indigenous and tribal peoples?”⁵
https://www.ilo.org/global/topics/indigenous-tribal/WCMS_503321/lang--en/index.htm

The above description shifts the focus on self-identification and self-regulation rather than external recognition from state, otherwise dominant groups or potentially rival groups.

Transposing these defining factors onto languages does not make the image much clearer, but it does reinforce the concept of an indigenous language as one that has existed in a particular territory before the dominant language, one that is recognised as distinct (and their speakers as a distinct collectivity) and one that has undergone – or is currently experiencing – subjugation, marginalisation, dispossession exclusion and discrimination. These criteria are still rather loose and open to interpretation.

Finally, indigenous does not necessarily mean endangered, even if indigenous languages may have undergone (or are undergoing) processes of marginalisation and oppression. Walsh (2005) explains:

“[...] Indigenous languages overlap with endangered languages but are not coextensive: Some Indigenous languages (in the narrower sense at least) are not endangered languages. For example, [Crowley \(1998\)](#) sees many Indigenous languages in the Pacific as not being endangered. However, [Dixon \(1991\)](#) sees many of these languages as endangered. Therefore, what counts as endangered is contested by linguistics scholars. Even a “large” language such as Catalan, with a speaker population of more than 11,000,000, can be regarded as endangered ([Mir 2004](#); see also [Strubell 2001](#)). The assessment is complicated by the vast range of situations involving Indigenous languages” (Walsh, 2005, p. 294).

The next section provides a definition of endangered languages and the related EU policy.

⁵ The distinction between indigenous and tribal peoples is explained in this way: “Given the diversity of peoples it aims at protecting, the Convention uses the inclusive terminology of “indigenous and tribal peoples” and ascribes the same set of rights to both groups. In Latin America, for example, the term “tribal” has been applied to certain afro-descendent communities”. ILO, “Who are the indigenous and tribal peoples?” https://www.ilo.org/global/topics/indigenous-tribal/WCMS_503321/lang--en/index.htm

1.2. Endangered languages: definitions and European-level policy

1.2.1. Definitions

UNESCO has developed language policies and action plans since its establishment. In the last fifty years there has been a growing awareness of the importance of languages as heritage of humanity. This resulted in the launch of a series of international events and conferences addressed to the promotion and safeguard of languages all over the world. As a result of the alarming findings of the UNESCO project entitled '*The Red Book of Languages in Danger of Disappearing*' in 1993⁶, major concern over the loss of languages spread internationally and led to the publication of the UNESCO '*Atlas of the World's Languages in Danger of Disappearing*', which contributed to raise awareness on the endangered languages and their critical situation worldwide. It is now available in the form of an [interactive map](#).

According to this Atlas, a language is defined as '*endangered*' when:

- it is on a path toward extinction;
- its speakers cease to use it, use it in an increasingly reduced number of communicative domains, and cease to pass it on from one generation to the next. That is, there are no new speakers, adults or children ([UNESCO, 2003](#), p.2).

Following the publication of the Atlas, a group of experts created a 6-level framework to establish the vitality of a language and the degree of endangerment as follows:

- *safe*: the language is spoken by all generations; intergenerational transmission is uninterrupted;
- *stable yet threatened*: the language is spoken in most contexts by all generations with unbroken intergenerational transmission, yet multilingualism in the native language and one or more dominant language(s) has usurped certain important communication contexts.
- *unsafe*: most children speak the language, but it may be restricted to certain domains (e.g., home)
- *definitely endangered*: children no longer learn the language as mother tongue in the home
- *severely endangered*: language is spoken by grandparents and older generations; while the parent generation may understand it, they do not speak it to children or among themselves
- *critically endangered*: the youngest speakers are grandparents and older, and they speak the language partially and infrequently

⁶ More information can be found here: <https://unesdoc.unesco.org/ark:/48223/pf0000187026>

- *extinct*: there are no speakers left

(UNESCO, 2003, pp. 7-8).

More recently, the Expanded Graded Intergenerational Disruption Scale or EGIDS was developed by Lewis and Simons (2010), as an adapted and expanded version of Fishman's (1991) Graded Intergenerational Disruption Scale (GIDS). The EGIDS is a multi-dimensional scale which focuses on different aspects of language vitality at different levels. It is reproduced here, from the latest edition of *Ethnologue* (2020):

Table 1 . Expanded Graded Intergenerational Disruption Scale

Level	Label	Description
0	International	The language is widely used between nations in trade, knowledge exchange, and international policy.
1	National	The language is used in education, work, mass media, and government at the national level.
2	Provincial	The language is used in education, work, mass media, and government within major administrative subdivisions of a nation.
3	Wider Communication	The language is used in work and mass media without official status to transcend language differences across a region.
4	Educational	The language is in vigorous use, with standardization and literature being sustained through a widespread system of institutionally supported education.
5	Developing	The language is in vigorous use, with literature in a standardized form being used by some though this is not yet widespread or sustainable.
6a	Vigorous	The language is used for face-to-face communication by all generations and the situation is sustainable.
6b	Threatened	The language is used for face-to-face communication within all generations, but it is losing users.
7	Shifting	The child-bearing generation can use the language among themselves, but it is not being transmitted to children.
8a	Moribund	The only remaining active users of the language are members of the grandparent generation and older.

Level	Label	Description
8b	Nearly Extinct	The only remaining users of the language are members of the grandparent generation or older who have little opportunity to use the language.
9	Dormant	The language serves as a reminder of heritage identity for an ethnic community, but no one has more than symbolic proficiency.
10	Extinct	The language is no longer used and no one retains a sense of ethnic identity associated with the language.

Source: <https://www.ethnologue.com/about/language-status>

1.2.2. European-level Policy

The safeguarding of cultural heritage, as well as cultural and linguistic diversity, is enshrined in EU policy documents and initiatives. The 1992 Treaty on European Union (TEU), established the EU as the institutional successor of the European Economic Community, refers to the EU's cultural and linguistic diversity under the heading of Education and Youth. Article 3 of the [Consolidated version of the Treaty on European Union \(2012\)](#) declares more clearly that the EU “shall respect its rich cultural and linguistic diversity, and shall ensure that Europe's cultural heritage is safeguarded and enhanced”. Article 22 of the [2000 Charter of Fundamental Rights of the European Union](#) states that “the Union shall respect cultural, religious and linguistic diversity”. A recent EU motto has been ‘united in diversity’ #unitedindiversity, which, however, has been met with some criticism⁷. Furthermore, the EU has several programmes that are devoted to languages and language work, such as [Erasmus+](#), [Creative Europe](#). In 2001, the European Commission together with the Council of Europe launched the annual [European Day of Languages](#), which is celebrated on September 26th and includes activities, promotional and educational events and competitions across Europe.

In response to the worldwide interest in linguistic and cultural diversity, in 2013 the European Parliament's Committee on Culture and Education published the document entitled ‘[Endangered Languages and Linguistic Diversity in the European Union](#)’ to enhance awareness on the endangered languages and devise strategies for their safeguarding and protection. Furthermore, the [European Charter for Regional or Minority Languages](#) was drawn up to promote and protect languages spoken by national and traditional minorities in Europe. The document sets out general regulations and measures for the promotion of minority languages, spanning from education to economy and social life. Although a considerable number of regional or minority languages are under threat, the Charter does not have a section on endangered languages, and it does not specifically address the issue.

The Charter defines ‘**regional or minority languages**’ as:

- traditionally used within a given territory of a State by nationals of that State who form a group numerically smaller than the rest of the State's population;

⁷ See Clopot and Strani, 2019; Delli, 2017; Shore, 2006; Sassateli, 2002 and others on this topic.

- different from the official language(s) of that State;

(European Charter for Regional or Minority Languages, 1992, pp-1-2).

Despite the richness of languages spoken within the European Union, only 24 are recognised as official and working languages. Among the over 60 minority languages in the EU, five hold the status of [semi-official languages](#) and these are:

- Catalan (official in Catalonia, Valencia, Balearic Islands)
- **Galician** (official in Galicia)
- **Basque** (official in the Basque country)
- **Scottish Gaelic** (official in Scotland)⁸
- Welsh (official in Wales)

Semi-official status does not necessarily mean that these languages are not endangered or that they do not need promotion and support. Scottish Gaelic (Gàidhlig), for example, is designated as *definitely endangered* and Basque is designated as *vulnerable* ([UNESCO](#)).

It is worth noting that the Council of Europe's charters on language are still applicable in the UK and will continue to be so. Therefore, the UK's continued membership of the Council of Europe even in the face of its withdrawal from the EU may provide important frameworks for the UK minority languages moving forward.

The following sections focus on the IndyLan app languages and present an overview of the indigenous languages in the partner countries.

⁸ In Scotland, Gaelic is an official language with equal 'respect' to English, but not equal rights. [There is more information on the Gaelic Language \(Scotland\) Act 2005 here on Bòrd na Gàidhlig's website.](#)

Chapter 2: Indigenous languages and their speakers

This chapter presents an overview of the indigenous languages of the IndyLan app and their speakers. It starts with data on speaker numbers in the respective countries (UK, Norway, Finland, Spain) and it then presents each language with regard to its origin, where it is spoken, how many people speak it, and its vitality according to UNESCO.

2.1 Speaker numbers

2.1.1 Population, official and semi-official languages data of the partner countries



UK Population: 66,435,550 (UK census estimate, 2018)

Official (*de facto*) language: English.

Welsh is also an [official language in Wales](#)



Spain Population: 47,100,396 (INE, 2019)

Official and Semi-Official languages: Castilian Spanish

Basque is also an official language in the Basque country

Catalan is also an official language in Catalonia and the Balearic Islands

Galician is also an official language in Galicia

Occitan is also an official language in Catalonia

Valencian is also an official language in Valencia.⁹



Norway Population: 5,367,580 (Statistics Norway, 2020)

Official languages: Norwegian and Sámi.



Finland Population: 5,521,158 (Statistics Finland, 2019)

Official languages: Finnish and Swedish

The total population of the partner countries is 134,758,140 inhabitants.

⁹ For more information on official and co-official languages in Spain, see <http://www.mptfp.es/portal/politica-territorial/autonomica/Lenguas-cooficiales.html>

2.1.2 Population and speakers of minority languages data of the partner countries



Cornwall Population: 549,400 (2015)

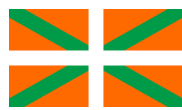
Cornish Speakers: 600 (UK census, 2011)



Scotland Population: 5,438,000 (UK census, 2018)

Scottish Gaelic Speakers: 87,100 (Scotland Census, 2011)

Scots Speakers: 1.5 million (Scotland Census, 2011)



Basque Population: 2,188,017 (Eustat, 2019)

Basque Speakers: 1,287,839 (Eustat, 2016)



Galician Population: 2,699,499 (IGE, 2019)

Galician Speakers: 2,551,523 (IGE, 2018)



Sámi Population: 100,000 (estimate)

Sámi Speakers: 30,000 (estimate)

The total number of speakers of the endangered languages in the partner countries is 5,457,062

2.2 UK: Scottish Gaelic, Scots and Cornish

2.2.3 Scottish Gaelic (*Gàidhlig*)

Origin:

Scottish Gaelic (*Gàidhlig*), also referred to as Scots Gaelic or simply Gaelic, belongs to the Celtic family of Indo-European languages along with Welsh, Cornish and Irish among others. There are various theories concerning the origins of Scottish Gaelic in Scotland, although it is mainly thought that it developed from the Old Irish brought to Scotland by Irish immigrants in the late 4th century AD. By spreading across Scotland, it developed in different Scottish Gaelic dialects, which can be divided in ‘central’ and ‘peripheral’ groups. At the end of the 11th century AD, Gaelic was the common spoken language of nearly all of Scotland’s mainland, excluding some small areas in the southeast and northeast.

Starting from the 17th century Scottish Gaelic language usage underwent a serious decline, which further worsened in the 18th century as a result of the Jacobite rising and the forceful introduction of the English language starting from the Highlands and Isles to then spread across Scotland.

Despite a revival and increase of the number of Gaelic speakers at the end of the 18th century, since then there has been a steady decline. A large wave of migration towards Canada, Australia, New Zealand and North America also contributed to the decrease of Scottish Gaelic speakers in Scotland.

At this time, Scottish Gaelic is confined mainly to the Western periphery of Scotland and the Islands off the coast of this region. It is also spoken in the urban areas of Glasgow, Inverness and Edinburgh and there is evidence of the promotion and safeguarding of the Scots Gaelic language in Scotland.

The European Charter for Regional or Minority Languages recognises Scottish Gaelic as an Indigenous Language. In Scotland, the 2005 Gaelic Language (Scotland) Act proclaims and secures the status of the Gaelic language as an official language of Scotland with equal *respect* to (but not *validity* of) the English language. It also declares its commitment to its safeguard. The Scottish parliament, however, declared that the equality between Gaelic and English is not the goal of the bill and it could not be delivered at the moment.

Further efforts for the development and safeguarding of the Gaelic language are promoted by the *Bòrd na Gàidhlig*. This is a public board which, since 2005, has been working in partnership with the Scottish Government and other Gaelic organisations with the aim of improving the status of the language all over Scotland. Nevertheless, the members of the board are not required to be fluent in the Gaelic language.

Where is it spoken?

The highest concentration of Scottish Gaelic is found in Scotland, particularly in the Highlands and the Western Isles, but also in Glasgow, Edinburgh and Inverness. Gaelic medium education existed in Scotland prior to the Education (Scotland) Act 1872 which effectively abolished it. Gaelic medium education started again in the modern Scottish education system with the opening of two primary school units in 1985 and provision has expanded considerably since, including establishment of Sgoil Ghàidhlig Ghlaschu, the first 3-18 Gaelic medium school, in 2006. Gaelic is found on road signs and train stations all over Scotland. However, it is argued that the bilingual signs are a marketing tool to make Scotland more ‘authentic’ and therefore appealing to tourist by overlooking historical accuracy, as it seems that Gaelic signs are also placed in eastern areas with little or no links with Gaelic history and heritage. With regard to media, the British Broadcasting Corporation (BBC) offers a television and radio channel delivered exclusively in Scottish Gaelic, respectively BBC Alba and BBC Radio nan Gàidheal.

Scottish Gaelic is also spoken in Canada, mainly in the Nova Scotia region and Prince Edward Island¹⁰. Other Gaelic-speaking communities can be found in New Zealand, Australia and other regions in the US, as a result of immigration waves dating back to the 18th and 19th centuries.

How many people speak Gaelic?

According to the 2011 Scotland's Census, 87,100 people aged 3 and over in Scotland (1.7% of the population) have some Gaelic language skills. Of these 87,100 people: • 32,400 (37.2%) had full skills in Gaelic, that is could understand, speak, read and write Gaelic; • 57,600 (66.2%) could speak Gaelic; • 6,100 (7.0%) were able to read and/or write but not speak Gaelic; and • 23,400 (26.8%) were able to understand Gaelic but could not speak, read or write it. Compared to the previous census in 2001, the number of people in Scotland who are able to speak Gaelic declined by 1.8%, falling from 1.89% to 1.70%.

The council areas with the highest proportions able to speak Gaelic were Eilean Siar (52%), Highland (5%) and Argyll & Bute (4%). In the City of Glasgow, the percentage of people having some Gaelic language skills is the same as the national average (1.7%).

According to the 2016 Canada's Census, 1090 people speak Scottish Gaelic language as their mother-tongue in the whole of Canada, with 145 native Gaelic speakers in Nova Scotia.

Vitality: Definitely Endangered

2.2.4 Scots

Origin:

The Scots language belongs to the Germanic family, along with Dutch, English and Frisian. The Scots language includes various dialects, such as Doric, Scotch and Lallans. Its origins date back to the 5th century AD, when the Angles settled in the area of northern Britain, which is now southern Scotland. At that time, the language was known as 'Inglis' and it was a mixture between different languages such as Gaelic, Latin, Dutch, Norman French and English. Scots developed and grew apart from 'Standard English' and, by the 14th century, it was the main language in Scotland and it became the official language for legal documents and government issues, whilst also being used in education, arts and literature.

The English language began to gradually spread and replace Scots during the 17th century, after James VI of Scotland became James I of the United Kingdom and replaced Scots with English as official language for the government and the elite. Nevertheless, between the 17th and 18th centuries different dialects of Scots thrived in literature, as well as journalism and protest letters. Through migration waves, the language spread across Ireland in the area of Ulster, where it developed and is now known as Ulster Scots.

In the early 20th century there was a decrease in Scots language usage in education and media, which were mainly delivered in the English language. Only since the 1990's a revival of Scots

¹⁰ See 2016 Canada census <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/page.cfm?Lang=E&Geo1=PR&Code1=01&Geo2=PR&Code2=01&SearchText=Canada&SearchType=Begins&SearchPR=01&B1=Language&TABID=1&type=0>

language has been promoted, especially thanks to the re-establishment of the Scottish parliament. This shift was further enhanced by the recognition of Scots as a minority language from the European Charter for Regional or Minority Languages in 2001. The Scottish Government have also committed to safeguard, support and promote the Scots language with the ‘Scots Language Policy’, which was implemented in 2015.

There are still controversies around the recognition of Scots as a language. It is in fact often referred to as a variety or dialect of English, such as Scottish Standard English (SSE). This is probably one of the reasons why Scots is still overwhelmingly underrepresented in the media and in education systems. Conversely to Gaelic, there are no Scots-language schools in Scotland.

Where is it spoken?

The Scots language, with its over 10 dialects, is spoken in Scotland and in the area of Ulster in Northern Ireland (Ulster Scots). Ulster Scots has a community of speakers in Donegal (Republic of Ireland) and there is an office of the Ulster Scots Agency (see McDermott, 2019).

In Scotland there are four main dialect regions, which are divided in Insular (including Orkney and Shetlands), Northern, Central and Southern. Each region has its own various dialects, ranging from Doric to Glesca and Border Scots.

How many people speak Scots?

According to Scotland’s Census 2011, Scots is spoken in Scotland by 1.5 million people. The census also reports that 27,412 people can understand the language and 107,025 can read it.

Scots language seems to be most commonly used at home in the Shetland Islands (16%) Aberdeenshire (6%), Moray (4%) and Orkney Islands (4%).

According to the 2011 Northern Ireland’s Census, approximately 140,000 (8.1% of the population) people have some ability in Ulster-Scots. The data from the Northern Ireland Statistics and Research Agency in 2017/18 register a higher average of Ulster-Scots speakers. It is stated that 14% of the adult population had some knowledge in Ulster-Scots, similar to the average observed between 2015/16. The highest concentration of people speaking Ulster-Scots is mostly recorded in the rural areas. There are no data on Ulster Scots in the Republic of Ireland.

Vitality: Vulnerable

2.2.5 Cornish (Kernewek)

Origin:

Cornish, also known as Kernewek or Kernowek, belongs to the Brythonic or British branch of the Celtic language family, along with other languages such as Welsh and Breton. Its origin

dates back to the 7th century AD, when it spread by diverging from the Welsh language. There is evidence of the written use of Cornish alongside Latin text dating back to the 9th century AD.

The Cornish language evolved throughout the centuries and the variations can be divided into three historical periods: Old Cornish (800-1250 AD), Middle Medieval Cornish (1250-1550) and Late or Modern Cornish (1550-19th century). Traces of these periods still survive in the form of poems, songs, folk tales and place names in Cornwall. This material has been paramount in the revival of the Cornish language after it underwent a period of disappearance and disuse in the 19th century as a result of the process of English assimilation. There is no record of any first-language Cornish speaker in Cornwall in the 19th century, and it seems that the language might have been spoken by only a very small number of individuals at that time.

Since the beginning of the 1900s there have been several initiatives for the revival of the Cornish language. In 1928 the Gorsedh of Cornwall (Gorsedh Kernow) was founded in order to encourage the use of Cornish and promote its Celtic culture and heritage. In 1967 the Cornish Language Board (Kesva an Taves Kernewek) was established by the Cornish Gorsedh and the Federation of Old Cornwall Societies with the aim to promote the use of the Cornish language. The board supported the publication of handbooks for learning the language. At that time, the language of reference was Unified Cornish, a modern version of the Cornish language based on archival material from the previous centuries. In the following decades, an increasing number of people became interested in learning Cornish and using it in their everyday life. This resulted in the launch of the Cornish Language Fellowship (Kowethas an Yeth Kernewek) by the Cornish Language Board to enhance the development and promotion of activities in Cornish, such as gatherings to chat in Cornish and the publication of magazines in Cornish.

Since the foundations of the aforementioned organisations, Cornish language has been thoroughly researched and several debates have arisen in relation to its spelling and grammar. This shows a lively interest in the Cornish language and an overall determination in keeping it alive and active.

In 2014, Cornish identity was granted minority status within the UK. Cornish language is recognised as a minority language under Part II of the European Charter for Regional or Minority Languages, which should further ensure that the Cornish community is entitled to use their native language as an expression of their cultural identity and therefore have the opportunity to learn it, teach it and sustain it.

Where is it spoken?

Cornish language is mainly spoken in the region of Cornwall in the UK, with a small number of speakers in other parts of the UK. There are some Cornish speakers outside the UK, but there is no official record of Cornish speakers around the world.

How many people speak Cornish?

Based on the data from the 2011 UK Census, around 600 people in England and Wales declared that they speak Cornish as their main language. Most of the speakers live in Cornwall.

According to the Census data for the Cornwall region, 9.9% of people stated Cornish as their national identity, which is a higher figure than the previous Census. A further 20,427 people

stated they identify Cornish plus another identity, making the total with some form of Cornish identity 13.8%.

Vitality: Critically Endangered

2.3 Spain: Basque (Euskera) and Galician (Gallego)

2.3.1 Basque (Euskera)

Origin:

Euskera, also known as “Euskara”, “Vascuence” and “Vasco”, is the language spoken in the North of Spain and South of France. Its origins are a mystery for linguistics experts, as it has no proven relation with any other language. In Pello Salaburu’s words, professor and director at the [Basque Language Institute](#), no clear conclusions can be drawn regarding Basque language roots.

For this reason, and due to the anomaly that this minority language presents, many experts have tried to study its origins. Different experts have attempted to study the link between Euskera and other languages, such as African languages (Berber, Guanche, Somali, Egyptian), Caucasian languages (Georgian) and some extinct languages. However, no decisive relation has been found.

Other experts have tried to prove the relation between Euskera and pre-Indo-European languages, assuring that they enjoy a common denominator. However, again, even some similarities exist, it could be said that they are just coincidences due to geographical proximity.

The relation between Euskera and Iberian has also been a matter of analysis, as some theories claim that they were originally the same language, or, at least, they evolved from the same language. Iberian, an extinct language once spoke in the current territory of Spain and Portugal, had a written system, discovered in the 1920s, that even experts are unable to understand. However, they claim that it sounds similar to Basque. Specialists on the matter, considering that the use of Basque has not helped to decode Iberian texts, deduce that the similarity in their sounds may be due to close contact between both languages, instead of due to a linguistic relationship (Bitong, 2017).

The first written notes of Basque language date back to the 10th Century. These notes were found in a manuscript in la Rioja, more concretely, in San Millán de la Cogolla. Even Basque has managed to survive among years; during General Francisco Franco’s dictatorship, it suffered a critical situation, becoming totally endangered. Euskera, together with other languages spoken in the state of Spain apart from Spanish, was banned from all official and public use. If anyone was caught using it, consequences were harsh. However, many people fought in secret against this reality, and children used to attend secret classes to learn Euskera.

Where is Euskara spoken?

As stated above, the Basque language is spoken in both, the North of Spain and the South of France, in an area of around 10,000 square kilometres. In Spain, the provinces where Basque has presence are Gipuzkoa, Vizcaya, and Álava (Basque Autonomous Community) together with some parts of Navarre. Basque is an official language in the Basque Autonomous Community. In Navarre, it is also co-official in certain delimited areas.

In France, the use of Basque is centred on the South, in the western region of the department of Pyrénées-Atlantiques. The language is not official there.

Across the world, there are over 170 “Basque houses”, which in Basque are known as “Euskal Etxeak” and whose main objective is to expand the learning, teaching, and use of Basque. Similarly, in the United States, some communities made up of descendants of Basque immigrants exist. They are located in cities like Boise, Bakersfield, California or Elko, Nevada. In Idaho, there is even an “Ikastola”, that is, a school that is taught in Basque.

How many people speak Euskara?

According to Eustat (Basque Institute of Statistics), currently, around 60.7% of people living in the Basque Country know Euskara. However, only 42.2 % of the total population are considered “Basque speakers”. Out of the three provinces that form the Basque Country, Gipuzkoa is the territory in which most people know Basque, representing 73.3% of the population. Similarly, it also has the highest concentration of the “Basque speaking” population, at 57.4%, which refers to people who speak the language on a daily or at least regular basis.

In Vizcaya, 46.3% of the population knows Basque and 36.6% uses it on a daily basis. Álava is the part where less people speak it. Even though 48.2% of the population knows the language, people who speak it regularly only represent 28.5% of the total. Finally, in the case of Navarre, 23.2% of the population is able to speak the language. However, when referring to regular use, only 12.9% are considered Basque speakers.

In the South of France, approximately 28.4% of the population speak Basque.

Vitality: Vulnerable

2.3.2 Galician (Gallego)

Origin:

The Galician language, known as Gallego, is a Romance language from the same family as Catalan, French, Spanish and Italian. In the Middle Ages, both Portuguese and Gallego were the same single language, known as Galician-Portuguese, and therefore, it is closely related to it. Although it was born because of the evolution of Latin, it also has some bases in different Celtic languages. Nowadays, it is very much influenced by Castilian Spanish.

Even Galician had a bright literary past in the Middle Ages, it was reduced to a spoken language for centuries. In the 19th Century, it started to be written again in poetry. During Franco’s

dictatorship, Galician, like all other languages spoken in Spain other than Spanish, was banned from all official and public uses. As a response to this situation, at the beginning of the 1960s, illegal cultural associations defending Galician and illegal political parties began to arise. It was not until 1983, after the restoration of democracy that the Law for Linguistic Normalization was approved, together with a process to recover and reinstate Gallego. Afterwards, its use began to be more common. Nowadays, it is used in every public and official aspect together with Spanish.

Where is Gallego spoken?

In its origins, Gallego was spoken in the Roman province of Gallaecia, which was formed of the current Galicia, north of Portugal, Asturias, the province of León and part of Zamora. Currently, it is only considered an official language in La Coruña, Orense, Lugo and Pontevedra, which form the Autonomous Community of Galicia. Nevertheless, it is also spoken in the neighbouring areas of Asturias, León and Zamora. Furthermore, in a small territory of Cáceres, called “Val do Ellas”, Gallego is spoken. The reason why it is spoken in such a small territory far away from Galicia dates back to the 12th and 13th centuries, when King Alfonso XIII decided to put small Christian communities in places where Muslims live in order to gain territory for the “Reconquista”. People who moved there from Galicia preserved their traditions and language till these days. Therefore, around 5.500 people in Extremadura speak Gallego.

Gallego is also spoken in some immigrant communities in Latin America (specially Argentina and Uruguay) and in Europe (particularly in Germany, Switzerland and France). In total, there are around two and a half million people around the world who speak Gallego daily.

How many people speak Gallego?

According to the IGE (Galician Statistics Institute), 57.6% of the Galician population speaks Gallego very well, while 30.7% speaks it “quite well”. However, knowledge of Galician seems to be decreasing, as considering the millennial generation, around 44.3% express themselves in Gallego, and only 33.6% of generation Z do it as well.

A Coruña is the province in which more Gallego is spoken (64.7%), followed by Lugo (61.3%) and Orense (59.4%). Pontevedra is the province with the less Gallego-speaking people, representing 47.2%.

2.4 Norway, Sweden, Finland and Russia: Sámi

Origin:

Sámi, or Saami, languages belongs to the family of the Uralic languages, which are spoken in some parts of Sweden, Finland, Norway and Russia. There are several debates regarding the origin of the languages, as the traditional view that Sámi languages are related to the Finnic languages has been challenged by more recent research.

The Sámi languages can be classified in two categories, Western and Eastern, within which there are several subgroups and individual languages. There is quite a high mutual intelligibility

between bordering Sámi languages, but the farther the distance the more difficult it is to understand one another.

At this time, there are nine living Sámi languages and six of them have also a written form, whereas the other ones rely on very few speakers for their survival. The living Sámi languages are the following: Inari, Kildin, Lule, North, Pite, Skolt, South, Ter, Ume. The first seven have standard written forms, which employ the Latin alphabet with additional characters. The Atlas of the World's Languages in Danger also includes Akkala Saami, spoken in the Russian Federation, which fell extinct in 2003, when the last speaker died.

In 1989 the Sámi University College (SUC) was founded. The SUC is a Sámi-language academy aimed at addressing the needs for education among the Sámi people in their own indigenous languages. The most important feature of the SUC is that the courses of study, communication and research are outlined and set up by the indigenous community according to their needs. The SUC main language is North Sámi. However, it is a multilingual institution, and the workers and students use several Sámi languages on a daily basis.

Where are they spoken?

Sámi languages are spoken in Norway, Sweden, Finland and Russia. The whole area which is traditionally inhabited by the Sámi people is called Sápmi in North Sámi, Saepmie in South Sámi and Sameland in Norwegian and Swedish. People from the Sámi territories, and their languages, are often referred to as Lap, from Lapland, however this is considered as offensive by the Sámi people and it should be avoided.

Regarding their status and their recognition, each country has a different approach to the Sámi languages. The Norwegian Constitution acknowledges the right for Sámi people to have their language and culture protected. Sámi is recognised as an official language across various municipalities and areas in Norway. Sweden has recognised Sámi languages as minority languages and they hold official status in some municipalities. In Finland, the North Sámi, Inari Sámi and Skolt Sámi are recognised as official languages. This means that Sámi people in Finland hold the right to use Sámi languages for government services. Finally, in Russia Sámi languages do not hold official status. Despite this, Sámi people are recognised as an indigenous people within the Russian Federation.

How many people speak Sámi languages?

There are no available statistics on how many Sámi there are, but over 100,000 is the estimate that is used most often. The majority of the Sámi population lives in Norway. There are about 10,000 Sámi in Finland. Many Sámi people now live outside the Sámi Homeland, which brings new challenges for the provision of education, services and communications in the Sámi language.

In IndyLan partner countries Norway and Finland, the definition of a Sámi is laid down in the Act on the Sámi Parliament and is mainly based on the Sámi language. According to the definition, a Sámi is a person who considers him- or herself a Sámi, provided that this person has learnt Sámi as his or her first language or has at least one parent, grandparent or great grandparents whose first language is Sámi.

In Norway, there are speakers of three Sámi languages: North Sámi, Lule Sámi and South Sámi. With approximately 20,000 speakers in Finland, Norway and Sweden, North Sámi is the most widely spoken of these languages.

In Finland, there are speakers of three Sámi languages: North Sámi, Inari Sámi and Skolt Sámi. With approximately 20,000 speakers in Finland, Norway and Sweden, North Sámi is the most widely spoken of these languages. In Finland, North Sámi is spoken by approximately 2,000 people.

Vitality: Inari – Severely Endangered (400); Kildin – Severely Endangered (787); Lule – Severely Endangered (2,000); North – Definitely Endangered (30,000); Pite – Definitely Endangered (30,000); Skolt – Severely Endangered (300); South – Severely Endangered (500); Ter – Critically Endangered (10); Ume – Critically Endangered (20)

Chapter 3: Review of Mobile Learning Tools

3.1. Gàidhlig (Scottish Gaelic)

▪ DUOLINGO

FREE

This is one of the most widely used apps to learn languages, offering free courses in over 30 languages. This app is mainly addressed to beginners and those who want to learn the basis of different languages in a playful manner. The user is able to choose a daily goal of practice from ‘Casual’ (5min/day) to ‘Insane’ (20 min/day). The lessons and activities focus on vocabulary and very basic grammar skills. The activities are based on the repetition of words and phrases, which are not necessarily divided in coherent categories. Its emphasis on gamification makes it very easy to use, although it does not provide the user with a comprehensive language learning experience. Grammar is not properly explained and some of the words are not relevant to everyday conversation. Available for both iOS and Android devices.

<https://www.duolingo.com/course/gd/en/Learn-Scottish%20Gaelic>

▪ EuroTalk / uTALK

£5.99 a month / £34.99 a year / £64.99 one-time buy

Like Duolingo, this app is designed for those who want to learn different languages (over 140). It advertises “instant immersion”. It is addressed mainly to beginners and it can be useful for intermediates looking to practice and refine their knowledge. It might appear too basic to those who are already advanced. It uses images to stimulate memory and learn new words and phrases. It includes audio tracks with native speakers’ pronunciation, games and exercises to practice and memorise the new words. The app features around 60+ topics, each taking between 2/3 hours to complete. It includes Scottish Gaelic among other indigenous languages. It is available for both iOS and Android, and it requires a fee and subscription. <https://utalk.com/en/store/scottish-gaelic>

<https://apps.apple.com/gb/app/learn-scottish-gaelic/id1094346132?mt=12>

▪ MANGO

\$7.99 a month

<https://mangolanguages.com/available-languages/learn-scottish-gaelic/>

Mango is meant to learn how you learn, and adapt accordingly. Intuitive Language Construction builds the four conversational skills necessary to establish meaningful connections in a new language: vocabulary, pronunciation, grammar, and culture. Lessons involve a mix of listening and reading activities, so you can make sense of written and spoken contexts. Algorithms provide you with a personalized review experience that adapts to your progress and learning behaviours. Available on App store and Google play.

▪ GO!GAELIC

FREE

The Go!Gaelic App has been developed to complement the programme and www.go-gaelic.scot resource website. Both app and website are linked to the Gaelic Language Learning or GLL (formerly GLPS) programme addressed to teachers, which provides them with the training, support and resources to deliver Gaelic as L2 or L3 from Early to Second Level in the primary school.

Children can use the app as well. They can select a word or phrase from a topic and play the audio track. The app also features videos, games and learning activities for both children and teachers.

This app was developed by The Learning Centre, North Lanarkshire Council (www.thelearningcentre.org) on behalf of Stòrlann and the GLL consortium.

<https://go-gaelic.scot/app/>

▪ **TEACH ME SCOTTISH GAELIC**

£7 a month after one-week free trial

This app is designed for users to learn Scottish Gaelic words and phrases. It features flash cards to help memorise new words, a glossary, audio pronunciation to listen to and repeat the phrases and words and some tests to assess the progress. The app contains over 1700 words. It also has a function called ‘Word of the Day’, which sends a notification with a new word to learn every day without entering the app. It appears that this app is useful to learn random words and phrases, without any structured grammar and lesson plan. The app costs £7 a month after one-week free trial and it is only available for iPhone and iPad devices.

<https://apps.apple.com/gb/app/teach-me-scottish-gaelic/id792955117>

▪ **CEUMANNAN AND FACLAIR MÒR**

FREE

Ceumannan is a Gaelic learners’ course for secondary schools. This course has an online website with a wide range of material, including textbooks, divided into highly structured learning units and the relative exercises for learners. Stòrlann, in collaboration with Sealgar IT Ltd, have developed the phrasebook app ‘Faclair Mòr’ to use in conjunction with the Ceumannan Gaelic course. The app includes audio files related to the book series, and it is therefore useful exclusively for those who are already attending the course, and not for new independent learners. The website and app menus and features are mainly in Gaelic without English translation, which makes it difficult to navigate for those who are not familiar with the language.

<https://www.storlann.co.uk/ceumannan/leabhar3/faclair-mor/index.html>

▪ **SCOTTISH GAELIC VERBS**

FREE (lite version) - £4.99 Full version

This app is designed for learning verbs and conjugations. It uses images and repetition exercises for memorising new verbs. It features audio and pronunciation by native speaker (although some of the reviews claim that the speaker is not native, and the pronunciation is not always correct!) and the function to repeat the verb and hear your own voice. There is also a native index translation in over 30 languages. The levels range from beginners to advanced, including all age groups. This app is only compatible with iPhone and iPad.

<https://apps.apple.com/gb/app/scottish-gaelic-verbs-lite/id466249940>

▪ **LINGUASCOPE**

A free trial section available in all apps and you can subscribe individually using in-app purchases.

Subscription required – only available to schools

Not downloadable. Internet connection required.

Linguascope is an Interactive Language Learning Platform for Schools. It delivers an impressive language curriculum with an award-winning platform and thousands of purposeful, engaging activities that inspire and motivate learners. It includes high-quality printable resources and tools to make lesson planning easy. 13 languages and all levels included as standard: French, Spanish, German, Italian, Portuguese, Russian, English, Welsh, Gaelic, Maori, Arabic, Chinese and Polish.

<https://www.linguascope.com>

There are also some translation apps available:

- **English – Gaelic translator**

FREE

This app has received poor reviews because of many errors and lack of audio. The app description includes a disclaimer by the developers: “We are not responsible for any Error in translation”. The app is available on Google play/Android only.

<https://play.google.com/store/apps/details?id=com.dicthub.englishscotsgaelictranslator>

- **Scots Gaelic - English translator**

FREE

This app has not received any reviews. It is a dictionary and translation app that allows you to bookmark your favourite words and texts for easier reference later, as well as share translations via email and a range of social platforms. It also offers pronunciation of translated text but it stated “the pronunciation is in English”. The app is available on Google play/Android only.

<https://play.google.com/store/apps/details?id=com.translator.ng.gd>

3.2. Euskera (Basque)

- **AEK EUSKARA PRAKTIKOA**

FREE

AEK is one of the most relevant Basque language schools in the region. They use different methodologies focused on the most practical approach when learning languages and focus on its everyday use. They launched an application named Euskara Praktikoa, which is an app available for iOS and Android available in Basque, Spanish and French. It is composed by a dictionary available in Spanish and French, which does not only cover spare words but also idioms and complete phrases for everyday use. It is mostly addressed to basic level users of the language. It also offers practical activities like matching/complete the phrase exercises.

<https://play.google.com/store/apps/details?id=eus.elhuyar.aekeuskarapraktikoa>

- **IKASEGA**

FREE

EGA is the official certificate for Basque language, equivalent to a C1 from the Common European Framework of Reference for Languages. This app is specially addressed to those people taking the exam, as it offers exams for previous years. The first part of the EGA exam is composed of an extensive multiple-choice test and a listening comprehension part, and this is in fact what the app offers: the initial multiple-choice test that covers grammar, vocabulary, idioms etc. and the listening comprehension part. User can see their results assessed at the same moment and see their mark of all exams taken. It is available for iOS and Android in Basque language.

<http://ikastek.net/aplikazioak/helduentzako/ikasega/>

- **BAGOAZ**

FREE

It is a complete application divided into 26 learning units to learn Basque, that start from the beginner level and then increases. It offers different training lessons, interactive activities and a dictionary. The different lessons cover grammar and vocabulary in an interactive way by different topics full of examples. It also offers listening comprehension activities. For Android devices in Basque. <https://play.google.com/store/apps/details?id=angelita.bagoaz&hl=es>

- **AUSKALO**

FREE

Auskalo aims to work on different aspects of learning a language. It covers grammar, verbs tense, vocabulary etc. Thus, it offers these different categories that are afterwards divided into different topics (for example, subordinate clauses). Users are given a sentence and they need to complete it. To do so, they need to choose the appropriate response among the ones provided. It offers three different difficulty levels and it is also a final ranking among all the users of the application. Available for Android and iOS devices.

<http://auskalo.net/erabilpena/>

- **ADITZ LAGUNTZAILEA**

FREE

This app is also focused on conjugating verbs, but in this case is just focused on auxiliary verbs. In Basque auxiliary verbs are always used, and its conjugation, as previously explained provides the complete meaning to a sentence, as it explains the subject, verb tense and the objects. The app randomly selects the auxiliary verb, the case (subjunctive, indicative...), the subject and the object and the user needs to provide the correct verb form in the different tenses. Available for Android devices in Basque. <https://apkpure.com/aditz-laguntzailea/com.enekosampetro.AditzLaguntzailea>

- **ADIZKITEGIA**

FREE

This app is developed by the public Basque university and it is available for Android devices. It is focused on the most used verb conjugation and is mainly for consultation purposes. The user chooses the concrete verb he/she wants to conjugate, the concrete characteristics (verb tense, subject...) and the application will show its concrete conjugation. It also offers the possibility of doing it the other way around: provide an already conjugated verb and the application will explain all its characteristics (verb, subject, tense etc.)

https://play.google.com/store/apps/details?id=com.alezale.adizkitegia&feature=search_result#?t=W251bGwsMSwxLDEsImNvbS5hbGV6YwxlLmFkaXpraXRlZ2hhIi0

- **DEKLINABIDEA**

FREE

The Basque language has a very complex verb conjugation. In fact, depending on the verb (even the auxiliary) the whole sentence may change as it affects the verb tense, subject, object etc. This app offers more than 1,000 practical exercises to work on verb conjugation: mostly based on complete the gap exercises. It also offers possibilities of consulting the conjugation tables and provides immediate assessment. It is available in Basque, also works online on Android and iOS devices.

<https://apps.apple.com/es/app/deklinabidea/id791273533>

- **IKASITZ**

FREE

This is a children's app, which works as a visual dictionary for beginners. It covers different topics such as animals, house, town... which offer different illustrated scenarios (wild animals, farm animals etc). A specific amount of time will be given to a user to identify a concrete item (ex: whale) in the illustration, and it will offer also the opportunity to listen to the concrete word. Available for iOS and Android tablets in Basque.

<http://ikastek.net/aplikazioak/umeentzako/ikasitz/>

- **IKASIKUSI**

FREE

This app is mainly for children. It offers three difficulty levels: easy, medium and difficult. It works on everyday life vocabulary in a challenging way. The user is given different topic to choose (job positions, sports, environment) and they will need to identify which is the topic of the photograph shown among 4 different options provided. The image is totally hidden at the beginning and as the second passes by, small pieces of the photograph will be shown. The goal is to guess the topic of the image as soon as possible, as it keeps a ranking among the different users. It is available for iOS and Android in Basque.

<http://ikastek.net/aplikazioak/umeentzako/ikasikusi/>

- **IKASESTEKA**

FREE

This app is mainly for children or beginners. It offers different topics (animals, home etc) and three different difficulty levels. The goal of this application is to match the name with the corresponding illustration. Available in Basque for iOS and Android devices.

<http://ikastek.net/aplikazioak/umeentzako/ikasesteka/>

- **IKAZOPA**

FREE

This app is mainly for children or beginners. The user chooses a concrete topic (animals, home etc) and she/he needs to find words related to the topic in the word search puzzle. It offers three different difficulty levels, which make reference to the number of words included in each activity. Available in Basque for iOS and Android devices.

<http://ikastek.net/aplikazioak/umeentzako/ikazopa/>

- **IKASORDENA**

FREE

This application is addressed mainly towards people who already have a basic knowledge of the language and it only covers vocabulary. A specific topic should be chosen, and the user needs to put in the correct order the different letters he/she is given to create the name of the item he/she sees in the screen. Available in Basque for iOS and Android devices.

<http://ikastek.net/aplikazioak/umeentzako/ikasordena/>

3.3. Gallego (Galician)

- **GAL APPS**

FREE

This application is a mix of three applications: ConxuDalego, DicionarioDalego y TraductorDalego. The first application deals with verb translation: the user puts the infinitive form of the verb and the

whole conjugation table will appear. The second one is a dictionary that provides the definition of the term the users wants to consult. Last, the Translator translates to/from Spanish, Catalan, English and French. It also offers a speech to text option. Available for iOS and Android.

<https://emigracion.xunta.gal/es/actualidad/noticia/nace-galapps-aplicacion-gallego-android>

- **Isto é galego!**

FREE

Based on an audiobook, users have different audio chapters to choose that will guide them through a narration that help them learning Galego, and Galician culture and history. It is available for Android and iOS.

https://play.google.com/store/apps/details?id=com.cuacfm.istoegalego.org&hl=en_US

- **Aprender Gallego verbos**

FREE

This application is focused on verb conjugation. The user needs to choose the verb and then complete the conjugation based on the verb tense provided by the app. It also offers the possibility to listen to the different conjugation of verbs. The user may also decide to include more verbs and even to add the audio. Available for iOS.

<https://apps.apple.com/es/app/aprender-gallego-verbos/id466247858>

3.4. Sámi

- **uTalk Classic – Learn Saami (Northern)**

£7.99

<https://utalk.com/en/store/saami-southern>

Part of the main uTalk Classic app provided by EuroTalk Ltd., uTalk Classic – Learn Saami (Southern) is offered through the main website. Learn Saami (Northern) is a separately downloadable app and it is the only one that seems to be dedicated to learning Northern Sámi. The app is downloadable (173.3 MB size). It is rated 12+ because of infrequent / mild alcohol, tobacco or drug use references.

The app includes categories such as:

- First words
- Food
- Colours
- Phrases
- Body
- Numbers
- Time
- Shopping
- Countries

Each category has the following functions: Practice; Easy game; Hard game; Memory game. There is also the possibility for users to record themselves as they practise speaking the language. The app includes pictures.

- **Sápmi Quiz**

FREE

<https://apps.apple.com/gb/app/sápmi-quiz/id1317817706>

<https://appadvice.com/app/s-c3-a1pmi-quiz/1317817706>

This app is developed by ABC-Company E-skuvla AS and it is available in Julev Sámi, Northern Sámi, South Sámi and Norwegian. It includes categories such as:

- Society
- Sport
- Music
- Wildlife / animals
- Numbers
- History
- Literature
- Traditional knowledge

▪ **MEMRISE**

FREE

<https://www.memrise.com/courses/english/sami-languages/>

The popular learning app includes:

- Lule Sami (with audio)
- Northern Sami
- Southern Sami
- Ume Sami
- Beginner Inari Sami, including Inari Sami phrases and sentences
- an Inari Sami Phrasebook for specific purposes (phrasebook for interacting with elderly Inari Sami in nursing homes)
- Skolt Sami Grammar Sentences, Skolt Sami Texts and general phrases
- Kildin Sami
- Numbers in Ter Sami

▪ **CUDOO**

\$25

<https://cudoo.com/products/languages/saami/learn-saami-online-level-1/>

Online course website and app for paid language (and other) courses. When you buy an online course, Cudoo donates a course on your behalf to someone in need.

The “Learn Saami” course does not specify which Sámi language it teaches. In fact, it seems to promise to teach all of them (!): “Learn Saami, a group of languages that bonded together known as the Sami languages, spoken in Northern Europe”

The course consists of 20 interactive lessons with everyday themes, assessment, and a certificate of completion.

▪ **Samisk ordbok**

£7.99

<https://apps.apple.com/gb/app/samisk-ordbok/id1328298642>

This Dictionary App includes over 30.000 Northern-Saami words. These words are translated to Norwegian (30.000 words) and Finnish (13.000 words), and Vice Versa. The App is made using free and open-source materials from Giellatekno, Centre for Saami Language Technology at the UiT The Arctic University of Norway.

▪ **Samisk Fraseordbok**

FREE

<https://apps.apple.com/gb/app/samisk-fraseordbok/id1299069977>

The Municipality of Porsanger and the Sami Language and Culture Centre have developed this phrase dictionary from Norwegian into Northern Sami.

The app can be used as a short encyclopedia and dictionary. It includes phrases, vocabulary in the broad categories of the health sector, kindergartens and schools.

- **Fraseologi**

£5.99

<https://apps.apple.com/gb/app/fraseologi/id1280916032>

This is a phraseology app from Norwegian to Northern Sámi intended to help translators and simultaneous interpreters who do not have time or access to dictionaries. The app includes approx. 2200 Norwegian fixed expressions and phrases translated into Sami.

- **Skuvlačála**

FREE

<https://apps.apple.com/gb/app/skuvlačála/id1457432349>

This is a monolingual app for practising how to write in Northern Sámi, primarily addressed to children, but also to anyone who wants practise with writing.

- **Mearka**

FREE

<https://apps.apple.com/gb/app/mearka/id1436159464>

This is a Northern Sámi Sign Language app.

- **Online courses (not apps)**

Northern Sami lessons (Part 1 & Part 2) by Silly Linguistics <http://sillylinguistics.com/northern-sami-lessons/>

Some useful [North Sámi Audio Vocabulary Lessons](#) are provided by Prof. David Odden from the Department of Linguistics at Ohio State University. The resource is rather dated (2006) and the choice of terms is somewhat random, but useful nevertheless, and the audio makes a difference.

[Martindale Centre](#) has the following links to resources from the University of Tromsø:

[SOUTH SAAMI GRAMMAR COURSE - Giellatekno, Universtiy of Tromsø](#) Multimedia South Saami Grammar (Text & Images). For more information see [South Saami Language Tools](#); [Tools for Saami languages](#); [Welcome to Giellatekno, the Center for Saami language technology](#); [Giellatekno](#) or the [Universtiy of Tromsø](#)

[LULE SAAMI LANGUAGE TOOLS - Giellatekno, Universtiy of Tromsø](#) Multimedia Lule Saami Language Tools (Text & Images). For more information see [Tools for Saami languages](#); [Welcome to Giellatekno, the Center for Saami language technology](#); [Giellatekno](#) or the [Universtiy of Tromsø](#)

[NORTH SAAMI GRAMMAR AND INFLECTIONAL PARADIGMS COURSE - Giellatekno, Universtiy of Tromsø](#) Multimedia North Saami Grammar and Inflectional Paradigms (Text & Images). For more information see [North Saami Language Tools](#); [Tools for Saami languages](#); [Welcome to Giellatekno, the Center for Saami language technology](#); [Giellatekno](#) or the [Universtiy of Tromsø](#)

[INARI SAAMI LANGUAGE TOOLS - Sámi Language Technology, University of Tromsø, Norway](#) Multimedia Inari Saami Language Tools (Text & Images) For more information see [Tools for Saami languages](#); [Welcome to Giellatekno, the Center for Saami language technology](#); [Giellatekno](#) or the [Universtiy of Tromsø](#)

[KILDIN SAAMI LANGUAGE TOOLS - Sámi Language Technology, University of Tromsø, Norway](#) Multimedia Kildin Saami Language Tools (Text & Images) For more information see [Tools for Saami languages](#); [Welcome to Giellatekno, the Center for Saami language technology](#); [Giellatekno](#) or the [Universtiy of Tromsø](#)

[PITE SAAMI LANGUAGE TOOLS - Sámi Language Technology, University of Tromsø, Norway](#) Multimedia Pite Saami Language Tools (Text & Images) For more information see [Tools for Saami languages](#); [Welcome to Giellatekno, the Center for Saami language technology](#); [Giellatekno](#) or the [Universtiy of Tromsø](#)

[SKOLT SAAMI \(SÁMI\) LANGUAGE TOOLS - Sámi Language Technology, University of Tromsø, Norway](#) Multimedia Skolt Saami Language Tools (Text & Images) For more information see [Tools for Saami languages](#); [Welcome to Giellatekno, the Center for Saami language technology](#); [Giellatekno](#) or the [Universtiy of Tromsø](#)

- **Online dictionaries**

List with relevant links available from the [Martindale Centre](#):

[North Saami Dictionaries](#)

[& North Saami Dictionaries to other Languages](#)

[Inari Saami Dictionaries](#)

[Skolt Saami Dictionaries](#)

[Sámi Etymological Dictionary](#)

There are quite a few apps for children that focus on learning Sami, such as [Sánit](#). Other apps focus on Sami culture and heritage, such as [Tidsreise Sápmi](#), and there are some games, such as [ÁÁBC Sánit](#), [SirMania sámegillii](#)

3.5 Scots

No apps for learning Scots seem to be available through iOS (App Store). There are some apps through Google Play for Android, which are reviewed below. A key issue with Scots is lack of standardisation in spelling and grammar, which means that apps may need to provide more than one variant for certain terms.

- **Learn Scots**

FREE

This app teaches Scots from English and is organised into four levels: Beginner, Elementary, Intermediate and Advanced. There is no separation of vocabulary and grammar, but instead each level includes the following categories: Verbs, Clothes, Foods, Hobbies, Bedroom, Winter, City, Furniture, Restaurant, Places, Family, Kitchen, Rooms in the house, Greetings, Prepositions, Weather, Days and Months, Daily Routine, In the house, Body Parts, Question Words, Numbers, Shapes, Colours, Jobs, Fruits, Animals, Time, People. It also includes features such as a Chatroom, Chatbots, Learning by News, Learning with chatbot. It has received rather poor reviews.

https://play.google.com/store/apps/details?id=com.duo_language.scots_learning

Online dictionaries

- **English-Scots Dictionary**

FREE

English Scots Dictionary and Scots English Dictionary (Inglis Scots dictionar). The Dictionary is downloadable and can be used offline, without internet connection. Despite the positive reviews, the app is not very usable and has a number of errors.

<https://play.google.com/store/apps/details?id=ru.vddevelopment.ref.enscoen.free>

- **Scots Dictionary**

FREE

This app provides definitions of Scots words and some short phrases in English or possible Scots translations of English words. It includes a Scots pronunciation and spelling guide. This app is complementary to the www.scots-online.org website, which is well regarded in Scots language communities. It includes useful contextual phrases and etymologies and is widely used by Scots speakers and learners. It is comprehensive and well designed, easy to navigate and looks professional. <https://play.google.com/store/apps/details?id=com.scotsonline.ScotsDictionaryC>

- **Scots Dictionary for Schools**

FREE

Scots-English and English-Scots dictionary for use in the classroom or at home. This app is part of the Scottish Language Dictionaries project, funded by the Scottish Government to carry out research on Scots and produce the major Scots dictionaries. It is complementary to their www.dsl.ac.uk resource. You can use the app to browse or search for words in Scots or English and many words feature audio clips so you can listen to their pronunciation. Assistance on spelling, pronunciation and a brief history of Scots are given in the Help screen. A 'random word' feature is included that allows you to dip into the resource. The App is a useful reference for anyone requiring information on Scots. Has received positive reviews.

<https://play.google.com/store/apps/details?id=com.sld.ssd2&hl=en>

3.6 Kernewek (Cornish)

- **EuroTalk / uTALK**

£7.99 a month / £64.99 one-time buy

Like Duolingo, this app is designed for those who want to learn different languages (over 140). It advertises “instant immersion”. It is addressed mainly to beginners and it can be useful for intermediates looking to practice and refine their knowledge. It might appear too basic to those who are already advanced. It uses images to stimulate memory and learn new words and phrases. It includes audio tracks with native speakers’ pronunciation, games and exercises to practice and memorise the new words. The app features around 60+ topics, each taking between 2/3 hours to complete. It includes Cornish among other indigenous languages. It is available for both iOS and Android, and it requires a fee and subscription.

<https://apps.apple.com/gb/app/learn-cornish-eurotalk/id3336904316>

- **Beginner Cornish**

FREE

Based on the 'a word a day' concept, this app provides up to 12 words a day of your choosing. All words learnt are tested repeatedly thereafter, on a basis of decreasing regularity, if answered correctly, as you gain familiarity with the said word. Vice versa, if incorrectly answered, the app will adjust to test you more on the word, or 'deactivate' it, while you learn other words meanwhile. The app is well designed and seems useful, however it has received mixed reviews and the word choice seems to be random. The lack of audio is an important disadvantage.

https://play.google.com/store/apps/details?id=com.shex.beginnecornish&hl=en_GB

- **Decks by MEMRISE**

FREE

With Decks by Memrise, language learning is a game that anyone can pick up and play. It teaches you everyday words and phrases and reinforces them with fun quizzes. Get a real sense of progress every time you use it. [Go Cornish 1](#) is a basic introduction for beginners, which will support in the development of Cornish language skills to Kesva Grade 1 level.

<https://www.memrise.com/course/2162078/go-cornish-grade-1/>

- **Cornish Magi Ann (pre-school)**

FREE

12 simple stories to help your child learn Cornish. Come and read with Magi Ann, Pero, Orsik, Dolly and Hikka. Read along, listen and tap on the words to hear the pronunciation and to see an English translation. The Magi Ann stories were originally written by Mena Evans to help young children and their families learn Welsh. These stories were developed into a prize-winning app by Menter Iaith Fflint a Wrecsam. Now, Golden Tree have translated Magi Ann into Cornish to help the next generation of Cornish speakers get off to a flying start.

App Store – <https://itunes.apple.com/app/id1402071440>

Google Play – <https://play.google.com/store/apps/details?id=com.sbectol.lyvrigowmagiann>

3.7 Recommendations for the IndyLan application

Our primary aim from the start has been not only to promote the indigenous and endangered languages of Basque, Cornish, Gaelic, Galician, Sami and Scots, but also their speakers and their cultures. At IndyLan, we do not separate languages from their speakers or from their overall ecology. Based on this principle and on the above market analysis, we have concluded on the following recommendations for the app.

Content:

- **Culture tab:** The IndyLan app will have a dedicated culture tab with information on the cultures connected to each language, the ecology of the language, music, storytelling etc. We had also included a Culture tab in the [Moving Languages app](#) which received very positive reviews.
- **Language and speakers overview:** the IndyLan app should include a section with general information about each language (history, culture, geography) to provide a context for each language and to explain patterns in vocabulary and phrases. The app should also state the vitality and vulnerability of each language to enhance awareness on the status of the languages.
- **Words:** most of the analysed apps offered a limited selection of vocabulary categories in the free versions. IndyLan should provide between 3,000-4,000 useful everyday words and the entire content is free. The entire content of the app should also be downloadable.

- Illustrated material/images: the use of illustrated material (i.e. photos, flashcards) has proved highly beneficial as a support to the terms and phrases. Most of the vocabulary exercises, especially those explaining nouns, will be illustrated.
- Audio: audio material from native speakers is considered paramount for learning the correct pronunciation. The IndyLan app will provide audio tracks for words and phrases. Also, it should include speaking games to improve pronunciation and strengthen sentence building skills, as well as exercises based on listening to fluent/native speakers.
- Activities: a large variety of activities and exercises, such as reading, writing, understanding written and spoken language, should be provided and a gamified approach should be preferred. There are different options and ideas that have been successful in the apps which have been analysed: the direct games (such as crosswords or the classic hangman games), rewards points or badges, and competition/cooperation among users (just to name a few).
- Lack of standardisation for Scots: By and large the IndyLan app will be using Central Scots with some modifications to allow for as wide intelligibility as possible across more dialect areas. We will use the headword spellings of the 2nd Edition of the Concise Scots Dictionary (Scottish Language Dictionaries / EUP 2017), with occasional choices from the second or third headword spellings where it allows for a wider range of pronunciation, e.g. *abody* instead of the lead headword *awbody* (meaning ‘everyone’).

Furthermore, it would be useful to provide additional content such as short texts for reading comprehension. From the analysis of the main learning language applications in their countries, partners also suggest that the IndyLan application should include the following functions:

- Diagnostic test to identify the proficiency level, and individual adaptation of contents according to result;
- Interactive tests that regularly assess user knowledge and progression, reports on the completed exercises, a progress bar, reminders and notifications to encourage the user to reach their goal, and rewards system with medals or points;
- Interactivity with other users: possibility to study and learn together, receive feedback, share material and results, get likes and comments from other users (modelled on social media);
- Offline mode for using the application with no data or Wi-Fi;
- Personal account with saved information available to use from different devices;

Lastly, the partners recommend that the IndyLan application should not be too large, should be easy to download and have a simple user interface and design.

Conclusions and remarks

In this report, we defined indigenous and endangered languages, and provided an overview of the relevant international and European legislation. The UNESCO Atlas of the World's Languages in Danger is a useful tool to understand the status of minority and endangered languages, and therefore act accordingly. It is evident that there is the need to address the vulnerability of indigenous endangered languages, in order to prevent their disappearance.

The report also provided useful figures on the populations of the partner countries and the number of speakers of the languages which will be included in the IndyLan app. Moreover, the report presented the indigenous languages in the partner countries, by offering valuable information about the origin, speakers and degree of vitality of each language, which will be used as content material for the IndyLan app.

The report concluded with a useful market analysis of the available apps and online learning tools for the respective languages. Based on this exhaustive information and review, recommendations for the implementation of the IndyLan app in terms of content, layout and functions were made.

Sources

Bähr, G. (1948). Baskisch und Iberisch. Eusko Jakintza II.

Bitong, A. (2017). The Mysterious Origins of Europe's Oldest Language. BBC Travel, 24/07/2017. <http://www.bbc.com/travel/story/20170719-the-mysterious-origins-of-europes-oldest-language>

Clopot, C., & Strani, K. (2019). European Capitals of Culture: Discourses of Europeanness in the cases of Valletta, Plovdiv and Galway. In U. Kockel, C. Clopot, Tjarve, B. & Nic Craith, M. (eds.) *Heritages, Identities and Europe: Performing Identities*. Routledge, pp. 156-172.

Delli, V. (2017), European values and virtues in discourse: Political sphere or public space?, in J. House and T. Kaniklidou (eds), *Europe in discourse: identity, diversity, borders* (Athens : Hellenic American University), pp. 117 – 129 .

Eberhard, D.M., Simons, G.F. and Fennig, C.D. (eds.). (2020). *Ethnologue: Languages of the World*. Twenty-third edition. Dallas, Texas: SIL International. Online version: <http://www.ethnologue.com>

García, C. (2018). El uso del gallego desciende en la generación Z. *El Economista*. 21/06/2018. <https://www.eleconomista.es/ecoaula/noticias/9222746/06/18/El-uso-del-gallego-desciende-en-la-generacion-Z.html>

Gorrochategui, Joaquín (1993): La onomástica aquitana y su relación con la ibérica, *Lengua y cultura en Hispania prerromana : actas del V Coloquio sobre lenguas y culturas de la Península Ibérica: (Colonia 25–28 de Noviembre de 1989)* in Villar, F. and Untermann, J. (eds.), pp. 609–634.

Jack, I. (2010). Saving a language is one thing, but I'm saddened by Scotland going Gaelic. *The Guardian*, 11/12/2010. <https://www.theguardian.com/commentisfree/2010/dec/11/ian-jack-saddened-by-scotland-going-gaelic>

Jones, M.P. (2013). *Endangered Languages and Linguistic Diversity in the European Union*. European Parliament's Committee on Culture and Education, IP/B/CULT/IC/2013-030. [https://www.europarl.europa.eu/RegData/etudes/note/join/2013/495851/IPOL-CULT_NT\(2013\)495851_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/note/join/2013/495851/IPOL-CULT_NT(2013)495851_EN.pdf)

Lamb, W. (2008) *Scottish Gaelic Speech and Writing: Register Variation in an Endangered Language*. Clo Ollscoil na Banriona, 2nd Edition, Belfast.

Lewis, M.P., Simons, G.F. (2010). Assessing endangerment: Expanding Fishman's GIDS. *Revue Roumaine de Linguistique* 55 (2), pp. 103-120.

McDermott, P. (2019). From ridicule to legitimacy? 'Contested languages' and devolved language planning, *Current Issues in Language Planning*, 20:2, 121-139.

Merlan, F. (2009). Indigeneity: Global and Local. *Current Anthropology* 50 (3), pp. 303 – 333.

Navarro, A. and Vlaicu L. (2014). The Galician Language – The link between Spanish and Portuguese. European Youth Portal. https://europa.eu/youth/es/article/43/14174_en

Nosowitz, D. (2018). How the English Failed to Stamp Out the Scots Language. Atlas Obscura. <https://www.atlasobscura.com/articles/scots-language>

Pereiro, X.M. (2015). Los jóvenes ‘falan’ poco ‘galego’. El País, 07/02/2015. https://elpais.com/politica/2015/02/07/actualidad/1423332980_571320.html

Rodríguez Ramos, J. (2002). La hipótesis del vascoiberismo desde el punto de vista de la epigrafía iberica, *Fontes linguae vasconum: Studia et documenta*, 90, pp. 197–218.

Sassatelli, M. (2002). Imagined Europe: the shaping of a European cultural identity through EU cultural policy’, *European Journal of Social Theory* 5 (4), pp. 435 – 451 .

Schuchardt, H.E.M. (1907): *Die Iberische Deklination*, Wien.

Shore, C. (2006). “In uno plures” (?) EU cultural policy and the governance of Europe, *Cultural Analysis* 5, pp. 7 – 26.

Unger, J.W. (2008) A keek at Scots lang syne: A brief overview of the historical development of the Scots language. *Vienna English Working Papers* 17(1), pp. 91-103. https://eprints.lancs.ac.uk/id/eprint/33289/1/views_0801b.pdf

Walsh, M. (2005). Will Indigenous Languages Survive? in *Annual Review of Anthropology* 2005 34:1, pp. 293-315.

_____ (2002) ‘El Galego en el Val do Ellas’. *Celtiberia.net*. <https://www.celtiberia.net/es/biblioteca/?id=577>

_____ (2005) MSPs rule against Gaelic equality, *BBC News* 21/04/2005 <http://news.bbc.co.uk/1/hi/scotland/4467769.stm>

_____ (2004) ‘Strategy for the Cornish Language’. *Cornish Language Strategy Steering Group* https://www.cornwall.gov.uk/media/21486823/english_1_.pdf

‘Cornish Language Study’ (2000). *Government Office for the South West (GOSW)* <https://www.cornwall.gov.uk/media/21486827/independent-study.pdf>

UK government Press Release (2014) ‘Cornish granted minority status within the UK’ <https://www.gov.uk/government/news/cornish-granted-minority-status-within-the-uk>

Policy Documents

Council of Europe (1992). *European Charter for Regional or Minority Languages*. <https://rm.coe.int/168007bf4b>

European charter for regional or minority languages. Second periodical report Norway March 2002. <https://www.regjeringen.no/en/dokumenter/European-charter-for-regional-or-minority-languages/id420162/>

Consolidated version of the Treaty on European Union
<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A12012M%2FTXT>

Charter of Fundamental Rights of the European Union 2000/C 364/01.
https://www.europarl.europa.eu/charter/pdf/text_en.pdf

Gaelic Language (Scotland) Act 2005. <http://www.legislation.gov.uk/asp/2005/7/introduction>

International Labour Organisation, C169 - Indigenous and Tribal Peoples Convention, 1989 (No. 169).
https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C169

International Labour Organisation, “Who are the indigenous and tribal peoples?”
https://www.ilo.org/global/topics/indigenous-tribal/WCMS_503321/lang--en/index.htm

Lenguas cooficiales en España, Ministerio de Política Territorial y Función Pública.
<http://www.mptfp.es/portal/politica-territorial/autonomica/Lenguas-cooficiales.html>

UN (2013). The United Nations Declaration on the Rights of Indigenous Peoples: A Manual for National Human Rights Institutions, HR/PUB/13/2
<https://www.ohchr.org/Documents/Issues/IPeoples/UNDRIPManualForNHRIs.pdf>

UNESCO Atlas of the World's Languages in Danger. <http://www.unesco.org/languages-atlas/index.php>

UNESCO (2003). Language Vitality and Endangerment.
http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/pdf/Language_vitality_and_endangerment_EN.pdf

UN Human Rights. Expert Mechanism on the Rights of Indigenous Peoples.
<https://www.ohchr.org/EN/Issues/IPeoples/EMRIP/Pages/EMRIPIndex.aspx>

UN Permanent Forum on Indigenous Issues (2018). Indigenous Languages.
<https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/04/Indigenous-Languages.pdf>

The Constitution of Finland: <http://www.finlex.fi/en/laki/kaannokset/1999/en19990731.pdf>
The Constitution of the Kingdom of Norway: <https://lovdata.no/dokument/NLE/lov/1814-05-17?q=grunnloven>

Statistics

Canada 2016 census, Census Profile [Language], <https://www12.statcan.gc.ca/census-recensement/2016/dp->

[pd/prof/details/page.cfm?Lang=E&Geo1=PR&Code1=01&Geo2=PR&Code2=01&SearchText=Canada&SearchType=Begins&SearchPR=01&B1=Language&TABID=1&type=0](#)

Instituto Nacional de Estadística <https://www.ine.es/index.htm>

Instituto Galego de Estatística <https://www.ige.eu/web/index.jsp?paxina=001&idioma=gl>

Northern Ireland Statistics and Research Agency (2018). Knowledge and use of Ulster-Scots in Northern Ireland. <https://www.communities-ni.gov.uk/system/files/publications/communities/knowledge-and-use-of-ulster-scots-in-northern-ireland-201718.pdf>

Office of National Statistics (ONS) (2019) Overview of the UK population: August 2019 <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/articles/overviewoftheukpopulation/august2019>

Office of National Statistics (ONS) (2013) Language in England and Wales: 2011. <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/language/articles/languageinenglandandwales/2013-03-04>

Office of National Statistics (ONS) (2019). Census: England and Wales. <https://www.ons.gov.uk/census>

Official Statistics of Finland (OSF): Preliminary population statistics [e-publication]. June 2019. Helsinki: Statistics Finland. http://www.stat.fi/til/vamuu/2019/06/vamuu_2019_06_2019-07-25_tie_001_en.html

Population in Norway: <https://www.ssb.no/en/befolkning/statistikker/folkemengde/aar-per-1-januar>

Scotland's Census: <https://www.scotlandscensus.gov.uk/ods-web/home.html>

Statistics Sweden: <https://www.scb.se/en/finding-statistics/search/?query=official+language&lang=en>

Generic sources by language

Basque

Eustat - Euskal Estatistika Erakundea (Basque Institute of Statistics). <https://en.eustat.eus/indice.html>

Basque Language Institute, Universidad del País Vasco. <https://www.ehu.eus/en/web/eins>

Cornish

Cornish Language Fellowship: <http://www.cornish-language.org/>

‘Cornish National Minority’ (2019). Cornwall Council

<https://www.cornwall.gov.uk/community-and-living/equality-and-diversity/cornish-national-minority/>

Gorsedh Kernow: <http://gorsedhkernow.org.uk/>

Gaelic

Bòrd na Gàidhlig: <https://www.gaidhlig.scot>

“Gaelic Language and History”. Visit Scotland:
<https://www.visitscotland.com/about/uniquely-scottish/gaelic/>

‘Scottish Gaelic (Gàidhlig)’. Omniglot. <https://www.omniglot.com/writing/gaelic.htm>

Scottish Gaelic – Language Metadata (2017).
<https://web.archive.org/web/20171011125129/http://www.endangeredlanguages.com/lang/gla>

Galician

“Descriptive Record of the Galician Language”. Open Guide to Galician Language [in Galician] <http://consellodacultura.gal/cdsg/loia/ficha.php?idioma=3>

Galician language, *Encyclopaedia Britannica*. <https://www.britannica.com/topic/Galician-language>

Sami

‘Sámi in Sweden’. Official site of Sweden Sweden.Se. <https://sweden.se/society/Sámi-in-sweden/>

Scots

“An Introduction to the Ulster-Scots Language”. Ulster-Scots Agency.
<https://www.ulsterscotsagency.com/what-is-ulster-scots/language/>

Dictionary of the Scots Language – Dictionar o the Scots Leid. <https://dsl.ac.uk/>

Scottish Language Dictionaries. <http://www.scotsdictionaries.org.uk/index.html>

‘Scots (Scots Leid / Lallans)’. Omniglot. <https://www.omniglot.com/writing/scots.htm>

Scots Language Centre – Centre for the Scots Leid. <https://www.scotslanguage.com>

Scots Online: <https://www.scots-online.org/>

‘Scots language policy: English version’ (2015) <https://www.gov.scot/publications/scots-language-policy-english/>

Scots Language Society – Scots Leid Associe:
<https://www.lallans.co.uk/>