
Book of Abstracts

Scots@Ed 2020

University of Edinburgh, 25 January 2020



Plenary

Joanna Kopaczyk, University of Glasgow

Title: Users, uses, and whether we should care: My vision for Scots

Abstract: In this talk I present my vision for Scots, speaking as a non-native academic who has been interested in the history of this language for over 20 years. I will address three questions: who is a legitimate user of Scots, in what contexts its use is valid, and whether linguists should care about Scots beyond a detached, objective academic approach. These thoughts are a product of my observations and experience of living in 21st-century Scotland, and my constant amazement at how complex and challenging the issue of an indigenous language can be in its own country.

Claire Needler, University of Aberdeen

Title: A Wee Bit of a Rebel Thing? – Scots Language Teaching in Schools

Abstract: Against a backdrop of recent policy changes (Scots Language Policy 2015, Doric Policy 2017) and the launch of the SQA Scots Language Award in 2014, Scots is now taught in some schools and is recognised as being a valued part of the school curriculum (Education Scotland 2017). In this presentation I will draw on my ethnographic research in Banff Academy, Aberdeenshire to examine attitudes towards Scots. Historically Scots was the language of home and family, but you had to ‘speak proper English to get on in the world’. Have attitudes changed? What do pupils, teachers and school management think? How can I use my findings to improve attitudes to Scots?

Bruce Eunson, Scots Language Co-ordinator with Education Scotland

‘Scots Language in Primary school: examples and discussion’

Bruce Eunson, Scots Language Co-ordinator with Education Scotland, will share some of the work being done to promote the use of Scots language in Primary schools across the country. This will include dialect diversity, language links across Europe, and teacher CPD resources.

Laura Green, Education officer for the Scots Language Centre

Title: Scots in Secondary schools - Qualifications, Resources and Impact

Abstract: Laura Green, an English teacher currently working outwith schools in her capacity as Education officer for the Scots Language Centre, talks about how and why Scots is taught in secondary schools; showcases the new resources from www.scotslanguage.com/learning; and discusses the impact that the use of Scots in the classroom has on pupils.

Dawn Leslie, University of Aberdeen

Title: In Search of ‘The Doric’ - investigating perceptions of North-East speech from the inside

Abstract: The term ‘The Doric’ is everywhere in the North-East – in newspaper headlines, works of literature, educational initiatives, brand names, cultural festivals, and even publications aimed at teaching people ‘How to Speak Doric’. But what is ‘the Doric’? Where did the term come from? Do people agree on where this variety is spoken and what it refers to? And is it the only important marker of local linguistic identity? Using data from surveys conducted across the North-East, this research investigates local perceptions of speech and what they can tell us about intraregional identities.

**E Jamieson (University of Edinburgh), Gary Thoms (NYU), David Adger (QMUL),
Caroline Heycock (Edinburgh) & Jennifer Smith (Glasgow)**

Title: Introducing the Scots Syntax Atlas

Abstract: The Scots Syntax Atlas (scotssyntaxatlas.ac.uk) is a major new resource for the study of Scots. We travelled to 145 communities across Scotland, collecting over 100,000+ acceptability judgments on over 200 morphosyntactic phenomena, as well as a 3-million-word corpus of spoken data. In this talk we will firstly introduce the atlas and demonstrate its interactive interface, focusing on how this can be used for teaching and community engagement as well as research. In the second half, we will show how we are using the atlas data to investigate the nature of syntactic variation, with a case study on *have-raising*.

Warren Maguire, University of Edinburgh

Title: Mapping Scots pronunciations

Abstract: Although the third volume of the *Linguistic Atlas of Scotland* (LAS3; Mather & Speitel 1986) is our chief source of information on the pronunciation of Scots dialects in the 20th century, the maps contained within it depend on a complex ‘polyphonemic’ vowel analysis which mean that they are difficult for even trained linguists, never mind non-linguists, to interpret. In addition, variation in the pronunciation of consonants is not mapped in the atlas. In this presentation, I explore alternative ways of representing the LAS3 pronunciation data in map form in order to make them interpretable by linguists and non-linguists alike, bringing in vowel and consonant data not only from the published atlas but also from the large body of unpublished data archived at the University of Edinburgh on which it is based. In so doing, I illustrate what we can learn from a more transparent analysis of the survey data about variation in pronunciation in Scots dialects.

Jack Capener, ‘Oor Vyce’

Title: "Campaigning for a Scots Language Act: Translating Linguistic Renaissance into Political Action

Abstract: "What many scholars and activists have recently dubbed the 'Scots Renaissance' has quickly enveloped the arts and education, but has been slow to affect governmental policy-making. However, recent efforts from civil society and partisan actors have contributed to Scots gradually returning to the political agenda in Holyrood. In this presentation I will outline the recent history of these efforts, as well as introduce my own contribution, the Oor Vyce campaign, which I founded in 2019, and its aims, challenges, and working style."
