

Consultation Questions
Section 1

The Steering Committee for Faclair na Gàidhlig (Dictionary of the Scottish Gaelic Language) fully supports this rationale. We particularly welcome acknowledgement of the responsibility for Gaelic and Scots, and BSL which also has its own specifically Scottish variations. These three languages must be the first priorities in any strategy and subsequent

1. Do you agree with the reasons given for promoting and learning languages on pages 4 and 5, and that these are the main reasons for supporting current language initiatives in Scotland? If not, why not?

framework for Scotland's languages and must be robustly supported by practical initiatives. We agree that it is important that residents of Scotland, whose first language is not English, be given every opportunity to develop fluency in English as the lingua franca to enable them to realise their full potential within society. While Scotland does not bear responsibility for the development of other world languages, native speakers of these languages who choose to make their home in Scotland and who make a significant contribution to Scottish life, must be given the necessary support at community level. We support the view that it is important for Scots to have knowledge of European cultures and languages. However, this must not be achieved at the expense of knowledge and understanding of our own culture and languages. Language is at the heart of every aspect of society; we cannot know ourselves or understand other cultures until we understand our own. Language education at all ages and levels is a key part of this understanding. We are somewhat dismayed at the last sentence in the section "Enriching education" in which learning Scotland's indigenous languages is at the end of the list. It is a sad reflection on our society that many Scots also have to learn our indigenous languages. This should be given priority in any listing of language initiatives.

The language policies described are indeed key areas and will provide a sound foundation for a future framework. With respect to Gaelic, we would wish to stress that it is a fundamental part of Scotland's cultural identity. The establishment of Bòrd na Gàidhlig and its subsequent support of the language is very welcome. Much has been achieved but there is a great deal more to be done, particularly at the grassroots level. While there has been an improvement in core materials and resources for education, provision is still woefully inadequate, especially at upper primary and secondary level. This must be at the forefront of any framework on provision of resources. In addition to Gaelic-medium education, students being educated in English should be given the opportunity to learn Gaelic as a subject. It would be a grave cultural error to adopt the policy of "all or nothing" with respect to Gaelic. The design of the school curriculum should be flexible enough to enable pupils to

<p>2. Do you agree that the language initiatives described on pages 6 – 12 and elsewhere are the key areas for language promotion in Scotland? If not, why not?</p>	<p>study an indigenous language and a modern foreign language. Knowledge of Scots is equally important to an understanding of our culture. All those educated in Scotland should leave school with, at the very least, an awareness of our linguistic heritage. This would be a platform for learning about other cultures, particularly those represented in class, and promote a cultural understanding and tolerance which would help to eliminate racism. An awareness of BSL could also be taught and may stimulate the hearing population to learn to sign. The inclusion of Scots in the school curriculum – where appropriate – begs the question where in Scotland is it inappropriate to include Scots in the curriculum? We would suggest it is entirely appropriate to include some provision for Scots and Gaelic throughout Scotland. Indeed, students all over Scotland should be taught about Gaelic and Scots as part of the curriculum, perhaps through short courses or modules in Celtic Studies, Gaelic Studies and Scottish Studies. This would enable the Scottish people to feel a pride in what they are and to flourish as individuals. Knowledge of our own languages would also ease the process of learning other languages.</p>
<p>3. Do you agree that the key principles listed on pages 14 and 15 should shape language activity in Scotland? If not, why not?</p>	<p>The key principles listed are admirable and must be adhered to as closely as possible. The policy regarding Gaelic seems to be more concerned with promotion. Promotion and planning have their place in the protection of a language but preservation is also essential. This committee represents an inter-university initiative to produce an historical dictionary of Gaelic, <i>Faclair na Gàidhlig</i>, which will trace the development of the language from its earliest written records to the present day. This will provide an indispensable tool for academics and researchers in many disciplines, and also policy makers, most notably those concerned with orthography, terminology and nomenclature. <i>Faclair na Gàidhlig</i> will be an authoritative foundation for smaller dictionaries for home, school and workplace and in this way it will reach the whole language community. Members of this committee are involved in Gaelic education from nursery to tertiary and are acutely aware that the absence of good lexicographical resources is the biggest lack in contemporary Gaelic. This arises from interaction with those teaching and studying</p>

	<p>Gaelic at all levels within Scotland and Celticists from other countries outwith the UK, such as in Europe, the United States, Canada and Russia. Preservation should be a first priority in any future framework and must be well-supported.</p>
<p>4. Are there any other comments you would like to offer on this strategy in relation to the promotion of languages in Scotland?</p>	<p>In taking this strategy forward to a framework for action, care must be taken that promotion is backed up by action at the grassroots level. One of the most fundamental aspects of promotion is to give people access to the language in everyday life. Promotion and planning will not achieve growth on their own without using a means of maximising accessibility. The importance of dictionaries in providing accessibility must be recognised. A dictionary or derived phrase book or word list is often the initial gateway at which people meet a language. It is a gateway which must be kept open. It is not clear from the document how the Scottish Executive intends to respond to the consultation and translate the guiding principles and sentiments into a programme of actions.</p>
<p>5. If you are responding on behalf of an organisation, how do you think you may be able to contribute to the success of the strategy?</p>	<p>Faclair na Gàidhlig will preserve and present the Gaelic language on a global basis. It will follow the format of the excellent resource already available for Scots, the Dictionary of the Older Scottish Tongue, now available as part of the online Dictionary of the Scots Language (www.dsl.ac.uk). Definitions will be in English and will be illustrated by quotations from throughout the history of the language. It will be a fundamental resource available to all. It will greatly enhance work in Gaelic-medium education in schools, in Sabhal Mòr Ostaig offering degrees through the medium of Gaelic, and in universities offering degrees in Celtic. Indeed, it is difficult to see how any initiative for the language can achieve its goals without the existence of Faclair na Gàidhlig. International awareness is important but we must also know ourselves before we can participate fully in such a context and realise our full potential as a modern nation. Historical lexicographical projects are long term and, in the absence of core-funding, struggle for existence within a short term funding strategy. Faclair na Gàidhlig currently employs a staff of two. The next stage for which funding is being sought is the full-text database from which the dictionary will be compiled. This</p>

will be the largest electronic collection of Gaelic texts and will enable a great deal of research on the language. It will however remain a partial resource until the compilation of Faclair na Gàidhlig which will explain the language and the culture. Faclair na Gàidhlig is one of the most important projects for Gaelic in contemporary Scotland. Its existence, even in its early stages, will be indispensable in taking forward a strategy for Scotland's languages. The project is willing to engage with all stakeholders to provide resources meeting the needs of all who wish to access the Gaelic language.

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Tha Comataidh StiÀ¹iridh Faclair na Gï₂^{1/2} idhlig a' cur a lï₂^{1/2} n-taic ris an fheallsanachd seo. Tha sinn gu sÀ²nraichte toilichte gu bheil an dleastanas a th' aig an riaghaltas airson Gï₂^{1/2} idhlig, Albais, agus BSL (aig a bheil dual-chleachdaidhean Albannach) air aithneachadh. Ann an ro-innleachd sam bith airson cï₂^{1/2} nanan na h-Alba, agus ann an sgeama sam bith

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a thigeadh bhuaipe, feumar pr^À-omhachas a thoirt do na tr^À-cì^{1/2} nanan seo agus taic lì^{1/2} idir a thoirt dhaibh, tro iomairtean practaigeach. Tha sinn ag aontachadh gu bheil e cudromach gum bi gach cothrom aig neach aig nach eil a' Bheurla mar phr^À-omh chì^{1/2} nan, a' Bheurla a th' aca a leasachadh 's a leudachadh, gus an t^Àid aca air gabhail an sì^{1/2} s anns a' choimhearsnachd aig gach ^À-re. Ged nach eil dleastanas againn ann an Alba airson leasachadh chì^{1/2} nanan a tha nam mor-chì^{1/2} nanan ann an d^À'thchannan eile, feumar taic riatanach aig ^À-re coimhearsnachd a thoirt do dhaoine ì^{1/2} d^À'thchannan eile a tha a' fuireach agus ag obair ann an Alba. Tha sinn a' cur taic ris a' bheachd gu bheil e cudromach gum bi Albannaich e^Àlach air cultaran is cì^{1/2} nanan na Roinn-E^Àrpa. Gidheadh, chan fhaod seo a bhith an ì^{1/2} ite e^Àlas agus tuigse ar cultair 's ar cì^{1/2} nanan fh^À-n. Tha cì^{1/2} nan aig cridhe gach raon s^Àisealtais; cha tig f^Àin-aithneachadh no tuigse air cultaran eile, mura bi tuigse againn air ar cultar fh^À-n. Tha foghlam cì^{1/2} nain aig gach aois agus aig gach ^À-re na phì^{1/2} irt cudromach den tuigse seo. Tha sinn air ar n-uabhasachadh leis an rosgrann mu dheireadh a tha san earrann 'Nearthachadh foghlaim', anns a bheil ionnsachadh cì^{1/2} nanan d^À'thchasach na h-Alba aig deireadh na liosta. 'S e sealladh f^À-or dhuilich a tha seo air ar s^Àisealtas, gu bheil aig t^Àrr Albannaich ri cì^{1/2} nanan na h-Alba ionnsachadh. Bu ch^Àir pr^À-omhachas a thoirt dha seo ann an liosta sam bith de dh'iomairtean cì^{1/2} nain.

Gu dearbh, tha na h-iomairtean cì^{1/2} nain air an tugar luaidh nam pr^À-omh roinnean, a chruthaicheas bun-st^Àidh seasmhach airson sgeama sam bith a thig bhuapa. A thaobh na Gì^{1/2} idhlig, bu mhat leinn cuideam a chur air a' phuing gu bheil a' Ghì^{1/2} idhlig na pì^{1/2} irt bunaiteach de dhearbh-aithne cultarach na h-Alba. Tha fì^{1/2} ilte ga chur air st^Àidheachadh B^Àrd na Gì^{1/2} idhlig agus an taic a tha e a' cumail ris a' chì^{1/2} nan. Chaidh m^Àran a thoirt gu buil mar-thì^{1/2}, ach tha t^Àrr a bharrachd ri dh^Àanamh fhathast, gu s^Ànraichte aig ^À-re an t-sluaigh. A thaobh foghlaim, ged a tha leasachadh air tighinn air stuthan agus air goireasan bunaiteach, tha d^À-th mh^Àr ann fhathast, gu s^Ànraichte aig ceann shuas nam bun-sgoiltean agus aig ^À-re nan ì^{1/2} rd-sgoiltean. Feumaidh seo a bhith aig ceann sgeama sam bith a tha ag amas air goireasan a

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leasachadh. A bharrachd air foghlam tro mheadhan na Gĩ½ idhlig, bu chÃ²ir cothrom a bhith aig sgoilearan Beurla Gĩ½ idhlig ionnsachadh aig an sgoil. B' e droch mhearachd chultarach a bhiodh ann gun a bhith a' toirt a' chothruim sin do sgoilearan a tha ag ionnsachadh tro mheadhan na Beurla.

Cuideachd, bu chÃ²ir curraicealam na sgoile a bhith subailte gu leÃ²r gus cothrom a thoirt do na sgoilearan sin cĩ½ nan coimheach ionnsachadh cÃ²mhla ri cĩ½ nan dÃ²thchasach. Tha eÃ²las air Albais cuideachd cudromach gus ar cultar a thuigsinn. Bu chÃ²ir don a h-uile duine a tha a' faighinn foghlam ann an Alba a bhith a' fi½ gail na sgoile le co-dhiÃ² mothachadh air ar dualchas cĩ½ nanach. B' e bunait a bhiodh ann airson ionnsachadh mu chultaran eile, gu sÃ²nraichte an fheadhainn sin a th' air an riochdachadh leis a' chloinn anns a' chlas, agus chuireadh e air adhart tuigse chultarach agus spÃ²is, a chuidicheadh gus stad a chur air grĩ½ in-cinnidh. Dh'fhaodadh beagan BSL anns a' chlas a bhith feadhainn aig a bheil claisneachd a bhrosnachadh gus an cĩ½ nan sin ionnsachadh. Tha a bhith a' gabhail a-steach Albais 'far am bi e iomchaidh' a' togail na ceiste, cĩ½ ite ann an Alba nach biodh e 'iomchaidh' Albais a thoirt a-steach dhan churraicealam? Mholamaid gum biodh e buileach iomchaidh co-dhiÃ² beagan Albais agus Gĩ½ idhlig a thoirt a-steach ann an sgoiltean air feadh na h-Alba. Gu dearbh, bu chÃ²ir do sgoilearan air feadh na h-Alba a bhith ag ionnsachadh mu Ghĩ½ idhlig agus mu Albais mar phĩ½ irt den churraicealam, is dÃ²cha tro chÃ²rsaichean goirid no modalan ann an EÃ²las Ceilteach, EÃ²las na Gĩ½ idhlig, agus EÃ²las na h-Alba. Bhrosnaicheadh seo moit am measg muinntir na h-Alba nan dualchas, nan cultar, agus annta fhÃ²in. A bharrachd air seo, bhiodh eÃ²las air ar cĩ½ nanan fhÃ²n na cuideachadh gus cĩ½ nanan eile ionnsachadh.

Tha na prÃ²mh phrionnsabalan seo ionmholta agus feumar an leantainn gu dlÃ²th. Tha e coltach gu bheil am poileasaidh a tha a' buntainn ris a' Ghĩ½ idhlig gu mÃ²r a' gabhail gnothach ri i½ rdachadh na Gĩ½ idhlig. Tha i½ ite aig i½ rdachadh agus dealbhadh ann a bhith a' dÃ²on cĩ½ nain, ach tha gleidheadh cuideachd deatamach. Tha a' chomataidh seo a' riochdachadh iomairt eadar-oilthighean gus faclair eachdraidheil Gĩ½ idhlig na h-Alba a

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chruthachadh (Faclair na Gĩ½ idhlig), a bhios a' leantainn leasachadh a' chĩ½ nain bho na tÃ'san sgrÃ-obhte as trĩ½ ithe a th' againn, chun an latha an-diugh. 'S e goireas air leth a bhios ann do dh'acadaimigich agus do luchd-rannsachaidh ann an iomadach roinn, agus cuideachd do dhaoine a bhios a' dÃ'anamh phoileasaidhean, gu sÃ²nraichte an fheadhainn sin a bhios an sĩ½ s ann an litreachadh, briathrachas, agus ainmeachadh. 'S e bun-stÃ'idh Ã'ghdarrasach a bhios ann am Faclair na Gĩ½ idhlig do dh'fhaclairean beaga airson na dachaigh, na sgoile, agus an ĩ½ ite-obrach, agus anns an dÃ²igh seo, ruigidh e a' choimhearsnachd chĩ½ nanach air fad. Tha buill na Comataidh seo an sĩ½ s ann am foghlam Gĩ½ idhlig aig gach Ã-re, eadar sgoiltean-ĩ½ raich agus oilthighean, agus tha iad gu math mothachail gur e cion deagh ghoireasan faclaireachd an dÃ-th as motha a th' againn ann an saoghal na Gĩ½ idhlig san latha an-diugh. Tha seo ag Ã'irigh bhon eadar-obrachadh eadar daoine a tha a' teagasg agus ag ionnsachadh Gĩ½ idhlig ann an Alba, agus daoine a tha ag obair ann an Roinnean Ceiltis taobh a-muigh Bhreatainn, m.e. anns an Roinn-EÃ²pa, sna Sti½ itean Aonaichte, ann an Canada, agus anns an Ruis. Bu chÃ'ir do ghleidheadh a bhith na phrÃ-omh amas ann an sgeama sam bith a tha ri thighinn, agus feumar deagh thaic a chumail ris.

4. Are there any other comments you would like to offer on this strategy in relation to the promotion of languages in Scotland?

Ann a bhith a' toirt na ro-innleachd seo air adhart gus sgeama-gnÃ-omh a chruthachadh, feumar a bhith faiceallach gu bheil ĩ½ rdachadh a' dol lĩ½ mh ri lĩ½ imh le gnÃ-omhachd aig Ã-re an t-sluaigh. 'S e aon de na rudan as bunaitiche mu ĩ½ rdachaidh, gu bheil a' toirt goireasan cĩ½ nain do dhaoine a chleachdas iad nam beatha lĩ½ itheil. Chan fhaighear fi½ s bho ĩ½ rdachadh agus dealbhadh gun a bhith a' leudachadh nan goireasan sin. Feumar aithneachadh gu bheil faclairean air leth cudromach anns an t-seagh sin. Gu math tric 's e faclair no leabhar-abairtean no liosta fhaclan a' chiad shlighe a-steach do chĩ½ nan. Feumar an t-slighe seo a chumail fosgailte. Chan eil e follaiseach bhon aithisg ciamar a bhios Riaghaltas na h-Alba a' dÃ'iligeadh ris a' cho-chomhairle, agus a' gluasad air adhart gus sgeama-gnÃ-omh a chruthachadh bho na prionnsabalan agus na beachdan seÃ²laidh.

5. If you are responding on behalf of an organisation, how do you think you may be able to contribute to the success of the strategy?

Bidh Faclair na Gĩ½ idhlig a' gleidheadh na Gĩ½ idhlig agus ga cur air beulaibh an t-saoghail fharsaing. Leanaidh am Faclair stoidhle Dictionary of the Older Scottish Tongue, goireas sĩ½ r-mhath airson Albais, a tha a-nis ri fhaighinn air loidhne mar phĩ½ irt den fhaclair Dictionary of the Scots Language (www.dsl.ac.uk). Bidh gach facal air a mhÃ-neachadh ann am Beurla, agus thÃ'id abairtean a thogail bho theacsaichean Gĩ½ idhlig bhon diugh 's bhon dÃ", gus brÃ-gh nam facal a chur an cÃ"ill. 'S e goireas bunaiteach a bhios anns an Fhaclair, air an ruig neach sam bith. Cuiridh e gu mÃ²r ris an obair a thathar a' dÃ"anamh ann an sgoiltean Gĩ½ idhlig, aig Sabhal MÃ²r Ostaig, a bhios a' tabhann ceumannan tro mheadhan na Gĩ½ idhlig, agus ann an oilthighean a bhios a' tabhann ceumannan ann an EÃ²las Ceilteach. Gu dearbh, tha e doirbh faicinn ciamar a thÃ'id iomairt sam bith as leth a' chĩ½ nain a choileanadh as aonais Faclair na Gĩ½ idhlig. Tha mothachadh eadar-nĩ½ iseanta cudromach ach feumaidh fÃ"in-aithneachadh a bhith againn mus tÃ'id againn air com-pĩ½ irteachadh gu h-iomlan ann an co-theacsa eadar-nĩ½ iseanta mar rÃ-oghachd nuadh. Tha prÃ²iseactan faclair eachdraidheil a' toirt Ã'ine fhada agus, as aonais bun-mhaoineachais, bidh iad a' strÃ- gus cumail a' dol taobh a-staigh ro-innleachd maoinachais gheĩ½ rr-Ã'ine. Aig an Ã-re-sa tha dithis ag obair air Faclair na Gĩ½ idhlig. Thathar andrĩ½ sta a' sireadh maoinachas airson na h-ath Ã-re, anns an cuirear stÃ²r-dĩ½ ta theacsaichean ri chÃ"ile, bhon tÃ'id am Faclair a chruthachadh. 'S e an co-chruinneachadh as motha de theacsaichean Gĩ½ idhlig a bhios ann, agus bidh e na ghoireas air leth airson rannsachadh a dhÃ"anamh air a' chĩ½ nain. Cha bhi ann ach leth-ghoireas, ged-tĩ½, gus an tÃ'id crÃ-och a chur air Faclair na Gĩ½ idhlig, a bhios a' mÃ-neachadh a' chĩ½ nain agus a' chultair. 'S e Faclair na Gĩ½ idhlig aon de na prÃ²iseactan as cudromaiche airson na Gĩ½ idhlig a th' ann an Alba an-diugh. FiÃ¹ 's aig toiseach a' ghnothaich, 's e goireas air leth riatanach a bhios ann gus ro-innleachd airson cĩ½ nanan na h-Alba a thoirt air adhart. Tha am prÃ²iseact deÃ²nach bruidhinn ri na daoine a bhios a' cleachdadh an Fhaclair gus goireasan a chruthachadh a bhios a' freagairt air feumalachdan gach neach a bhios airson ruighinn air a' Ghĩ½ idhlig.