

Languages in danger



Figure 1

Target:

Middle school and higher school

Duration:

90 minutes. If the activities are carried out as a carousel of stations, calculate 20/30 minutes per activity.

Introduction:

This set of activities shows students that linguistic diversity in Europe is much more comprehensive and complex than we know or perceive it to be. Apart from the “big” languages spoken by millions of people, there are also “little” languages which are spoken by far fewer people and are often struggling to survive. These activities take students on a journey through Europe, introducing them to lesser-known languages, and providing the opportunity to explore them. They will learn how and why it is necessary to save these languages from extinction.

Competences:¹

- Knows about the role of society in the way languages work / the role of languages in the way society works (K 2);
- Knows that multilingual / plurilingual situations may vary according to countries / regions (number / status of languages, attitudes towards languages...) (K 5.4);
- Knows that (multilingual / plurilingual) situations are likely / liable to evolve (K 5.5);
- Knows that there are often several languages used in one country / one same language used in several countries (K 5.6.1.1);
- Openness towards languages / cultures which are viewed with less regard (minority languages / cultures, languages / cultures belonging to migrants ...) (A 5.3.1).

Activities:

- 🔦 Quiz: *How much do you know about Europe's linguistic diversity?* (optional)
- Where do they speak which languages?
- Four questions, many ideas!
- Saving our speech!

Notes:

These activities aim to communicate a positive attitude towards language diversity and foster an awareness of language equality – all languages are important for the history of Europe, no matter how many speakers they have. No language should be considered less important based on its number of speakers or because it is spoken in a remote area of the continent.



Worksheet: a task for the pupils to complete

Solution: for the teacher



Material: provides pupils with the basis to carry out activities, games, or go into more depth on the topic



PowerPoint Presentation: available upon request

Table 1

¹ Competences are based on the FREPA, *A Framework of Reference for Pluralistic Approaches to Languages and Cultures* (see Literature at the end of this document). Individual competences are divided into three groups using the letters “K”, “A” and “S” (pp. 24 – 59).

Activity 1

“How much do you know about Europe’s linguistic diversity?”

(Quiz)

Topic:

Languages in danger

Description:

This activity is ideal as an introduction, as students can acquire new knowledge and/or expand pre-existing knowledge regarding the complexity and vastness of Europe’s linguistic panorama through a game. In order to do so, information from sociolinguistics, etymology as well as ethnolinguistics has been used.

Competences:²

- Knows about the role of society in the way languages work / the role of languages in the way society works (K 2);
- Knows that multilingual / plurilingual situations may vary according to countries / regions (number / status of languages, attitudes towards languages...) (K 5.4);
- Knows that multilingual / plurilingual situations are likely / liable to evolve (K 5.5);
- Knows that there are often several languages used in one country / one same language used in several countries (K 5.6.1.1);
- Openness towards languages / cultures which are viewed with less regard (minority languages / cultures, languages / cultures belonging to migrants...) (A 5.3.1).

Duration:

30 – 45 min.

Materials:

- PowerPoint 1 – Quiz: *How much do you know about Europe’s linguistic diversity?*
- Colored cards (red, green, blue) for every student
- PC, projector
- Board/flip chart

Activity:

0. Preparation: Before beginning the game, every student gets three colored cards (red, blue, green). Prepare all materials and tools.

² Competences are based on the FREPA, *A Framework of Reference for Pluralistic Approaches to Languages and Cultures* (see Literature at the end of this document). Individual competences are divided into three groups using the letters “K”, “A” and “S” (pp. 24 – 59).



1. Introduction: Before the class starts answering the questions, brainstorm all the languages the class knows that are spoken in Europe (board or flipchart).
2. Development: Following a brief discussion of the mentioned languages, begin the quiz (slides 2-30).
3. Conclusion: Go back to the introductory brainstorming activity that reflects the students' pre-existing knowledge. This has now been expanded with newly acquired facts and knowledge throughout the course of the activity. To check how much of their knowledge students have already consolidated, a discussion can be introduced here.

Variants:

Questions can be printed as a quiz and students answer them individually (max. 20-25 min.). Finally, the answers are discussed in class. Another idea would be to involve a geography teacher.

Activity 2

“Where do they speak which language(s)?”

Topic:

Languages in danger

Description:

This activity is ideal for expanding students’ knowledge about the European panorama of languages – in particular concerning regional and minority languages. Students are asked to fill in the languages listed on the left side of the sheet in the blank speech bubbles on the map of Europe. The list consists of languages spoken in Europe which have been declared as regional and minority languages by the European Council. Apart from commonly known languages such as Basque and Ladin, the list also contains lesser-known languages such as Mirandese (Portugal) or Arberesh (Sicily), spoken by only a few hundred people. The exercise lends itself nicely as an introduction to the topic of “saving languages” and the related activities (see CT 6.3.1-4).

Resources:³

- Knows about the role of society in the way languages work / the role of languages in the way society works (K 2);
- Knows that multilingual / plurilingual situations may vary according to countries / regions (number / status of languages, attitudes towards languages...) (K 5.4);
- Knows that multilingual / plurilingual situations are likely / liable to evolve (K 5.5);
- Knows that there are often several languages used in one country / one same language used in several countries (K 5.6.1.1).

Duration:

30 minutes

Copy templates:

- ✎ Where do they speak ...?
- 🗺 Where do they speak ...?

Materials:

- 💡 PowerPoint 1 – Quiz: *How much do you know about Europe’s linguistic variety?* (optional)
- Laptop, projector (optional)
- Map of Europe



Figure 2

³ Competences are based on the FREPA, *A Framework of Reference for Pluralistic Approaches to Languages and Cultures* (see Literature at the end of this document). Individual competences are divided into three groups using the letters “K”, “A” and “S” (pp. 24 – 59).

Activity:

0. Preparation: Copy worksheets. If you decide to do the quiz, you will need the PowerPoint presentation (starting at slide 31, “Where do they speak which language(s)?”)
1. Introduction: Before the class starts the worksheets, brainstorm the languages spoken in Europe on the board or flipchart, where possible with help of the map on slide 31 / a map of Europe.
2. Development: Worksheet CT 6.02: Students try to match the languages listed with the corresponding speech bubbles on the map of Europe.
3. Extension: Correct the worksheet together as a class, helping the students figure out the languages they could not match correctly. During this process, further information about the languages may also be discussed.
4. Conclusion: The students’ prior knowledge about Europe’s linguistic diversity reflected in the activity’s introductory brainstorming is discussed and can be expanded on with their newly acquired knowledge. In order to check how far students have consolidated their knowledge, the teacher may now start a concluding discussion.

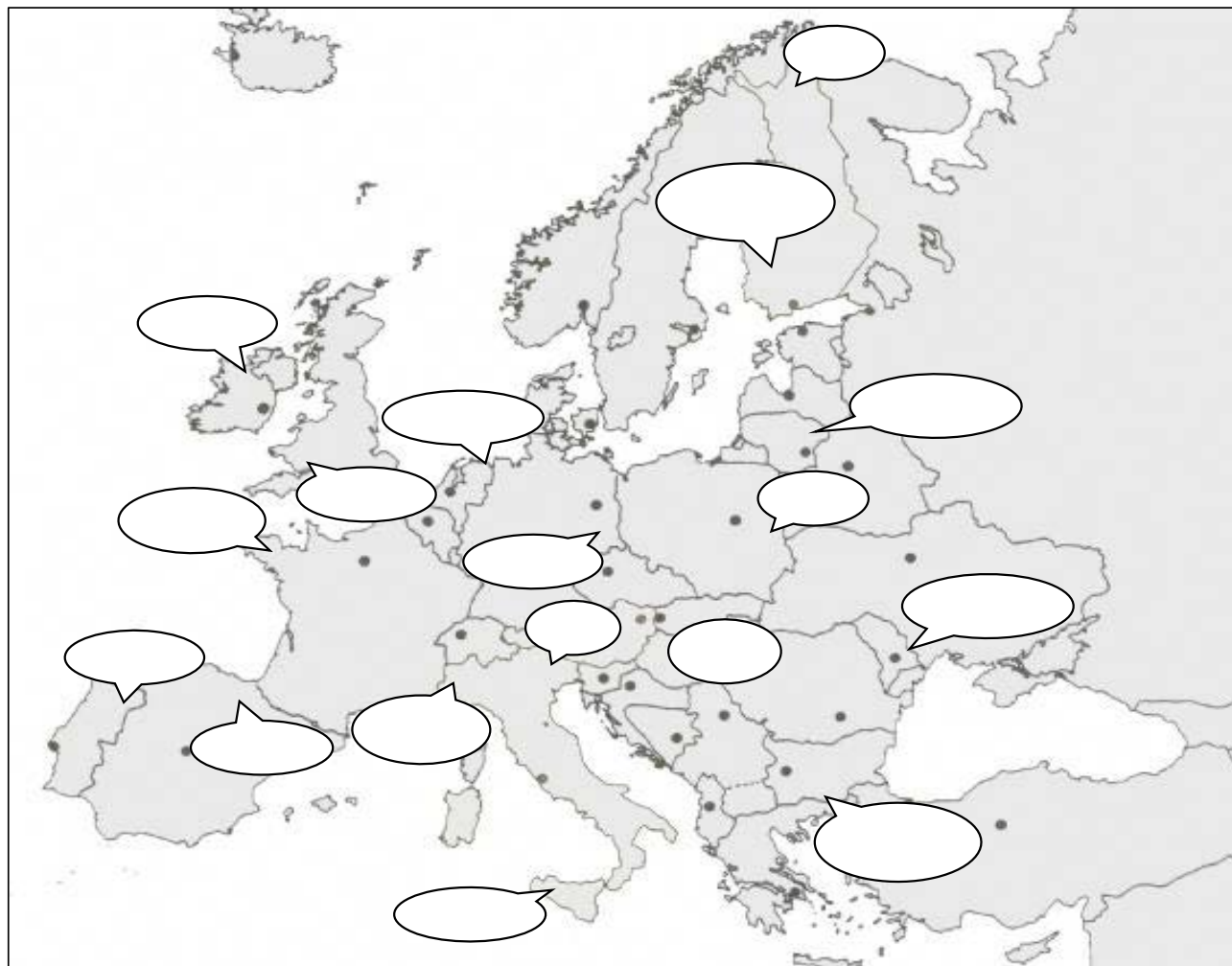
Variants:

As an alternative, students can also gather and prepare information about the languages (individually or in groups) and present them in class. This can be done at home or during class. This should follow the actual activity.



...WHERE DO THEY SPEAK...?

- 1) Sami
- 2) Mirandese
- 3) Ladin
- 4) Karaim
- 5) Arberësh
- 6) Occitan
- 7) Swedish
- 8) Yiddish
- 9) Irish
- 10) Romani
- 11) Basque
- 12) Breton
- 13) Welsh
- 14) Sorbian
- 15) Gagauz
- 16) Frisian
- 17) Greek





...WHERE DO THEY SPEAK....? ANSWERS

- 1 Sami
- 2 Mirandese
- 3 Ladin
- 4 Karaim
- 5 Arbëresh
- 6 Occitan
- 7 Swedish
- 8 Yiddish
- 9 Irish
- 10 Romani
- 11 Basque
- 12 Breton
- 13 Welsh
- 14 Sorbian
- 15 Gagauz
- 16 Frisian
- 17 Greek

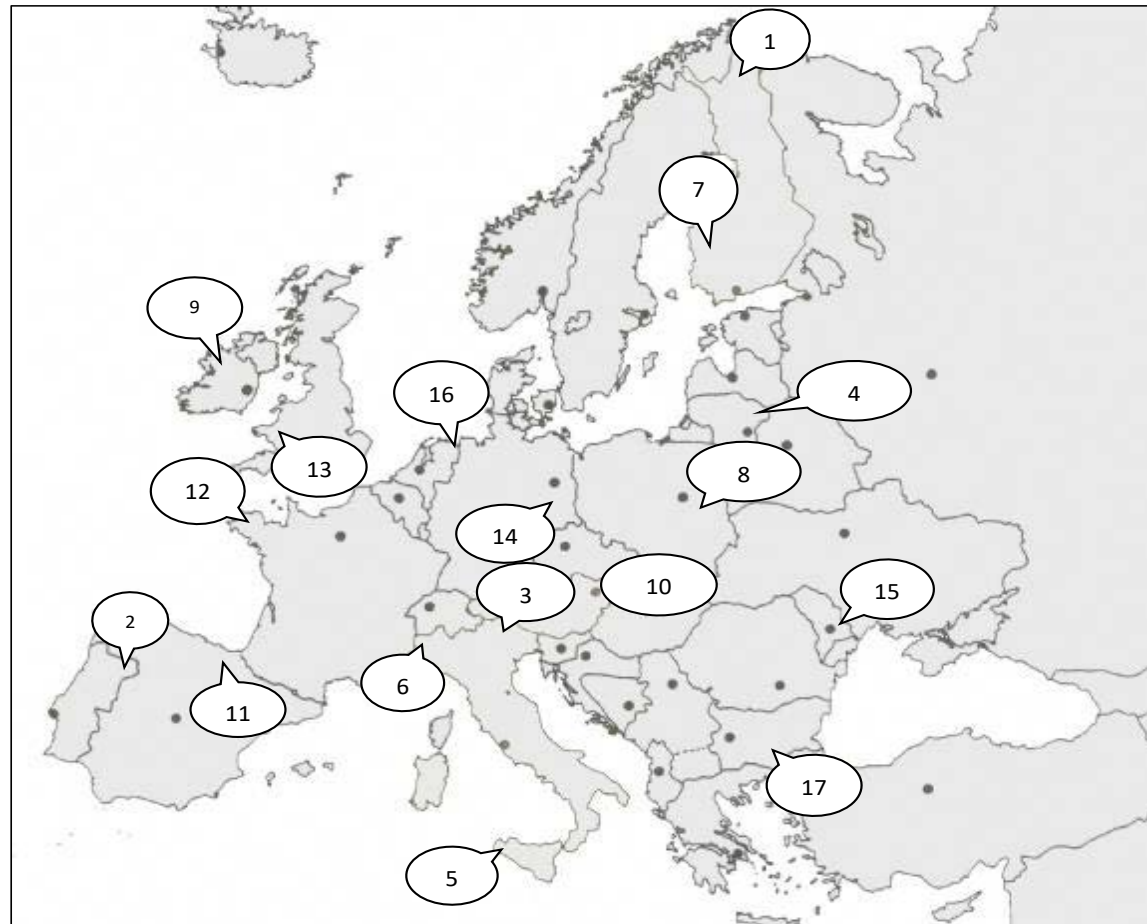


Figure 3

Activity 3

“4 Questions, many ideas!”

Topic:

Languages in danger

Description:

This is a great activity to bring the topic of saving languages closer to students. Researchers have found that a language dies every two weeks and according to UNESCO half of all the languages spoken today will be extinct by the end of the century if we do not take necessary precautions. But what exactly are these precautions? How can we save a language from extinction? And why should we care about saving languages if they are only spoken by a few hundred people in remote places on the planet? In this activity, students can answer such questions, reflect on this topic, and form and express their own opinions.

Competences:⁴

- Knows about the role of society in the way languages work / the role of languages in the way society works (K 2);
- Knows that multilingual / plurilingual situations may vary according to countries / regions (number / status of languages, attitudes towards languages...) (K 5.4);
- Knows that multilingual / plurilingual situations are likely / liable to evolve (K 5.5);
- Knows that there are often several languages used in one country / one same language used in several countries (K 5.6.1.1).

Duration:

30 - 45 minutes

Copy templates:

✍ Four questions, many ideas

Four questions, many ideas

Materials:

- 📌 PowerPoint 1 – Quiz: *How much do you know about Europe’s language diversity?* (optional)
- Poster 3 from travelling exhibition “The ‘nature’ of languages” (optional)
- Laptop, projector (optional)
- Flipchart/board

⁴ Competences are based on the FREPA, *A Framework of Reference for Pluralistic Approaches to Languages and Cultures* (see Literature at the end of this document). Individual competences are divided into three groups using the letters “K”, “A” and “S” (pp. 24 – 59).

Activity:

0. Preparation: Copy the worksheets that you need. If you decide to use the PowerPoint, start at slide 34 (Four questions, many languages).
1. Introduction: Before students start working on the prepared worksheets in class, introduce the topic of saving languages. You could collect all the things students already know about the topic, or perhaps use poster 3 of the exhibition “The Nature of Languages” (<http://sms-project.eurac.edu>). In any case, we suggest writing keywords clearly and visibly on the board or flipchart as they will help students with solving their worksheets.
2. Development: The class is divided into groups. The teacher assigns one of the four questions on the worksheet to each group and hands out the worksheets (CT 6.3.1-4). The question that each group has to answer and work with is marked by a speech bubble on the worksheet, i.e.: 6.3.1 “Why do we never speak about the little languages?”
3. Extension: Once the students have answered their questions for themselves, each group gets an A3 (or bigger) sheet of paper to summarize the results of their group.
4. Conclusion: Groups present their results to the class and a discussion follows to sum up all of the answers and questions, and relate them to previous knowledge.

Notes:

Should you decide to do this activity with your class without doing any others in this box, we recommend first introducing your students to important concepts required for comprehension (e.g. minority language, majority language).

This activity can also be combined with the preceding activity in this box (CT 6.2).

Variants:

- The activity can also be carried out in the form of a panel discussion, where the class discusses all of the questions together, instead of working in small groups.
- The activity can be done in two phases:
 - 1) The topic is introduced, groups are formed, questions assigned. Then the teacher assigns the answering of questions as homework.
 - 2) In the following lesson, the results are discussed in class.



Four questions, many ideas!

Why is it necessary to protect a language?	What are advantages of speaking a minority language?
How can we protect a language?	How come we never speak about the "little" languages?



Four questions, many ideas!

Why is it necessary to protect a language?	What are advantages of speaking a minority language?
How can we protect a language?	How come we never speak about the "little" languages?



Four questions, many ideas!

Why is it necessary to protect a language?	What are advantages of speaking a minority language?
How can we protect a language?	How come we never speak about the "little" languages?



Four questions, many ideas!

Why is it necessary to protect a language?	What are advantages of speaking a minority language?
How can we protect a language?	How come we never speak about the "little" languages?



Why is it necessary to protect a language? • To prevent information belonging to a specific culture or community from being lost. • To preserve the linguistic diversity of a certain area. • Language is closely connected to culture. If we lose a language, we also lose the capability to interpret the diverse cultural expressions that are related to that language. • Everyone should have the right to speak their mother tongue - regardless of how small or big that language may be.	What are advantages of speaking a minority language? • A better understanding for traditions and culture of a certain people/a certain community. • Bilingualism created through a minority language existing alongside a majority language is always an advantage for the individual as well as society in general. • Speakers of a minority language have the possibility to pass on the related language competences to the next generation. • Access to a culturally more comprehensive system.
How can we protect a language? • school, speak it at home, ... • The government should create political and social opportunities that allow the preservation of the language in social and political life. • Economic means must be given for the development and production of didactic materials, teacher education, etc. • Access to digital tools must be given, or the language revaluated with new forms of communication • A positive attitude towards minority languages must be communicated	How come we never speak about the "little" languages? • Economic interest in minority languages has only grown since the 1990s. • Economic and socio-cultural factors play an important role (they are represented less and are popular). • Learning a minority language does not guarantee the same opportunities as learning majority languages, such as for example Spanish and Portuguese. • The number of speakers of a minority language is always smaller than that of majority language speakers.

Activity 4

“Saving our speech!”

Video only
available in
English

Topic:

Languages in danger

Description:

The aim of this activity is to give students an understanding of organizations that are committed to saving languages, and the methods and tools they use. There are a number of organizations worldwide, big and small, that are involved in saving endangered languages from extinction. Some of them work on-site and support teachers or create didactic materials, others have made it their job to register and categorize all languages that may disappear within the next few decades. The *Endangered Language Association*, the main subject of the following activity, has committed to the latter method and is working on compiling a “Library of Sounds” in an urban setting – in New York City.

Competences:⁵

- Can observe / analyze sounds (in languages little known or not at all) (S 1.2);
- Is curious about a multilingual / multicultural environment (A 3.1);
- Knows that multilingual / plurilingual situations are likely / liable to evolve (K 5.5).

Duration:

30 minutes

Copy templates:

- ✍ Saving our Speech – German
- 📄 Saving our Speech - German
- ✍ Saving our Speech – English
- 📄 Saving our speech - English

Materials:

- 💡 PowerPoint 1 – Quiz: *How much do you know about Europe’s linguistic variety?*
- Laptop, projector, speakers
- Video, at the following link:

<https://web.archive.org/web/20170829124519/http://www.economist.com/node/21528592>

⁵ Competences are based on the FREPA, *A Framework of Reference for Pluralistic Approaches to Languages and Cultures* (see Literature at the end of this document). Individual competences are divided into three groups using the letters “K”, “A” and “S” (pp. 24 – 59).

Activity:

0. Preparation: Copy the worksheets needed. Set up the laptop and check internet access so that the video can be played. If you decide to also use the PowerPoint presentation, go to slide 39 and start there (*Endangered languages Alliance - ELA*).

1. Introduction: Hand out worksheets (English or German). Students should read the following questions and try to answer them without watching the video:
 - ◆ According to statistics, how many languages are threatened to disappear by the end of the century?
 - ◆ Why does an organization like the *Endangered Languages Alliance* work in New York City? Why is it important to save languages in such a metropolitan environment as New York City?
 - ◆ What would the world be like if there were only one language?
 Answers can be recorded on the board or flipchart.

2. Development: Students now watch the video and then answer the questions (the video can be played several times if required).

3. Extension: These answers are “corrected”, whereby they are compared to the first round of answers.

4. Conclusion: Google’s video about saving endangered languages can also be shown. It shows how and why Google is committed to saving these languages (*Google’s Endangered Languages Project*). If you do this, a concluding activity would be a comparison of the two institutions’ agendas.

Note:

Since the video is in English, an English teacher could be asked to join the discussion of this topic.



Endangered Languages Alliance (DE)

<https://www.youtube.com/watch?v=KDGI8wwyVYI>

- 1) Schau dir die Bilder an und überlege dir, welche Sprache die beiden sprechen.

	
Vor dem Video:	Vor dem Video:
Nach dem Video:	Nach dem Video:

- 2) Du hörst etwas über die “Endangered Language Alliance”. Was denkst du, ist das Ziel dieser Organisation?

Vor dem Video:

Nach dem Video:

Nun schaue das Video bis zu Minute 3:00, fülle die Aufgaben oben aus und beantworte dann die folgenden Fragen:

- 3) Warum ist New York ein “besonderer” Ort um gefährdete Sprachen zu untersuchen?



4) Der junge Lehrer in dem Video findet es wichtig, Sprachen zu bewahren, weil ...

- a) ... es gut für das Gehirn ist
- b) ... es ein Zeichen der Anerkennung unserer Vorfahren ist
- c) ... es die Kommunikation erleichtert

5) Wie hat das Projekt begonnen?

6) Richtig oder falsch?? Kreuze an!

In dem Projekt arbeiten StudentInnen, LinguistInnen und MigrantInnen zusammen.

R F

Die Gewinne des Projekts werden zur Verbesserung der Forschungen eingesetzt.

R F



Endangered Languages Alliance (DE) ANSWERS

<https://www.youtube.com/watch?v=KDGI8wwyVYI>

- 1) Schau dir die Bilder an und überlege dir, welche Sprache die beiden sprechen.



Figure 4



Figure 5

Vor dem Video: Nach dem Video: "Wakhi". Das ist eine indoeuropäische Sprache, die heute in Afghanistan, im Norden von Pakistan, China, und in Tadschikistan gesprochen wird.	Vor dem Video: Nach dem Video: Mustangi Diese Sprache auch bekannt als Loke or Glo Skad) ist einer der anerkannten Nationalsprachen in Nepal.
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- 2) Du hörst etwas über die "Endangered Language Alliance". Was denkst du, ist das Ziel dieser Organisation?

Vor dem Video:

Nach dem Video:

Die *Endangered Languages Alliance* arbeitet in New York mit MigrantInnen, die gefährdete Sprachen sprechen. Die Organisation unterstützt die MigrantInnen dabei, ihre Muttersprachen zu erhalten, macht ihnen die Wichtigkeit sprachlicher Vielfalt bewusst, und spricht mit ihnen über die Gefahr des Aussterbens von Sprachen.



Nun schaue das Video bis zu Minute 3:00, fülle die Aufgaben oben aus und beantworte dann die folgenden Fragen:

3) Warum ist New York ein “besonderer” Ort um gefährdete Sprachen zu untersuchen?

In New York leben Menschen aus der ganzen Welt. Es gilt als die vielfältigste Stadt der Welt– in linguistischer und ethnischer Hinsicht.

4) Der junge Lehrer in dem Video findet es wichtig, Sprachen zu bewahren, weil ...

a) ...es gut für das Gehirn ist

b) ...**es ein Zeichen der Anerkennung unserer Vorfahren ist**

c) ... es die Kommunikation erleichtert

5) Wie hat das Projekt begonnen?

Das Projekt hat an der Universität angefangen. Die StudentInnen haben angefangen, in der ganzen Stadt mit MigrantInnen, die gefährdete Sprachen sprechen, zu arbeiten.

6) Richtig oder falsch?? Kreuze an!

In dem Projekt arbeiten StudentInnen, LinguistInnen und MigrantInnen zusammen.

R

F

Die Gewinne des Projekts werden zur Verbesserung der Forschungen eingesetzt

R

F



Endangered Languages Alliance

<https://www.youtube.com/watch?v=KDGI8wwwVYI>

- 3) Look at these images and try to guess which language the people are speaking.

	
Before the video:	Before the video:
After the video:	After the video:

- 4) The video is about the “Endangered Language Alliance”. What do you think is the aim of this organization?

Before the video:

After the video:

Now watch the video until 3:00, fill in the information above and answer the following questions:

- 5) Why is New York a “unique place” to study endangered languages?



6) In the opinion of the young teacher, it is important to preserve a language because...

- d) It is useful for the brain
- e) It is a sign of respect towards our ancestors
- f) It makes the communication easier

7) How did the project start?

8) True or false??

The project involves cooperation between students, linguists and immigrants.

T F

The profits of the organization are used to improve the study of endangered languages.

T F



Endangered Languages Alliance **ANSWERS**

<https://www.youtube.com/watch?v=KDG18wwwVYI>

- 1) Look at these images and try to guess which language the people are speaking.

	
Before the video:	Before the video:
After the video: “Wakhi”. This is an Indo-European language, which is spoken today in Afghanistan, Northern Pakistan, China, and Tajikistan.	After the video: “Mustangi” This language (also known as Loke or Glo Skad) is recognized as one of the national languages of Nepal.

- 2) The video is about the “Endangered Language Alliance”. What do you think is the aim of this organization?

Before the video:

After the video:

The Endangered Languages Alliance works with immigrants in New York, who speak endangered languages. The organization supports immigrants in preserving their language of origin and makes them conscious of the power of linguistic diversity, and about the danger of languages facing extinction.



Now watch the video until 3:00, fill in the information above, and answer to the following questions:

3) Why is New York a “unique place” to study of endangered languages?

In New-York there a lot of communities from all over the world. It can be defined as the most diverse city in the word – linguistically and ethnically.

4) In the opinion of the young teacher it is important to preserve a language because...

g) It is useful for the brain

h) It is a sign of respect towards our ancestors

i) It makes the communication easier

5) How did the project start?

It started as a project at the university. The students started going around the city to work with communities of endangered languages.

6) True or false??

The project involves cooperation between students, linguists and immigrants.

I F

The profits of the organization are used to improve the study of endangered languages



Arbëreshë

(Italy)



Figure 6

Read me in Arbëreshë...	<i>Arbrisht</i>
Speakers	Approx. 80 000 (UNESCO 2012)
Spoken in	Italy: Abruzzo and in Sicily
Language family	Indoeuropean. Albanese.
Writing system	Latin script
Listen to me	Wikitongues. Giuseppina speaking Arbëreshë Albanian. YouTube. https://www.youtube.com/watch?v=N_WSO_9PZgw (last accessed 26/03/2019)
More about me	Castriota Elio. 27/06/2017. Vemi (Kengë Arbëreshe) Piana degli Albanesi – serenata in via Cuccia. http://www.endangeredlanguages.com/lang/962/samples/6140 (last accessed 26/03/2019) This video shows an Arbereshi serenade from Piana degli Albanesi in Italy. Gluha Arbereshe. 01/01/2013. Everyday Arberesh. https://www.youtube.com/watch?v=-PIMTA5j4vA (last accessed 26/03/2019) This video offers few basic phrases in Arberesh. JEMI. Il portale per gli arbëreshë. http://www.jemi.it/ (last accessed 26/03/2019) La Casa degli Albanesi d'Italia. http://www.arbitalia.net/ (last accessed 26/03/2019) Lanari, Massimo. 06/09/2016. Le sorprese della cucina arbereshe. La Cucina Italiana.it http://www.lacucinaitaliana.it/news/in-primo-piano/influenze-italia-cucina-arbereshe/ (last accessed 26/03/2019) This article gives insight to the influence of Italian cooking on the arbereshe cuisine. Links to information about Arbëreshë language, history and culture. DMOZtools.net. http://dmoztools.net/World/Italiano/Scienza/Scienze Sociali/Linguaggi e Lingua/Lingue Naturali/Indoeuropee/Albanese/Arb%<i>c3%abresh%<i>c3%ab/</i></i> (last accessed 26/03/2019)



Basque

(Spain/France)



Figure 7

Read me in Basque...	<i>Euskara</i> (who speaks Basque is called <i>Euskaldun</i>)
Speakers	Approx. 500 000 in Spain, approx. 70 000 in France (www.euskara.euskadi.net , 2011)
Spoken in	Basque Country (border region between Spain and France)
Language family	Isolated language (not related to any languages known to us)
Writing system	Latin script
Listen to me	Wikitongues. 2013. Jon speaking Basque. YouTube. https://www.youtube.com/watch?v=suK34prc56o (last access 26/03/2019)
More about me	Behind the Name. Basque Names. https://www.behindthename.com/names/usage/basque (last accessed 26/03/2019) Here you'll find a list of Basque names with their meaning. Did you know that "Eduarne" is the female version of "Edur", which means "snow"? Euskaltzaindia. The Royal Academy of the Basque Language. http://www.euskaltzaindia.eus/index.php?lang=en (last accessed 26/03/2019) Gleeson, Bridget. 10 Reasons to visit Basque Country. Lonely Planet. https://www.lonelyplanet.com/spain/basque-country/travel-tips-and-articles/10-reasons-to-visit-basque-country/40625c8c-8a11-5710-a052-1479d276c4d1 (last accessed 26/03/2019) <i>Lonely Planet</i> writer Bridget Gleeson thought of 10 reasons to visit Basque Country, and they sound pretty good! Langfocus. 2016. Basque – A Language of Mystery. YouTube. https://www.youtube.com/watch?v=S1l9oDiSiEQ (last accessed 26/03/2019) Here you will find a quick introduction to the Basque people and language. The University of the Basque Country. Euskara Institutua (UPV/EHU). http://www.ehu.eus/en/web/eins (last accessed 26/03/2019)



Breton

(France)



Figure 8

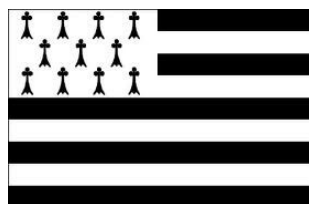


Figure 9

Read me in Breton ...	Brezhoneg
Speakers	Approx. 250 000 (www.unesco.org)
Spoken in	France: Bretagne
Language family	Indoeuropean. Celtic. Insular Celtic. Brittonic.
Writing system	Latin script
Listen to me	Wikitongues. 2017. Alexander speaking Breton. https://www.youtube.com/watch?v=905hv_a4URY (last accessed 26/03/2019)
More about me	France 3 Breizh. http://france3-regions.francetvinfo.fr/bretagne/emissions/france-3-breizh This link takes you to the official Breton television channel, France 3 Breizh Kervarker. Breton Lessons. http://www.kervarker.org/en/lessons_01_toc.html (last accessed 26/03/2019) On this website you can find a Breton language course in English, which was taken from a book by Mark Kerrain. Richard, Meredith. A Taste of Breton Verse. The Ogmios Project. Labara 6. http://www.summerlands.com/crossroads/celticlanguage/labara6.html (last accessed 26/03/2019) Get a taste of what Breton Verse sounds like on this Website! Breith, Yaouank. 2010. New generations aim to maintain French Breton language. http://www.endangeredlanguages.com/lang/1228/samples/6256 (last accessed 26/03/2019) BCDsevenaduriou. YouTube channel https://www.youtube.com/user/BCDsevenaduriou/videos (last accessed 26/03/2019) This YouTube channel by Bretagne Culture Diversité offers a broad variety of informational and funny videos about Breton language and culture. [FR]



Finland Swedish (Finland)



Figure 10

Read me in Finland Swedish ...	<i>finlandssvenska</i> (Swedish); <i>suomenruots</i> (Finnish)
Speakers	Speakers of Finnish with Swedish (mother tongue): Approx. 265 000 people on the continent, 25 000 people in the autonomous province of Åland (https://de.wikipedia.org/wiki/Finnlandschwedisch)
Spoken in	Finland
Language family	Indoeuropean. Germanic. North Germanic
Writing system	Latin script
Listen to me	Wikitungues. 2016. Max speaking Finnish and Swedish. https://www.youtube.com/watch?v=38mq_FwgCNs (last accessed 26/03/2019)
More about me	Cat Peterson. 2017. 20 FINLANDSSVENSKA ORD (20 Swedish words Finns made up). https://www.youtube.com/watch?v=wnAdovM1xq4 (last accessed 26/03/2019) Vlogger Cat Peterson talks about 20 Swedish words Finns made up. Cat Peterson's YouTube channel offers a lot of input on Finland Swedish – check it out! This video is in Finnish, but English subtitles are available. Daniglotta Traveller. 2017. Polyglot talks about languages of Finland. Finnish and Finland Swedish. https://www.youtube.com/watch?v=dPNQ-0PzFyM (last accessed 26/03/2019) This video is in Swedish, but English subtitles are available. Dave Cad. 2016. FINLANDSSVENSKA (Britisk Killen Svenska vlog!). https://www.youtube.com/watch?v=fGQdwwgYnN4 (last accessed 26/03/2019) In this video vlogger Dave Cad talks about his experience with learning Swedish while having a Finland Swedish-speaking girlfriend. This video is in Swedish, but English subtitles are available. Finland Swedish – Finlandssvenska. 2008. Swedish Language Blog. https://blogs.transparent.com/swedish/finland-swedish-finlandssvenska/ (last accessed 26/03/2019)



Frisian

(Netherlands/Germany)



Figure 11

Read me in Friesian...	Western Frisian: <i>frysk</i> ; Northern Frisian: <i>fresk/frasch (friisk)</i> ; Eastern Frisian: <i>fräisk</i>
Speakers	There are about 400 000 people in Friesland in the Netherlands, about 2000 speakers in Lower Saxony and 10 000 speakers in Schleswig-Holstein (www.nordfriiskinstituut.de)
Spoken in	The Netherlands: Friesland Germany: Lower Saxony and in Schleswig Holstein
Language family	Indoeuropean. Germanic. West Germanic.
Writing system	Latin script
Listen to me	Gul Omean. 2015. Joke in Frisian with subtitles. https://www.youtube.com/watch?v=k14B2JDrFg (last accessed 26/03/2019)
More about me	Holland explained by Clipphanger. 2016. Why does Frisia have its own language? https://www.youtube.com/watch?v=YBRHpMNeTcY (last accessed 26/03/2019) This video explores the question of why Frisia has its own language. It Nijs. Wrâldwiid nijs yn it Frysk. https://www.itnijs.frl/ (last accessed 26/03/2019) A Frisian (online) newspaper. NDR.de. 2011. Wie bitte? Friesisch? Was ist das denn? http://www.ndr.de/kultur/norddeutsche_sprache/friesisch/Wie-bitte-Friesisch-Was-istdenn,friesisch2.html (last accessed 26/03/2019) This is a Series about Frisian on the NDR. Omniglot. Useful phrases in North Frisian. http://www.omniglot.com/language/phrases/frisiannorth.php (last accessed 26/03/2019) A collection of useful phrases in North Frisian can be found on this webpage. This variety is spoken in Schleswig-Holstein.

Gagauz

(Moldova)



Figure 13



Figure 12

Read me in Gagauz...	<i>Gagauz dili</i>
Speakers	138 000 in Moldova
Spoken in	Moldova: Autonomous Region of Gagauzia Bulgaria, Western Ukraine, Romania, Kazakhstan
Language family	Altaic languages. Turkic.
Writing system	Latin-based alphabet, modelled after the modern Turkish alphabet in Moldova and Romania. Cyrillic script was used in Ukraine, Bulgaria, Kazakhstan.
Listen to me	Wikitongues. 2014. Suna speaking Balkan Gagauz Turkish. https://www.youtube.com/watch?v=CW8z9FeyOZO (last accessed 26/03/2019)
More about me	Ana Sözü. http://anasozu.com/ (last accessed 26/03/2019) This link leads to a Gagauz newspaper. DW English. 2010. Moldova: The National Gagauz Museum European Journal. https://www.youtube.com/watch?v=PRJ6CUxqMCg (last accessed 26/03/2019) Documentary about the National Gagauz Museum, giving a short introduction to the Gagauz history and culture. Nimtz-Köster, Renate. 2008. Die Nachfahren der Wölfe. Gagasien in Moldawien. SPIEGEL Online. http://www.spiegel.de/reise/fernweh/gagasien-in-moldawien-die-nachfahren-der-woelfe-a-592712.html (last accessed 26/03/2019) This article offers an introduction to the Autonomous Region of Gagauzia. (language: German) Rajki, Andras. 2011. A Concise Gagauz Dictionary with etymologies and Turkish, Azerbaijani and Turkmen cognates. http://maviboncuk.blogspot.it/2011/11/concise-gagauz-dictionary.html (last accessed 26/03/2019) Free download of an English-Gagauz Dictionary Twillert-Wennekes, Marianne van. 2012. Moldova – Forgotten Country. Living in Montenegro: http://montenegro-for.me/2012/09/moldova-forgotten-country/ (last accessed 26/03/2019) This travel blog offers a very detailed account of the blogger's experience travelling in Moldova.

Greek

(Bulgaria)



Figure 14



Figure 15



Read me in Greek ...	Ελληνικά
Speakers	Approx. 18 000 in Bulgaria (Ethnologue)
Spoken in	Mainly spoken in Greece and Cyprus, but also in Albania, Bulgaria, Turkey, Romania, Ukraine, Russia, Georgia, Italy
Language family	Indoeuropean
Writing system	Greek alphabet
Listen to me	Wikitongues. 2015. Ioanna speaking Greek. https://www.youtube.com/watch?v=mQyL3LgJwXA (last accessed 26/03/2019)
More about me	BBC Languages. A Guide to Greek: 10 Facts about the Greek language. http://www.bbc.co.uk/languages/greek/guide/facts.shtml (last accessed 26/03/2019) This article offers a basic introduction to the Greek language. Cotsis, Billy. 2007. MILATAI ELLINIKΑ: The Greeks of Bulgaria. Hellenic Travels to the Past. https://herculean.wordpress.com/2007/09/15/milatai-ellinika-the-greeks-of-bulgaria/ (last accessed 26/03/2019) Billy Cotsis blogs about his experiences with the Greeks of Bulgaria. Dragostinova, Theodora. 2011. Between Two Motherlands. Nationality and Emigration among the Greeks of Bulgaria, 1900-1949. Ithaca (NY): Cornell University Press. Theodora Dragostinova looks at the history of Greek migration and Greek minority in Bulgaria. Learn Greek with GreekPod101.com. 2012. Learn Greek – How to Introduce Yourself in Greek. https://www.youtube.com/watch?v=6cAzXzidaeo (last accessed 26/03/2019) This channel offers basic Greek sentences for anybody who wants to visit Greece and talk with locals. Paulmains. 2015. 9 Surprising Facts about the Greek Language. ListandLearnBlog. https://www.listenandlearn.org/blog/9-surprising-facts-about-the-greek-language/ (last accessed 26/03/2019) The longest word ever to appear in literature has 171 letters – this and 8 other fun facts about Greek can be found in this blog entry.



Irish

(Republic of Ireland)



Figure 16

Read me in Irish ...	<i>Gaeilge / Gaolainn</i>
Speakers	Approx. 70.000 speakers speak Irish on a daily base, thus count as speakers of Irish as their mother tongue. Around 1,6 million people speak Irish as a second language (http://www.irland.com/land-undleute/sprache/).
Spoken in	Irish is mainly spoken in Ireland, but also in Canada and in the U.S. There is no standard, therefore the dialects form the language. There are three main dialects (Munster, Connacht, Uster).
Language family	Indoeuropean. Celtic. Insular Celtic. Goidelic languages.
Writing system	Latin script
Listen to me	Wikitungues. 2017. Siobhán speaking Irish. https://www.youtube.com/watch?v=jeSxC2RNSkk (last accessed 26/03/2019)
More about me	BBC Irish. Learners. http://www.bbc.co.uk/irish/features/8/english/ (last accessed 31/08/2017) This BBC website offers Irish language lessons and exercises for everybody interested in learning the language. Clisare.2013. Can Irish People Speak Irish? (Gaeilge or Gaelic) // Clisare https://www.youtube.com/watch?v=PXhDIYREJyo (last accessed 26/03/2019) One of Ireland's most famous YouTube comedians took on the task of interviewing people on the streets of Dublin to see if the Irish really can speak Irish. Daniel O'Hara (dir.). 2003. Yu Ming Is Ainm Dom. Published by filmbase on YouTube on 07/11/2011. https://www.youtube.com/watch?v=JqYtG9BNhfm (last accessed 26/03/2019) This short film is about a Chinese boy who wishes for nothing else but to visit Ireland. For this reason, he starts to learn Irish. Government of Ireland. 20-year strategy for the Irish language 2010-2030. http://www.chg.gov.ie/app/uploads/2015/07/20-Year-Strategy-English-version.pdf (last accessed 26/03/2019) In this publication, the Irish Government gives an insight to its strategy for the Irish language. Learning the Irish language (Gaeilge). Fluent in 3 months. https://www.fluentin3months.com/irish-language/ (last accessed 26/03/2019) You'll find a lot of useful link to Irish language-learning webpages in the paragraph "Tá an teanga l ngach áit!", as well as a simple introduction to how the language works.



Yiddish

(all around the world)

Read me in Yiddish...	"Yiddish" is probably a short version for ייִדיש-טײַטש (jiddisch-daitsch)
Speakers	Yiddish originates in Germany between the 9th and 12th centuries. At the beginning of the 20th century, there were approx. 11 million speakers who mainly lived in the U.S. and Eastern Europe. Today there are about 4 to 5 million speakers left due to the Holocaust. (https://www.unitrier.de/index.php?id=47261)
Spoken in	Speakers of Yiddish can be found all over the world. Some countries, like the U.S., Argentina, Mexico, Australia, South Africa, France and Israel actively protect the language.
Language family	Indoeuropean. Germanic. West Germanic. <i>Even though Yiddish is part of the West Germanic languages, it is not prototypical for this language family. The language has borrowed from Hebrew and Slavonic languages as well as elements from Romance languages.</i>
Writing system	Hebrew script.
Listen to me	Wikitongues. 2016. Matt speaking Yiddish. https://www.youtube.com/watch?v=hG5rMFqZ-XQ (last accessed 26/03/2019)
More about me	a.V. 13/02/2017. The revival of Yiddish in music and literature. The Economist. https://www.economist.com/blogs/prospero/2017/02/pr-ven (last accessed 26/03/2019) This article offers an insight into the history of Yiddish language throughout the last century and looks at revival of the language nowadays. BRIC TV. 2015. Yiddish-Speaking Brooklyn. On the Grid with Zephyr Teachout. Episode 1. https://www.youtube.com/watch?v=DI856YM_krU (last accessed 26/03/2019) This Brooklyn television channel looks at the backgrounds of Hasidic Yiddish groups in Brooklyn and shows just how different these groups are and how Yiddish communities integrate to daily life in New York City. Mayrent collection of Yiddish Recordings. https://uwdc.library.wisc.edu/collections/millsspcoll/mayrentrec/ (last accessed 26/03/2019) This part of the Mills Music Library Collections contains many recordings of Yiddish theater, popular, and traditional music, etc. mJL Staff. The 22 Best Yiddish Words to Know. A brief glossary of important and commonly used Yiddish words and phrases. MyJewishLearning. http://www.myjewishlearning.com/article/yiddish-words/ (last accessed 26/03/2019)
	This website about Jewish culture offers a broad variety of articles about Jewish culture, language, history, food, and more. What is Yiddish? YIVO Institute for Jewish Research. https://yivo.org/Yiddish (last accessed 26/03/2019) This institution promotes knowledge of Jewish life with a focus on East European Jewry. There are a lot of useful resources for teachers and anybody interested in Jewish culture and history. Yiddish expressions. KOPIJK-international. https://sites.google.com/site/kopjikininternational/yiddish-expressions (last accessed 26/03/2019) This collection offers a list of Yiddish expressions – you may already know some of them!



Name	Quadratschrift (Druckschrift)	Schreibschrift	Thora	Raschi	Laut
Alef	א	א	א	א	-
Bet	ב	ב	ב	ב	b, w/v
Gimmel	ג	ג	ג	ג	g
Dalet	ד	ד	ד	ד	d
Hé	ה	ה	ה	ה	h
Vav	ו	ו	ו	ו	v, o, u
Zaijn	ז	ז	ז	ז	s, z
Cheth	ח	ח	ח	ח	ch
Teth	ט	ט	ט	ט	t
Jod	י	י	י	י	j, i
Kaf	כ	כ	כ	כ	k, ch
Chaf-sofit	ך	ך	ך	ך	ch
Lamed	ל	ל	ל	ל	l
Mem	מ	מ	מ	מ	m
Mem-sofit	ם	ם	ם	ם	m
Nun	נ	נ	נ	נ	n
Nun-sofit	ן	ן	ן	ן	n
Samech	ס	ס	ס	ס	ss
Aijn	ע	ע	ע	ע	-
Pé	פ	פ	פ	פ	p, f
Pé-sofit	ף	ף	ף	ף	f
Zadi	צ	צ	צ	צ	tz, ts
Zadi-sofit	ץ	ץ	ץ	ץ	tz
Qof/Kof	ק	ק	ק	ק	k, q
Résch	ר	ר	ר	ר	r
Schin	ש	ש	ש	ש	sch, sh
Sin	שׁ	שׁ	שׁ	שׁ	ss
Tav	ת	ת	ת	ת	t

Figure 17



Karaim

(Lithuania, Ukraine)



Figure 18

Read me in Karaim ...	<i>Karaj tili</i>
Speakers	75 in Lithuania (UNSD 2014), 6 in Ukraine (Salminen 2007)
Spoken in	Lithuania: Trakai (Trakay dialect), Panevėžys, Vilnius Ukraine: Galit (Galit dialect), Krim (Krim dialect) Poland
Language family	Turkic. Common Turkic. Kipchak. Kypchak-Cuman.
Writing system	Modified Latin alphabet (Poland, Lithuania), Cyrillic script (Crimea, Ukraine), Hebrew letters (used until 19 th century).
Listen to me	Kefeli, Abraham. Ay Qapu, Qara Qapu. https://www.youtube.com/watch?v=ZhHxDx4jq-Y&list=PL46249E123903F5B4 (last accessed 31/08/2017) [this video belongs to a playlist of Karaite folk songs and music – feel free to listen to more than one song!]
More about me	Crimean Karaite Association's page about Karaim Language. http://karai.crimea.ua/karai/yazykkaraimov (last accessed 26/03/2019) [RUS] Karaim-Russian Online Dictionary. http://kale.at.ua/publ/3 (last accessed 26/03/2019) [RUS] Lithuanian Karaims. https://web.archive.org/web/20050324022013/http://daugenis.mch.mii.lt/karaimai/index_en.htm (last accessed 26/03/2019) This website offers further information on the Karaim language, religion, traditions, and literature, as well as Lithuanian Karaim organisations. Patinkin, Aran. 2017. Legends of the Lost Tribes Chapter 12 – The Karaites of Poland and Lithuania. https://www.youtube.com/watch?v=yBrPC8emuhM (last accessed 26/03/2019) This documentary gives an insight into the Karaite community in Lithuania and their history and customs. Spoken Karaim. http://www.dnathan.com/language/karaim/kcdproject.htm (last accessed 26/03/2019) This project's main purpose was to record the Karaim language in order to maintain it as well as to pass it on to the younger generation.



Ladin

(Italy)



Figure 19

Read me in Ladin ...	<i>Ladin</i>
Speakers	31 000 in Italy (Ethnologue 2013)
Spoken in	Italy: Val Badia, Val Gardena, Ampezzo, Fodom, Val di Fassa, Friuli Venezia Giulia; Switzerland: Graubünden;
Language family	Indoeuropean.
Writing system	Latin script
Listen to me	Südtirol bewegt – Alto Adige da vivere. 2013. Ladino – Ladin. https://www.youtube.com/watch?v=1H7RZjN7baQ (last accessed 26/03/2019)
More about me	GANES. 2014 [2011]. Mai Guai. https://www.youtube.com/watch?v=J7QvFqJUxn0 (last accessed 26/03/2019) This is a sample song from pop band GANES, a trio of Ladin women who sing their songs only in Ladin. Istitut Ladin Micurá de rü. http://www.micura.it/de/woerterbuecher/gh/dl (last accessed 26/03/2019) This Ladin culture institute offers audio and video files, a bookshop, as well as a Ladin (Val Gardena) – German dictionary. Kindel, Constanze. 17/01/2006. Ladinisch für Anfänger. ZEIT Online. http://www.zeit.de/2006/04/Gadertal_2fs_9fdtirol (last accessed 26/03/2019) This German article gives a good introduction to the Ladin-speaking area and people. Salvi, Elisa. 27/06/2013. La mitologia ladina al pari dei greci. Giornale Trentino. http://www.giornaletrentino.it/cronaca/trento/la-mitologia-ladina-al-pari-dei-greci-1.576821 (last accessed 26/03/2019) This article introduces work by Ulrike Kindl on Fassa mythology. Taibon, Mateo. Ladinien. Informationen über die ladinische Realität. Gesellschaft für bedrohte Sprachen. http://www.gfbv.it/3dossier/ladin/ladinien-de.html (last accessed 26/03/2019) This article gives a very thorough overall view of Ladin language, culture, history, etc.

Mirandés

(Portugal)

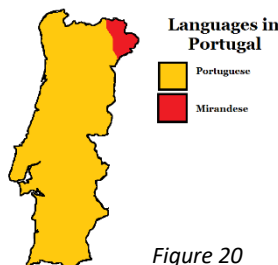


Figure 20



Read me in Mirandés...	<i>Mirandés</i>
Speakers	Approx. 4 000-5 000 in 2006 (declining) While Mirandés is still common among adults, young adults and youth mostly use Portuguese. (http://bsp-rom.de/attachments/File/SS_10_HS_Mo_12-7.pdf)
Spoken in	Portugal: Planato Mirandês (North-East of Portugal, at the border region to Spain); center of the region: Miranda do Douro There are three dialects: Mirandés Sendinês, Mirandês Raiano, and Mirandese Normal.
Language family	Indoeuropean. Romance languages. Western Romance. Western Ibero-Romance. Asturo-Leonese.
Writing system	Latin script
Listen to me	Zurriellu. 20.04.2009. Adélia Garcia Canta em Mirandês on Vimeo. https://www.youtube.com/watch?v=x6NVpmggxgg (last accessed 26/03/2019) Wikitungues. 06.10.2015. Antônio, Domingos, and Porfirio speaking Mirandese. https://www.youtube.com/watch?v=-gnJtZFyzZA (last accessed 26/03/2019)
More about me	Canal História. 2008. Mirandês outra língua (1de7). http://www.endangeredlanguages.com/lang/4734/samples/5878 (last accessed 26/03/2019) Documentary by Canal História on Mirandés language and culture. Botelho, Joao (dir.) 2012. Anquanto la Lhéngua fur Cantada. http://www.imdb.com/title/tt2278831/ (last accessed 26/03/2019) This musical documentary is set in Miranda do Douro and gives a good portrayal of the Portuguese cultural heritage of the area. Ferreira, José Petro/Chesi, Cristiano/Baldewijns, Daan/Sales Dias, Miguel/Braga, Daniela/Pinto, Fernando Miguel/Cho, Hyongsil/Correia, Margarita/Ferreira, Amadeu (2014): Casa de la Lhéngua. A set of language resources and natural language processing tools for Mirandese. LREC Conferences. http://www.lrec-conf.org/proceedings/lrec2014/pdf/1174_Paper.pdf (last accessed 26/03/2019) This group of researchers describe the natural language processing tool for Mirandese language that they developed. Assembleia da república. 29/01/1999. Reconhecimento oficial de direitos linguísticos da comunidade mirandesa. Diário da República N°24. https://dre.pt/application/dir/pdf1sdip/1999/01/024A00/05740574.PDF (last accessed 26/03/2019) With this document from 1999, Mirandés became Portugal's official second language. Kugel, Seth. 17/01/2012. In Portugal, Mirandese Spoken Here – and Only Here. Frugal Traveler. NewYorkTimes Blog. https://frugaltraveler.blogs.nytimes.com/2012/01/17/in-portugalmirandese-spoken-here-and-only-here/ (last accessed 26/03/2019) Seth Kugel travelled to a village in the Planato Mirandês to listen to people speak their language and learn about their culture. Editorial Board. 22/10/2015. Nova Aventura de Asterix traduzida para mirandês. TVI24 http://www.tvi24.iol.pt/sociedade/22-10-2015/nova-aventura-de-asterix-traduzida-paramirandes (last accessed 26/03/2019) [POR] Galadum Galundaina. 19/12/2015. Siga a Malta – Galadum Galundaina. https://www.youtube.com/watch?v=8JHU2oGx0sE (last accessed 26/03/2019) Galandum Galundaina is a Portuguese folk-band from Miranda do Douro, who sing in Mirandés.



Occitan

(Italy, France, Spain)



Figure 21

Read me in Occitan ...	<i>lenga d'òc</i>
Speakers	Approx. 218.310 (<i>Ethnologue</i>)
Spoken in	Occitan is mostly spoken in the South of France; Italy: Piemonte, Calabria (Guardia Piemontese nel Cosentino) Spain: Val d'Aran
Language family	Indoeuropean. Italic. Romance. Gallo-Romance. Occitano-Romance. Occitan.
Writing system	Latin script
Listen to me	Chambra d'Oc. 2013. La libertá di parlare la lingua d'òc – L'occitània aPe. https://www.youtube.com/watch?v=OkUpMD3JmBU (last accessed 26/03/2019) – This is a series of awareness-raising interviews in Occitan in 2008, the international year of languages.
More about me	Arri! Lu Collectiu Arri. http://arrilemosin.free.fr/index.php?category/Arri! (last accessed 26/04/2019) This is an Occitan collective that is very active in maintaining their language. They offer various publications, basic phrases to print out, and they organize local events in France. OccitaNet. http://occitanet.free.fr/en/index.html (last accessed 26/03/2019) This website offers basic facts about Occitan, linguistic material, and an online language course. Soresina, Maria. 2016. Dante and the Occitan language. Chambra D'Oc. https://www.youtube.com/watch?v=p8qdgAE5ZKA (last accessed 26/03/2019) Shot and edited by Andrea Fantino, this is the first of a series of conferences on the web curated by Maria Soresina. Here she talks about the role of the Occitan language in Dante's "Divina Commedia" and its general role in the Middle Ages. Institut de Sociolinguística Catalana. Occitan in Italy. UOC.edu https://www.uoc.edu/euromosaic/web/document/occita/an/i3/i3.html (last accessed 26/03/2019) This article gives an introduction to Occitan in Italy. Mosehayward. 4 Elements of Occitan that you'll spot everywhere in modern French. Fluentu.com French Language and Culture Blog. http://www.fluentu.com/blog/french/occitan/ (last accessed 26/03/2019) This article should not be taken too seriously, but offers interesting hypotheses for French learners and word nerds.



Romanes (Europe)



Figure 22

Read me in Romani ...	<i>Romanes</i> (<i>Romani čhib</i> means „Roma language“)
Speakers	Approx. 3 500 000 (UNESCO)
Spoken in	Romanes is the language spoken by the Roma. Thus, it's spoken in all of Europe. In a few countries, it's even recognized as minority language, like in Germany, Sweden, Austria and Hungary.
Language family	Indoeuropean. Indo-Iranian. Indo-Aryan. Western. Romani
Writing system	Latin script
Listen to me	Wikitongues. 2014. Daut speaking Romani. https://www.youtube.com/watch?v=zLTgmdLaQJ4 (last accessed 26/03/2019)
More about me	Romani Language Lessons. YouTube channel. https://www.youtube.com/channel/UC0kygZ7Fm1WStzOgnGc4qHg (last accessed 26/03/2019) This YouTube channel offers a free language course consisting of basic Romani phrases. Iamromafilm. “I Am Roma”. Playlist. https://www.youtube.com/watch?v=pvZh2zXDvMA&list=PL500BB18F8CC35CCF (last accessed 26/03/2019) This documentary in 6 chapters tells the story of the Ghandi School, the only high school for Roma people. Romani project. Romani Linguistics and Romani Language Projects. University of Manchester. http://romani.humanities.manchester.ac.uk/ (last accessed 26/03/2019) This Projects offers a collection of papers and articles about Romani language and culture. RomLex. Lexical Database. University of Graz. http://romani.uni-graz.at/romlex/lex.xml (last accessed 26/03/2019) RomLex is a dictionary for different Romani dialects. Bakker, Peter/Kiuchukov, Khristo. 2000. What is the Romani language? Hertfordshire: Univ. of Hertfordshire Press. International Journal of Romani Language and Culture. München: Lincom. http://lincomshop.eu/epages/57709feb-b889-4707-b2ce-c666fc88085d.sf/de_DE/?ObjectPath=/Shops/57709feb-b889-4707-b2cec666fc88085d/Products/%22ISSN%202190-7218%22 (last accessed 26/03/2019) Council of Europe. 05/11/2016. Roma and Travellers. World Day of Romani Language, marker of identity for the Roma community. http://www.coe.int/en/web/portal/roma/-/asset_publisher/GYHQssTlZr6h/content/world-day-of-romani-language-marker-of-identityfor-the-roma-community?_101_INSTANCE_GYHQssTlZr6h_viewMode=view/ (last accessed 26/03/2019) Statement of Veleriu Nicolae, Special Representative of the Secretary General of the Council of Europe on Roma Issues.



Sami

(Norway, Sweden, Finland, Russia)



Figure 23

Read me in Sami...	<i>Sámegiella</i>
Speakers	Approx. 24 000 in total, mostly living in Norway (Ethnologue 2015)
Spoken in	This language is spoken in the so-called “Sameland”, which includes parts of northern Finland, Norway, Sweden and extreme northwestern Russia.
Language family	Uralic. Sami.
Writing system	Latin script
Listen to me	Wikitongues. 2016. Irena speaking Northern Sami. https://www.youtube.com/watch?v=wjwQkOzzSAg (last accessed 26/03/2019)
More about me	Academia Cervená. 2016. Introduction to the Sami Languages. https://www.youtube.com/watch?v=rd4sHz98VI8 (last accessed 26/03/2019) This video gives a basic introduction to Sami languages. Turi, Marit Sofie. 2016. Introduction to Northern Sami 101 Crash Course. https://www.youtube.com/watch?v=f79LXi11d_E (last accessed 26/03/2019) Marit Sofie Turi gives a basic introduction to Northern Sami language. Sámi dieđalaš áigečála. http://site.uit.no/aigecala/ (last accessed 26/03/2019) This is the only Sami peer-reviewed journal. Divvun – Saami language technology. Norgga Arktalas Universitehta. http://www.divvun.no/ (last accessed 26/03/2019) This project offers proofing tools, keyboards, a text-to-speech tool, and many more resources for Sami languages. Sámi Giellatekno. Research group for Saami language technology. http://giellatekno.uit.no/index.eng.html (last accessed 26/03/2019) This Research Group offers dictionaries and language resources. Galdu.org/Johansen, Harry. Sámi giella – an Arctic nature language – the Sami language. Galdu.org Resource Centre for the Rights of Indigenous Peoples. https://www.youtube.com/watch?v=vkG7psgdl1o (last accessed 26/03/2019) This short documentary discusses the situation of Sami language and how it can be kept alive. Sapmi, Yle. 31/07/2017. Taking pride in Skolt Sámi roots in Northern Norway again. “People here don’t know that there are still Skolt Sámi in the world.” The Independent Barents Observer. https://thebarentsobserver.com/en/life-and-public/2017/07/taking-pride-skolt-sami-roots-northern-norway-again-people-here-dont-know (last accessed 26/03/2019)



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Welsh

(Wales, UK)



Figure 24

Read me in Welsh ...	<i>Cymraeg</i> (Welsh or Cambrian/Cambric/Cymric)
Speakers	562 000 speakers in the UK (www.linguae-celticae.org)
Spoken in	UK: Wales, England Also in: Patagonia (Chubut valley), Canada, USA, New Zealand, Australia
Language family	Indoeuropean. Celtic. Insular Celtic. Brittonic. Western.
Writing system	Latin script
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