

Report to the Committee of Experts on the European Charter for Regional or Minority Languages January 2021

*In response to a request for information with respect to Scots on the
recommendation to:*

**Provide forms and means for the teaching and study of Scots
at all appropriate stages.**

Summary

The Scots Language Centre is the primary public contact point for general and specific information about Scots in all its forms. Funded by The Scottish Government, our staff is made up of first language Scots speakers and consultants from across all Scotland's dialect regions. We are in daily communication with first language Scots speakers, informal learners, and educators. In addition to the production of our own content delivered through www.scotslanguage.com, we work in partnership with multiple organisations involved in the development and provision of Scots resources.

The Scots Language Centre supports the provision of Scots language education at all levels of education for both first language speakers (L1) and learners. We welcome the development of Scots resources and the networks of collaboration presented in this report, and we recognise the hard work of all Scots language practitioners in consciousness raising and teaching of the language of over 1.5 million speakers. [[2011's Scotland's Census.](#)]

Below we outline the work done in formal educational provision of Scots, educational resource development in Scots, and the very important role of informal and creative learning where Scots is involved. Following this are the responses of various stakeholders who provided more information in the compilation of this report.

The Scots Language Centre recognises the central importance of engaging with Scots speaking communities as vital to ensuring the intergenerational transmission of Scots.

Dr Michael Dempster, Director of The Scots Language Centre, January 2021

"The surviving autochthonous languages are still spoken; In the case of Scots, by a considerable part of the population. They are both given support by local and national Government; [...] it would be fair to say *something* is being done for Scots, beyond the hand-wringing so much enjoyed in the past. Yet it is entirely possible that, by 2100, [...] Scots will have become entirely dialectalised in large koine-type units of colloquial English, where pronunciation will be the primary distinguishing factor.

This need not necessarily happen, however. [...] What would be encouraged instead would be a fruitful and beneficial bilingualism or bidialectalism.

Without active interaction with the speaker populations beyond the activists, however, this is wishful thinking."

- **Robert McColl Millar**, *A Sociolinguistic History of Scotland*, EUP, 2020

Thank you to all the individuals and organisations who participated in the preparation of this report, and apologies to anyone who may not have had time to respond in its short preparation period. We recognise there may be accidental omission of projects and resources in its preparation. This is not intended as a comprehensive account of all Scots activities.

Declaration of interests: The staff and consultants employed by the Scots Language Centre work part-time, and as such have worked independently of the Scots Language Centre on a number of projects mentioned herein. In the compilation of this report every care has been taken to give a fair and equal representation of the work being done in the teaching and study of Scots.

Formal Education in Scots

Publicly funded schools in Scotland are guided by the statements and principles of Curriculum for Excellence (CfE). CfE is a curriculum which is coherent from 3 to 18, consisting of a broad general education, known as BGE (early years provision, primary school and secondary school until the end of S3) and Senior Phase (secondary school S4 - S5 or S6).

The teaching of Scots is supported by [national policies](#) outlining that Scots can be taught as part of literacy (from early years onwards) and as part of languages (from Primary 1 onwards). It is also supported by the availability of National Qualifications at Senior Phase level.

Education Scotland have two publications advocating the teaching of Scots:

[CfE Briefing 17 \(Curriculum for Excellence: Scots Language\)](#)

[Scots Language in Curriculum for Excellence: enhancing skills in literacy, developing successful learners and confident individuals](#)

Early Years

Funded early learning provision is available to all three and four year olds in Scotland. Each child is entitled to 1140 hours a year (30 hours a week, is provided on a termly basis). Scots language may be taught as part of interdisciplinary learning (for example, as part of work on Scottish culture, music or geography) or as part of literacy work. [Bookbug](#) is a government-funded initiative, run by Scottish Book Trust, which provides online and face-to-face sessions on songs and rhyme, which may include Scots songs. Scots songs are available on the [Bookbug app](#). Between birth and the age of 5, every child in Scotland is given Bookbug bags which may contain texts in Scots.

Primary Education

Children in Scotland attend primary school for 7 years, between the ages of 4 ½ and 11.

Scots language may be taught as part of interdisciplinary learning (for example, as part of work on Scottish culture, music or geography) or as part of literacy work. [1+ 2 languages](#), Scotland's approach to language learning, advocates that a second language (L2) should

be taught from primary 1 onwards, and a third language (L3) should be introduced from Primary 5 onwards. According to [policy](#), since Scots is not available as a National 5 or Higher qualification in secondary schools, Scots can be taught as an L3. The provision of languages that a school teaches is not dictated by national policy, and is a matter for schools and local authorities to decide.

There is take up from schools and local authorities choosing to offer Scots as an L3 option, with continued promotion of this option by Education Scotland.

Secondary Education

Young people in Scotland attend secondary school between the ages of 11 and 16, with the option to study for a further 2 years until they reach the age of 18.

Young people following the BGE curriculum may be taught as part of interdisciplinary learning (for example, as part of work on Scottish culture, music or geography) or as part of literacy work, or as part of 1+2 languages.

At Senior Phase, learners may study the Scots Language Award as a stand-alone award or as part of Scottish Studies. This is an internally-assessed award which requires the learner to demonstrate that they can communicate in Scots and know something of its history and development.

Furthermore, young people studying National 5 or Higher English (which are normally externally assessed by means of an examination) may study a [Scottish text](#) that is written in Scots. The choice of text is a matter for schools and local authorities to decide. Learners completing these qualifications must also produce a writing portfolio, which can be produced in English or Scots.

Colleges

There is little information available on Scots provision in colleges outwith performance studies. West College Scotland BA acting course has included specific Scots language training in association with Scots theatre productions. The Royal Conservatoire of Scotland includes specialist dialect and accent coaching as part of its BA (Acting) degree and in the BMus (Traditional Music) Scots Language and Song is a compulsory module, with Scots Song available as their Principal Study. All students in the traditional music degree programme participate in Sang Scuil, a group based singing study which includes Scots material.

Universities

Scots texts and linguistics continue to be taught as part of the undergraduate and postgraduate Language & Linguistics, English literature, Scottish Literature, Ethnographic and History programmes of Scotland's universities.

The University of Aberdeen's Elphinstone Institute launched a new undergraduate module, Doric and Scots Language: Introduction to North East Scots in the 2020/21 academic year available across the university's schools.

The University of the Highlands and Islands includes a stream of modules covering minority languages, including Scots, with particular focus on the Insular dialects.

Scots is increasingly becoming integrated into teacher training at degree level, particular examples include The University of Strathclyde and the University of the West of Scotland having lectures by Education Scotland's Scots Language Co-ordinator embedded in their courses.

The Open University has developed and released a two part open access course on Scots language and culture. They are in the process of developing a teacher CPD course developing skills in the delivery of the SQA awards.

A number of PhDs are funded across Scotland's universities, including funding by SGSAH, studying Scots across a variety of disciplines.

Academic research into Scots across a variety of disciplines is active in Scotland's universities.

The University of Edinburgh, as part of the multilingualism research of the lab of Dr Thomas Bak, recently provided free six 20-hour online interactive Scots courses. Scots is researched in the work of Dr Neil Kirk at Abertay University.

Training and development

The Scots Language Centre's Education Specialist, Laura Green, works in partnership with Dictionaries of the Scots Language; Education Scotland; Scottish Book Trust and

SATE, among other organisations, to ensure that teachers have access to guidance, support and resources in teaching Scots.

Laura has delivered professional learning to teachers via webinar, and has given presentations at events for Scots@Ed (Scots Language at Edinburgh University); The Gaitherin (Creative Scotland/Education Scotland's conference) and FRSLU. She regularly engages with teachers and schools who are seeking support in teaching Scots, and has been instrumental in the development of the [Scots Learning Centre](#), which features learning games and activities aligned with the Scottish curriculum; maintains the [Education page](#) of the Scots Language Centre website, which features regularly updated and relevant content for teachers and learners, and engages over 4000 followers with the [@LairnScots Twitter account](#), which regularly posts content related to Scots in education.

Education Scotland's offer for teacher CPD is available on request from individuals, specific schools, from local authorities for large groups of teachers, or from a group of local authorities. This is in line with other Education Scotland subject specialist CPD offers. In the future Education Scotland hopes to promote the Open University GTCS course, supporting delivery on request.

The Scots Language Resource Network meets twice a year to discuss the coordination and publication of new and existing resources (online and in print) that support the learning and teaching of Scots. It includes representatives from ASLS, Creative Scotland, Education Scotland, Glasgow Women's Library, Literature Alliance Scotland, National Library of Scotland, Publishing Scotland, Scots Language Centre, Scottish Book Trust, Dictionaries of the Scots Language, Scottish Poetry Library, SQA, and Wigtown Book Festival.

The Association for Scottish Literary Studies (ASLS) Schools conference is held yearly covering Scots Language in Schools.

Dictionaries of the Scots Language and the University of Edinburgh hosted a colloquium to develop a lexical survey of contemporary Scots.

The Forum for Research on the Languages of Scotland and Ulster (FRLSU) meets triennially and includes sessions hosted by the Scots Language Centre and presentations by Education Scotland, The Scots Language Centre, and others involved in Scots in education.

In 2020 Edinburgh University hosted the Scot@Ed conference on Scots in education.

The University of Edinburgh School of Celtic and Scottish Studies regularly holds public talks related to Scots.

The Scotland's Sounds network hosts conferences for people from museums, libraries, community organisations, archives and private collections who want to work collaboratively to improve care and access to Scotland's heritage recorded sounds. This includes sharing of Scots audio resources. Example archives include Tobar an Dualchais / Kist of Riches, and the Scottish Corpus of Texts & Speech.

Educational resource development for Scots

The Scots Language Centre, funded by a grant from the Scottish Government, has developed the Scots Learning Centre, which is a series of online and interactive learning games. The games are aligned with the requirements of Curriculum for Excellence and National Qualifications, and were developed in collaboration with teachers and Digital Learning professionals.

The further wealth of resources and general content continually being developed by The Scots Language Centre are available for free use in education. They are frequently employed in teaching and the development of new learning resources, such as the Open University Scots Language and Culture courses and in learning materials. These include over 20 years worth of material and original content, recent projects such as our digital Scots Language Maps feature, our Sun Gird Scots Solar system, Scots Sang resources, and our ongoing Scotland's Census and, Scots Literacy for Adult Scots Speakers project.

Education Scotland's Scots Language Co-ordinator, Bruce Eunson, works in partnership with a wide variety of organisations supporting Scots in education. Included in his work has been: presenting Education Scotland publications across conferences; publishing online Scots Language award case studies with the SQA; co-authoring with Into Film resources promoting the use of films featuring Scots language in the classroom; writing Scots Language Learning Journey, published by the National Library of Scotland; in partnership with Into Film, the National Library of Scotland's Scots Scriever, The Scots Language Centre and others organised multiple screening events of *The Gruffalo*, *The Gruffalo's child*, *Fantastic Mr Fox*, *Room on the Broom*, and *The Reiver Rat* for thousands of learners and practitioners Scotland wide; Ran a number of national writing award competitions; organised and co-hosted, with the Scots Language Centre's Educational specialist, the Creative Scotland/Scottish Government Scots Gaitherin conference on Scots Language; Developed with the Open University the new Scots Language and Culture CPD course, with a new GTCS-accredited extension in development; engaged in Policy work with Scottish Government on the forthcoming Scots policy and Action Plan; delivering sessions direct to learners in schools across Scotland; hosting a 'Scots Blether' page on GLOW for practitioners to access resources and news items. Further engagement in education training is mentioned elsewhere in this report.

Dictionaries of the Scots Language have developed their new Scots Schools dictionary app.

Heriot Watt University has developed its new Mobile Virtual Learning for Indigenous Languages (IndyLan) featuring Scots, with some input from the Scots Language Centre.

Scots Hoose, funded by the Scottish Government, has developed and expanded its writing, videos and learning activities on its website.

The Association for Scottish Literary Studies have published extensive Scots publications and resources listed in the appendix. They also publish journals Scottish Language and the Scottish Literary Review which contain regular Scots articles.

The Scottish Text Society publish academic editions of historic Scots texts.

The Scots Language Society publish Lallans journal three times a year, entirely in Scots.

Scots publishing is ongoing with regular publication of Scots texts. Funded by the Scottish Government and administered by the Scottish Book Trust the Scots Language Publication Grant was created by the Scots Language Resource Network. There have been two award periods thus far seeing works published by Itchy Coe (Black and White Publishing), Tippermuir, Luath, Birkin, Cranachan, Curly Tale, Scotland Street Press, Stewed Rhubarb, Tapsalteerie, Chapman, Monstrous Regiment, and Leerie Press. Further to this other publishers including ASLS, Cannongate and Evertime publish works in Scots.

Works of Scots literature are available in audiobook form from Scotsoun and forthcoming from Luath.

Comics written in Scots are available from DC Thomson, Dalen, Cranachan, Leerie Press, and many independent publishers.

Further Scots Language resources are forthcoming from the recently announced Doric Board New Year Awards.

Informal education and creative learning in Scots

Scots is very much supported in informal and creative learning activities, supported by the Scottish Government and local authorities, as well as community development funds and a significant amount of voluntary work. These activities are vital in awareness raising and for the encouragement of intergenerational transmission of the language. They may be Scots specific or adjunct to cultural activities carried out in Scots.

The Scots Language Centre is in daily contact with speakers and learners the world over, supporting individual Scots speakers who are coming to voice, supporting the development of creative Scots works which often go on to become learning resources, and mentoring practitioners.

In support of the 2011 Scotland's Census the Scots Language Centre worked with the National Records of Scotland in authoring the supporting text pertaining to the questions relating to Scots. In addition to this we developed the AyeCan website to support citizens in answering the questions relating to Scots. For the forthcoming census (2022) we have updated the supporting text and we are developing further web and social media learning materials, to modern communication standards, to support citizens in answering the questions.

In response to public opprobrium regarding the poor standard of Scots in the Scots Wikipedia the Scots Language Centre has supported and engaged with the editing community who identified a skills gap in Adult Scots Literacy for Scots Speakers. With the support of a Scottish Government grant we are engaging with the community, providing language support, and developing resources in support of Adult Literacy in Scots for Scots Speakers. This project continues into 2021.

Direct Scots awareness raising and educational events include: local library engagement by Dictionaries of the Scots Language, a wealth of outreach projects by Aberdeen University's Elphinstone Institute, Scots Cafes piloted by Creative Scotland Tasgadh fund and extended and developed by the National Library of Scotland's Scots Scriever, Mind yer Language's Govan Scots Language Week, Creative Scotland and Education Scotland's The Scots Gaitherin and Hands Up for Trad's Scots Language Awards, Oor Vyce online events, and Scots as part of the Scottish Government funded Training on Scotland's Native Minority Languages.

Particular dialect awareness raising and educational events are held by The Doric Board, particularly with their "The Doric Board New Year Awards", Shetland ForWirlds, which

produces learning materials in and for the dialect, and Dundee Scots, amongst others.

Cultural organisations such as Historic Environment Scotland, The National Trust for Scotland's The Robert Burns Birthplace Museum, the National Library of Scotland, and Museums and Galleries increasingly include talks and learning activities in and about Scots.

Within the arts, Scots learning is often part of engagement, TRACS storytelling extensively uses Scots in its work.

Within music, both traditional Scots song and other genres regularly include training and engagement in Scots. The Royal Conservatoire of Scotland include summer courses in Scots, the Celtic Connections festival holds Scots song and poetry events, Glasgow Fiddle workshop includes Scots Song, and the Bothy Ballad tradition in the North East of Scotland often includes Scots in its programmes. The Local Voices project has seen the extensive use of Scots in its work. The Scots Opera Project, supported by local authority funding, produces new Scots translations of existing operas and original operas, with extensive Scots Language training and support throughout production development.

Scots in radio is a feature of many local and community radio stations which engage in skills training. Scots Radio, funded by the Scottish Government, produces regular broadcast quality radio shows in Scots, and engages in extensive skills training in its production.

Film and theatre in Scotland sees regular language training in Scots in support of its actors. For example The Citizens Theatre includes Scots language training as part of its Scot language productions, as does The University of Dundee's JOOT Theatre Company working with students on their language skills in Scots and Older Scots productions. Scots language training is a feature of many community film making activities.

Scottish Government funds The Doric film festival, which in its first year supported 11 school entries, four individual entries, and four community groups through the entire process of short film making, including Doric medium education in developing their film making and digital skills.

Literary events and festivals regularly include Scots, such as the Edinburgh International Book Festival's Scots Masterclass, and its recent events in celebration of Hamish

Henderson. *Aye Write*, and the Soutar Festival of Words included extensive Scots language events. The William Soutar Society regularly engages with schools in its Bairnrhymes programme. Books published in Scots often hold learning events as part of their promotion.

Poetry in Scots is frequently supported by informal learning events by, amongst others, The Scottish Poetry Library, Wigton Book Festival, and The Scots Language Society Colloques.

Comic books in Scots has seen much support with workshops at festivals such as the Moniaive Comics Festival and LICAF.

The Scottish Book Trust is a regular supporter and provider of Scots language learning and engagement, with its staff participating in Scots language learning such as the Open University's Scots Language and Culture course. Through their Live Literature programme schools, libraries and community events regularly engage with Scots authors, poets and storytellers. Their numerous writing awards and competitions and their associated campaigns are inclusive of Scots.

Many of these project included in this section engage with the Scots Language Centre and Education Scotland's Scots Language Co-ordinator during their development, and they are promoted and attended by The Scots Language Centre.

Appendix - Reports from educational and cultural organisations submitted in the compilation of this report

SQA

SQA continues to support the Scottish Government's mandate of 2011 which underpinned the development of the concept of Scottish Studies in our schools, creating a distinct strand of learning focused on Scotland incorporating Scottish history, Scottish literature, Scots and Gaelic languages, wider culture and Scottish current affairs. All pupils have access to this strand at Primary and Secondary levels.

The Scots Language Awards, developed in 2014, enable candidates to study the history and development of the Scots language, and develop their ability to understand and communicate in Scots. The awards are available at SCQF levels 3-6, consisting of two mandatory units: History and Development of Scots, and Understanding and Communicating in Scots. The Award at SCQF level 6 also attracts 14 UCAS points upon completion.

Creative writing in Scots is also encouraged and supported within SQA's National Qualifications for English.

More information about the Awards, including Case Studies, is available via this link:

<https://www.sqa.org.uk/sqa/70056.html>

The Scottish Studies Awards, developed in 2012, benefit from a broad and flexible framework, enabling candidates to develop their knowledge and understanding of Scotland. The awards are available at SCQF levels 2-6, consisting of 4 units, and at SCQF level 6 attracts 21 UCAS points upon completion.

More information about the Awards, including Case Studies, is available via this link:
<https://www.sqa.org.uk/sqa/64329.html>

SQA delivered an Understanding Standards event for both awards in September 2019, where there were opportunities to review candidate evidence and discuss national standards in workshops with Qualifications Managers and External Verifier teams. Guest speakers from Education Scotland, the National Library of Scotland and Banff Academy highlighted the wealth of nationally available resources and range of possible contexts of delivery for the awards.

The uptake of the awards remains healthy and SQA is very proud to be a part of the process of successful national awareness-raising and recognition of Scots as a language in its own right with equal status to Gaelic, English and BSL. SQA is committed to ensuring that the awards are supported on an ongoing basis by its dedicated qualifications teams, via national events, links with academic institutions, quality assurance processes and national network activity.

Education Scotland

- In Aug 2017, Education Scotland published Scots Language in Curriculum for Excellence: enhancing skills in literacy, developing successful learners and confident individuals. The report was well-received and marks an important step on our way to embedding the value of Scots in education. Written by Scots language practitioner, Laura Green

- Laura and I presented the paper at the Forum for Research on the Languages of Scotland and Ulster

- I worked in partnership with the SQA to publish online Scots Language Award case studies in 17-18
 - In January 2018 a new resource supporting and promoting the Scottish Studies and the Scots Language Awards was published by Into Film. I co-authored the resource which promotes the use of film in the classroom and the creation of Film Essays by learners. I liaised with SQA for a quote to be provided on the new resource which Into Film and ES can then use to market it throughout the next academic year. Part of the quote is given here:
“The Scots Language Award and Scottish Studies Award promote creativity and autonomy in enabling and empowering candidates to produce evidence in film essay format. For the Scots Language Award in particular, the production and presentation of film essays, depending on their scope, could potentially overtake many - if not all - of the evidence requirements for the two units which comprise the awards at different levels. For candidates undertaking the Scots Language and Scottish Studies Awards there is great potential to explore and evidence their learning experience through film essays, building on the strength of the Scots voice via recordings of Scots speakers, and/or through the creation of Scots-speaking characters.”
 - I wrote a new resource, Scots language learning journey, which focussed specifically at using film clips in the classroom, and was published by the National Library of Scotland Moving Image Archive. A launch event was held in May 17 at their premises in Kelvin Hall, attended by both practitioners and a class of S1 learners. The resource is now available on their Scotland on Screen glow site and features a newly available clip from the BBC Scotland archive.
 - In partnership with Into Film, I organised 7 events in 2017-18 across Scotland on The Gruffalo in Scots. We travelled to Shetland, Aberdeen, Dundee, Edinburgh, Dumfries, Ayr and Perth, reaching a total audience of nearly 700 learners. The events were held in cultural venues and readings from The Gruffalo and The Gruffalo’s Child were given by local writers reading in the local dialect. In 2018-19 we took the Scots translation of Room on the Broom to cinemas in Aberdeen, Shetland, Edinburgh and Dundee. 5 schools events held in partnership with Into Film in venues across Scotland (Bo’ness, Edinburgh, Dumfries, Aberdeen and Glasgow) for over 700 learners and practitioners.
 - Across the second half of 2017 I organised, judged and publicised a Scots Language Creative Writing competition. The project required publicizing, judging entries, awarding winners, and liaising with Communications throughout to ensure broad visibility. We received nearly 100 entries from both Primary and Secondary learners. I awarded 4 winners and 4 runner-ups, all of whom received class-sets of Scots language books for their schools library.
 - Delivering lectures and seminars to University students and in other FE organisations/settings such as PGDE students in Strathclyde, ITE students in UWS (both Ayr and Lanarkshire campuses, ESOL students at Shetland College UHI, SCILT LLP summer school
 - Working in partnership with Scottish Book Trust on new Scots language creative writing award for secondary learners launched. Winner announced at the Hands Up for Trad Scots Language Awards in October, which I am helping to plan and organise.
 - Creative Scotland/Scottish Government conference on Scots language held in September 2019. I delivered the education strand, which included participation from John Swinney.

- CPD course developed with Open University successfully launched in 2019. New GTCS-accredited addition to the course now in development. These courses are paid for by the OU, with my contribution being in-kind. My role is one of editor, author and education adviser.
 - Policy work with Scottish Government progressing. New Policy and Action Plan written and approved. Document has been to various partner organisations for final consultation.
 - Project with University of Glasgow to develop the Scots Syntax Atlas agreed. Waiting to hear from UoG Board for funding confirmation. Again, my contribution will be in-kind.
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The Royal Conservertoire of Scotland

BMus (Traditional Music)

The BMus (Traditional Music) degree programme in the School of Music features a multi-layered provision of Scots language tuition as befits the UK's only performance-based Bachelor of Music degree specialising in Scottish traditional music:

- students can apply for Scots Song as their Principal Study, which involves 40.5 hours of one-to-one tuition per academic year with a specialist Scots traditional singer; this includes intensive study of vocabulary, dialect, characterisation and historical knowledge
- all students in the first two years of the programme must take a compulsory module, Scots Language and Song, that surveys Scots regional dialects, song genres and history and their application in song and accompaniment practices
- all students in the first two years also participate in Sang Scuil, a group-based singing study developing students' knowledge and understanding of Scots and Scottish Gaelic vocabulary, language rhythms and song repertoire

School of Drama, Dance Production and Film

The BA (Acting) degree programme in the School of DDPF features specialist dialect and accent coaching for acting students preparing for a variety of roles. Being Scotland's national conservatoire, much of this specialist coaching focuses on regional dialects of Scots, including Doric and Lallans.

That's a quick summary. There have been past summer courses for lifelong learning purposes focusing on Burns song and related traditions but only on an occasional basis.

The University of Aberdeen - Elphinstone Institute

ELPHINSTONE INSTITUTE

studying culture in context

NE Scots language learning activities delivered by the Elphinstone Institute since 2017

Scots Undergrad Course

For the 2020/21 academic year, the University of Aberdeen's Elphinstone Institute launched a new undergraduate module titled Doric and Scots Language: Introduction to North-East Scots. The course ran successfully for the first time in the Sept-Dec 2020 semester and attracted a group of undergraduate students from across the different schools of the university and from a range of diverse linguistic backgrounds. The course is a first for the university in terms of the Scots language being offered to students as a living variety to learn and to use (rather than thinking only of Scots through the lens of historical linguistics, language variation and change, or its literary and cultural heritage). The course is designed to lead learners through the different aspects of the language by examining aspects of its phonology, morphology, grammar and vocabulary, as well as encouraging the students to consider the place of the Doric dialect in the wider context of the Scots language and other related European varieties. The course assessment structure allows students to demonstrate their developing knowledge according to the four cornerstones of language learning: speaking, listening, reading and writing.

Scots Language Partnership with Banff Academy

An established Scots Language partnership between Banff Academy and the Elphinstone Institute, University of Aberdeen, led to the creation of a funded PhD position. The researcher and Scots Language Award class teacher were funded by the BERA British Curriculum Forum's Curriculum Investigation Grant for 2018–2019 to develop a project 'Local Language, School and Community: Curricular Innovation Towards Closing the Achievement Gap. This year-long project included participatory arts workshop leading to the creation of a touring exhibition, research skills booklet written in Scots, and academic publications.

Doric Dabblers

The 'Doric dabblers' were an informal group meeting once a fortnight before COVID. The whole idea was to encourage each other to use the mither tongue as much as possible and develop our skills, especially in writing. A few members of the group ended up with pieces published by the Scottish Book Trust.

Scots Language SC&T Classes

This ran for 2 SC&T terms (approx. 6 months). It attracted a wide range of people from Doric speakers to folks with English as a second language. The age range was also wide – from students to retired teachers. The focus was on developing confidence in reading and writing in Scots.

Doric classes in Huntly

These were run in conjunction with Deveron Arts. Again the emphasis was on developing confidence in reading and writing in Scots. We also linked in with some of the environmental projects the Deveron Arts Project were running so we tried to use Scots in everyday contexts – not just creative writing. Most of the participants were local people but there were some from further afield. A few were involved in a local writers' group. One

woman came all the way from Peterhead which I think demonstrates that there is a desire for this sort of thing.

Informal Doric Course as part of HHDD project

We ran 3 6-week Doric courses online coordinated by storyteller Jackie Ross and poet Jo Gilbert. These were attended by people from all over the world. These were very successful as participants improved their knowledge of Scots vocab and had numerous opportunities to practice what they learned. The social outcomes were equally as important as the language learning.

Doric Poetry Slam Workshops

A series of four writing workshops with an aim to creating a spoken word piece by the of the classes in:

Writing Poetry
Writing in Doric
Editing Poetry
Performance Techniques

Classes were well attended by folk from all over the world, sparking lively discussion and sharing of work.

Workshops Jackie and Grace did as part of ACC Stanley Robertson Council project

The focus was more on Stanley but by dint of the fact that Stanley spoke Scots there was definitely an element of Scots language involved. The Stanley Robertson resource links to various recordings of Stanley (and others) singing and telling stories – some Scots is used in these recordings. The final resource could be used by schools as a freestanding piece of work or as part of a wider Scottish culture unit of work.

CPD for primary teachers on teaching Scots in school

This was organised by Sylvia Georgin, Aberdeenshire Council and was held on the February in-service day 2019. (Can't remember how many people – about 16). We looked at the Doric Menagerie resource and talked about ways of teaching Scots in primary. We had two schools lined up to run a pilot of the resource but this did not go ahead due to COVID. But will hopefully happen at some point in the future.

Workshops for Exhibition

Fair Trickit exhibition – installed in Aberdeenshire Council Headquarters during October 2019. Artwork produced with pupils from Banff Academy's Scots Language Class about the importance of our local language and what it means to us. The participatory workshops where the exhibition was developed led to transformative pedagogical experiences, giving space for student-led action research. One outcome was that a need for Scots Language Education (immersion) was desired by some pupils. This led to ongoing work to develop Scots Medium Education for use with the Scots Language Award class including: Fair Trickit Research skills booklet. Written in Scots, as an example of Scots Medium Education, can be used to teach transferrable research skills to secondary school pupils.

Public Engagement Workshops

Public Engagement workshops to raise awareness of the importance of Scots/Doric as our living local language. These workshops were based on work done by the EI/Banff Academy research partnership and delivered in public libraries in Aberdeenshire, as part of the Across the Grain Doric Festival. October 2019.

Lectures and Workshops on Scots Language for MA and PGDE students

As part of our programme to support the development of Scots Language in schools the Elphinstone Institute has been working with staff in the School of Education at Aberdeen University. Undergraduate MA students and post-graduate students who are going to qualify to teach in Primary Schools have received some input, either in person or online (due to current restrictions) on the teaching of Scots Language in schools. Topics covered have included:

- Government policy on the teaching of Scots
- The History of Scots language
- Raising awareness that teaching/speaking Scots in the classroom is permitted
- Highlighting the value of teaching in local language
- Ideas for how to use poetry and storytelling in class at all levels
- Creative exercises to generate teaching ideas
- Demonstrating how Scots can be used as a vehicle cross-curriculum
- Providing a wealth of materials and links to students

All this is geared towards developing talking, listening, reading and writing skills in Scots. We used Case Studies showing good practice and links to the ever-increasing range of resources available for teaching Scots. Feedback from the students has been very positive, and several have opted to sign up for the Elphinstone's regular North-East Culture & Language in Education Bulletin which provides information on resources, training and cultural activities which might be of interest to educators.

The programme we have co-constructed with Education staff is now embedded in the MA and PDGE curriculum and aims to encourage new teachers to participate actively in the promotion of Scots Language in primary schools. The next step is to work on a programme for PDGE (Secondary) students.

Other related things that were not teaching

materials produced for primary skweels (an distributed through Sylvia) - Doric Menagerie Pack; Family Activity Books; Scotland Loves Languages Pack

Doric Menagerie Pack – this has been distributed in draft form to several teachers and student teachers. Before Lockdown we were in discussion with Bruce Euanson and Education Scotland to develop this into a resource for the whole of Scotland. This is on hold at present.

Family Activity Book – a pack of fun activities in Scots (about animals) was distributed to schools through Sylvia. There was some positive feedback from schools but I don't have details. The idea was to give schools something that the whole family could get involved in during Lockdown.

Scotland Loves Languages Pack – hot off the press and due to be distributed next week. Sylvia will put this out across Aberdeen, Aberdeenshire and Moray. Possibly further – we have a meeting tomorrow to discuss. The Pack includes five Sway documents – one for each day of the Week. Each pack focuses on different vocab – numbers, clothes, body parts, animals, colours – and includes a video & poem with related activities and some online vocab games.

Materials produced for Esgoil (online learning platform) - lesson on Doric as part of a short unit on Scots Language for secondary pupils
eSgoil are currently running online lesson for secondary pupils who are unable to attend school due to COVID or other health issues. This lesson was part of a Unit on languages of

Scotland. The lesson focused on weather vocabulary and the use of Doric at work. It will continue to be taught as part of a rolling programme.

The University of Glasgow

The University of Glasgow includes Scots in its teaching, research and outreach activities:

Teaching. Glasgow is home to the only department of Scottish Literature in the world, where literature in Scots forms a substantial part of the curriculum, from medieval poets to modern writers, with particular emphasis on Robert Burns. Scots is included in the English Language & Linguistics undergraduate and postgraduate programmes through a 10-week dedicated lecture strand on historical and present-day Scots and specialised Honours and Postgraduate Taught courses: History of Scots (also offered to Scottish Literature students), Introduction to Older Scots, and Approaches to Scots in Speech and Text (offered across the College of Arts). Features and functions of Scots, present and past, are also discussed in courses on phonetics and language variation, sociolinguistics, lexicography and corpus linguistics. A long-term goal is to launch the first postgraduate degree in Scots language and culture, in collaboration across the College of Arts. However, as this area of study has not been offered before, it is challenging to commit to running a new programme without a sound indicator of recruitment numbers.

Aspects of Scots are an increasingly popular choice for student projects and dissertations, which is supported by research expertise of several staff members in English Language & Linguistics: Prof. Jeremy Smith, Prof. Jane Stuart-Smith, Prof. Jennifer Smith, Prof. Wendy Anderson, Dr Joanna Kopaczyk, and in Scottish Literature: Prof. Alan Riach, Prof. Kirsteen McCue, Prof. Gerard Carruthers, Dr Theo Van Heijnsbergen, Dr Pauline Mackay, and others.

Selected outreach activities. Scottish Literature collaborates closely with the Robert Burns Museum, English Language & Linguistics organises CPD sessions for teachers on the back of its research projects, e.g. Scots Syntax Atlas.

The University of the Highlands and Islands

UHI is primarily involved with Gaelic provision but the UHI Institute for Northern Studies, which has a research and teaching remit for the other indigenous languages of the Highlands and Islands, does have a number of Scots language modules on offer, all taught using blended learning across the world:

SCQF level 6: evening class called Orkney and Shetland Studies inc language. First cohort was in New Zealand.

Summer schools involving language overview courses: Orkney Cultural Traditions and also Shetland Cultural Traditions

SCQF level 7: Languages of the Highlands and Islands – an overview of Scots, Orcadian, Shetlandic, some Gaelic. Very language orientated: morphology, syntax etc

SCQF level 8: Scots, Orcadian, Shetlandic – follow on module with in depth look at these forms

Scots Languages on the edge – looking at minority language policy inc re

SCQF level 11: Orkney and Shetland Tongues: history of language mainly but some literature

Discovering Doric – comprehensive introduction to Doric
Scotland's Voice i: Language, Landscape, and Literature.
Comprehensive strand on history of Scots, Latin, Gaelic etc in Scotland

The Open University in Scotland

What we have done at the OU:

- we developed a two-part badged open access course on Scots language and culture, with part 1 at Higher Education introductory level and part 2 at Higher Education intermediate level.
- we are in the process of developing a teacher CPD course in Scots language and culture with a focus on upskilling teachers in Scots language and culture as well as in how to teach this in their specific subject area and school level; the course trains teachers in leading pupils to achieve both aspects of the SQA Scots Language Award; the teacher CPD course will carry a professional learning award from the General Teaching Council for Scotland to recognise teacher's development in this area.
- we have started accepting PhD students in Scots studies, with a specific focus on applied linguistics and looking into the development of various groups of Scots speakers, i.e. new speakers of Scots who are non-native speakers.

The Association for Scottish Literary Studies

Publications:

A Kist o Skinklan Things: an anthology of Scots poetry from the first and second waves of the Scottish renaissance, compiled and annotated by J. Derrick McClure (2017: ISBN 9781906841294)

The Devil I Am Sure: Three Short Stories by James Hogg, introduced by David Robb (2017: free download from https://asls.arts.gla.ac.uk/Devil_I_Am_Sure.html). Free print copies distributed free to secondary teachers of English at ASLS Schools Conference 2017.

The International Companion to Scottish Literature 1400–1650, edited by Nicola Royan (2018: ISBN 9781908980236) – also available digitally to subscribers to Project MUSE.

The Mannie and Ither Stories, by James Robertson: four short stories in Scots for S1–S6 (2019: free download from <https://asls.arts.gla.ac.uk/Mannie.html>). Class sets distributed free to secondary teachers of English at ASLS Schools Conference 2019.

Voices of Scotland: Scottish Poetry for Levels 2 and 3, edited by Morna Fleming and Lorna Smith (2019: ISBN 9781906841348). Free print copies distributed to secondary teachers of English at ASLS Schools Conference 2019. Print copies – one per school – distributed free to all schools in Scotland (Ongoing: this was interrupted by the pandemic, and 1778 schools have been sent copies so far. 9 local authorities have still to receive copies.)

Scotnotes Study Guide: Edwin Morgan's *Cyrano de Bergerac*, by John Corbett (2020: ISBN 9781906841447)

The scholarly journal *Scottish Language* issues 36 (2017), 37 (2018), and 38 (2019). Issue 39 (2020) is forthcoming.

The Bottle Imp online magazine, issues 21 & 22 (2017), 23 & 24 (2018), 25 & 26 (2019), and 27 (2020) all contained articles on Scots-language writers and topics. <https://www.thebottleimp.org.uk>

Events:

2017 ASLS Schools Conference, covering: Scottish war poetry; three short stories of James Hogg; Nan Shepherd, novelist of the North-East; Alan Spence's *Sailmaker*; and Scottish folksongs in the classroom. Videos online at https://www.youtube.com/playlist?list=PLEP9HxY4X7WZvMYoKDAL_wwSMSLzDIdSY

2018 ASLS Schools Conference, covering Scots drama; *Strange Case of Dr Jekyll and Mr Hyde*; William McIlvanney's *Laidlaw*; *Teaching Muriel Spark*; and *The Songs of Sir Walter Scott*. Videos online at https://www.youtube.com/playlist?list=PLEP9HxY4X7WZWmUjyxVcQZ8J2K1gp3_Nh

2019 ASLS Schools Conference, covering: contemporary teenage fiction; stories in Scots for S1–S3; Robin Jenkins' *The Cone-Gatherers* and other novels; Edwin Morgan's translation of *Cyrano de Bergerac*; Rona Munro's *Bold Girls* and other plays; and the launch of *Voices of Scotland*. Videos online at <https://www.youtube.com/playlist?list=PLEP9HxY4X7WZW5NoGWwND2lyLLbGYTQ-X>

2020 ASLS virtual Schools Conference, covering Scots Language and Culture in the Curriculum; Edwin Morgan: a poet of international stature; James Hogg's *The Private Memoirs and Confessions of a Justified Sinner*; *The Gaelic Poetry of Derick Thomson*; *Scottish Nature/Ecology Literature*; *Young Adult Scottish Fiction*. Videos online at <https://www.youtube.com/playlist?list=PLEP9HxY4X7WbTLaABqVVk2xHfJdHDtpms>

ASLS Schools Conferences (apart from the “virtual” 2020 conference) attract on average around 100 teachers of English at secondary, from across Scotland.

ASLS also presented the Scottish Writing Exhibition, a showcase of around 200 literary works from Scotland, past and present, at the Modern Language Association conventions in Philadelphia, USA (2017); New York, USA (2018); and Chicago, USA (2019), distributing free inspection copies of texts to encourage the teaching of Scottish literature internationally. Each convention was attended by some 7,000–8,000 university and college lecturers and researchers from all over the world, working on literature and language. Books in Scots – both classic and contemporary, from medieval Makars to Scots translations of Tintin and Asterix – formed a significant part of each exhibit and always attracted a lot of attention. Many delegates, despite being extremely well-read and highly educated, were unaware that the Scots language existed, or that there was an existing, and growing, corpus of literature in Scots, and were excited to see what we had on offer.

Addendum:

One further note on *Voices of Scotland*. There are 112 poems in the anthology: not all the poems are in Scots, although at a rough count at least one-third of the poems employ some form of Scots, from the Middle Scots of Barbour, Henryson, and Dunbar, and including Border ballads, north-east Scots, Shetlandic, and contemporary Glaswegian. There's a contents list here:

https://asls.arts.gla.ac.uk/Voices_of_Scotland.html

We're also currently working on producing, via Zoom, a recorded rehearsed reading of Ann Marie di Mambro's *Tally's Blood*, using a professional director and troupe of actors, with costumes, props, and some green-screen effects. While this will not be a full on-stage production, it will allow pupils to see the play performed professionally, and will enable a much better appreciation of the drama than simply reading the script. The recording will be available via the ASLS YouTube channel.

Finally there are a couple of projects that have been held up by the pandemic: a short schools-oriented guide to Scottish place-names, and the publication of an edition of John Hodgart's play *Bessie Dunlop: the Witch of Dalry*, suitable for S1–S3.

Creative Scotland

Regularly Funded Organisations: This is a network of organisations that make a vital contribution to the current health and future development of the arts, screen and creative industries in Scotland. Creative Scotland supports Scots and Traditional Arts through the Regular Funding programme, including organisations where Scots language and culture are core to their activity and where the traditional arts are a key part of what they do. This includes TRACS, Celtic Connections and Hands up for Trad, as well as venue based organisations such as Shetland Arts, An Lanntair, Atlas Arts, among others.

Open Fund: this fund ensures that people are supported to develop excellence and experimentation in a wide range of arts and creative activity, reflecting Scotland's diverse and dynamic cultures. It is open to applications submitted in Scots and creative projects involving Scots. This includes activities such as theatre productions, music and literary output. For example:

- Northwords Now, a print and online literary publication that acts as a platform for prose and poetry in all variations of Scots

Targeted Projects: Creative Scotland have designed and delivered projects with a focus on Scots and led by either specific artform teams or our Traditional Arts and Place Partnership and Communities team. This is sometimes in partnership with sector organisations. Examples include:

The Scots Scribever residency: a joint initiative between Creative Scotland and the National Library of Scotland, established in 2015. The role was created to support Creative Scotland's Scots Language Policy and to allow an original creative response to Scots collections at the National Library of Scotland, and regular ongoing output in Scots.

The Gaitherin: taking place in September 2019, the Scots Gaitherin was a gathering of writers, broadcasters, musicians and performers who work in Scots. Essentially, anyone using the language for creative output (an educational strand ran concurrently in a separate space, supported by Education Scotland). The event facilitated discussion, presentation of work and the networking of Scots language creatives.

The Scots Language Awards: funding was provided to support the design and delivery of the inaugural event in 2019, through Hands Up For Trad. This was delivered through a live event that presented awards in categories such as Writer of the Year, Scots Bairn's Book of the Year and Scots Performer of the Year.

Pilot Tradition Bearers residency programme 2020, managed by TRACS: a pilot residency project to celebrate Scotland's indigenous tradition bearers and help them pass on their knowledge to emerging artists in a safe and nurturing environment.

Tasgadh: Small grants for traditional arts: Managed by Fèisean nan Gàidheal

The Dictionaries of the Scots Language

In Jan 2021 Dictionaries of the Scots Language published a Scots Dictionary for Schools app to support everyone aged 8 to 18 who speaks, reads, or writes Scots or would like to do so, including those studying Scots formally (as a modern language or for an SQA Award in Scots Language) and their teachers. The app was funded by the Scottish Government and is completely free to download and use. The new app helps Scotland's young learners engage confidently and positively with the Scots they encounter in school and at home.

In Nov 2017 we published a second edition of our Concise Scots Dictionary. This single-volume dictionary, also funded by the Scottish Government, makes available in print form an accessible conspectus of the language over its 800-year history.

In November 2018, Dictionaries of the Scots Language ran a series of events in local libraries to illuminate the history of the language. Library visitors were also invited to work side-by-side with dictionary editors to learn how the great dictionaries of Scots are kept up to date.

In April 2019, Dictionaries of the Scots Language co-hosted an open colloquium at the University of Edinburgh to develop plans for a lexical survey of contemporary Scots.

The Doric Board

REPORT ON THE ACTIVITIES OF THE DORIC BOARD

The Doric Board was established in 2019 following preliminary work by Aberdeen's two Universities to create an organisation which would support and promote the Doric dialect and culture. Doric is a branch of the Scots language spoken in the area of Scotland approximately represented by the Moray, Aberdeenshire and Aberdeen City administrative areas.

The principal objective of the Board is:

Through advocacy, campaigning, education, public programming, funding and sustained research, to enhance linguistic and cultural confidence in the North-East, being a powerful voice for social, and economic regeneration, and a driver towards a national Scots Language Board. The Board aims to create and support a sustainable, dynamic future for Doric as a vibrant language, increasingly respected across the region in the context of a diverse and open society.

The Board, through funding from The Scottish Government, has established "The Doric Board New Year Awards" which provide grants of up to £1000 each for projects which seek to promote the objectives of the Board.

Amongst projects supported in 2020 were a website for the promotion of the Ballads of the North east of Scotland with potential for Schools to use the material for teaching, and several other projects which are currently on hold due to restrictions imposed by Covid -19.

For the 2021 Awards, the Board was keen to give support to educational projects and those which involved the performing arts, because of how these areas had been impacted by the pandemic. Groups and individuals supported included (1) a project by a North east Secondary School to provide a Doric creative writing workshop as part of a major in-school Doric project, (2) the support of the creation of a new Ballad School which will provide online teaching of the famous North east Ballads both for schools and adults, (3) support for the publication of a new book of Nursery Rhymes in Doric, aimed at introducing the language to those in the 4-9 years age group through schools, (4) a project by a well-established organisation to expand their existing work with schools on tales and stories in Doric relating to Bennachie, the North East's iconic hill and (5) support for a book on a well-known children's song translated into Doric and aimed at primary age children.

A total of 15 projects were supported in 2021 and although those not specifically mentioned above were not directly aimed at education, they will all be instrumental in bringing the spoken and written language to a wider audience.

Itchy Coo

As Scotland's only dedicated Scots publisher, Itchy Coo has continued to produce books both for use in schools and for young people to read for pleasure. It is noticeable that other publishers and authors now regularly approach Itchy Coo to discuss possible Scots translations of their books. In the last three years we have published the following works in translation:

J.K. Rowling, Harry Potter and the Philosopher's Stone

Roald Dahl, Matilda

Roald Dahl, Reekin Rhymes

Michael Bond, Paddington

Raymond Briggs, The Snowman

Jeff Kinney, Diary of a Wimpy Kid (three titles)

Hans Christian Andersen, Fairy Tales

Founders Matthew Fitt and James Robertson have continued to visit schools to conduct workshops and lessons in Scots. Both have delivered Authors Live sessions in collaboration with Scottish Book Trust, which have seen the highest-ever take-up by schools for these sessions: this is symptomatic of the huge popularity of, and need for, Scots language materials in education. Similarly, during the Covid restrictions of 2020-21 there has been a very high volume of requests from schools, libraries and individual teachers to make video recordings for home learning.

Despite these successes, it is increasingly difficult to sustain the Itchy Coo backlist, a situation exacerbated by the pandemic. The advent of the Scottish Government's

fund for publishing in Scots is welcome, but is insufficient to ensure the long-term availability of all our titles, on which teachers largely depend for Scots language provision.

Scots Hoose

Submission to the ECRML Committee of Experts 27.1.2021

Scots Hoose is a Scots language learning and creativity project delivering outreach and high-quality online resources to all schools in Scotland, with particular focus on Scots speaking children and young people living in areas of multiple deprivation.

Scots Hoose is led by Scots writer and teacher, Matthew Fitt. The project is funded by the Scottish Government.

Since 2018, Scots Hoose has delivered workshops in over 200 schools in 28 local authorities and has produced more than 20 original new Scots language resources for schools.

Scots Hoose works in partnership with pupils, teachers, parents, writers, artists, musicians, actors and filmmakers. Scots Hoose is committed to providing free innovative and engaging Scots language writing, videos and learning activities for learners and practitioners in Scottish education.

The Scots Hoose family of websites: www.scotsinschools.co.uk, www.scotshoose.com, www.scotseducation.co.uk, skoosh.scotshoose.com

Supplementary: relating to Scots Art 7.1.f (ECRML CoE 5th UK Report)

“provision of forms and means for the teaching and study of Scots at all appropriate stages”

There is no question that from a very low baseline, Scots language provision with the support of the Scottish Government has increased and improved in quality in primary and secondary schools in the last twenty years but the Committee should be aware that current provision remains inadequately resourced and inconsistently delivered to give the best possible provision for Scotland’s 200,000 young Scots speakers, the majority of whom live in the nation’s poorest, most disadvantaged communities.

Matthew Fitt

The Scottish Book Trust

SCOTTISH BOOK TRUST – a national charity bringing the benefits of reading and writing to everyone in Scotland.

Teaching / Learning of Scots (informal)

When the Open University launched its new online Scots language-learning programme in 2019, SBT encouraged staff to register and participate in this learning opportunity. Time was allocated in the working week for interested staff to come

together as a support group and work through the modules. A group of ten employees met weekly and were making good progress when the first lockdown was announced. Unfortunately, the challenges of working from home, managing childcare and zoom fatigue has meant that the learning has not been maintained through lockdown. One of the strengths of this learning model was the face-to-face opportunities to practice vocabulary and discuss our wider knowledge / memories of Scots language usage within a support group.

The Scots Language Group will be reinstated once employees return to the workplace.

Early Years Programmes

Bookbug App – this free app for parents/carers and their young children includes Scots content to encourage parents to use Scots language songs, rhymes and books with their children. As well as audio files of songs and rhymes, the app contains videos of parents sharing Scots language books and stories with their children. Scots language songs are consistently in the top 10 favourite downloads. Support from Scottish Government enables SBT to increase Scots (and Gaelic) content on the app.

Bookbug Bags – SBT delivers a universal (Scotland wide) book gifting programme that makes provision for Scots language publications to be included in the book gifting offer. (Bookbug bags are made available for Gaelic Medium parents and families)

Bookbug Training -.SBT delivers Bookbug session leader training in Scots and Gaelic for those practitioners wishing to deliver Bookbug sessions using our indigenous languages.

Reading and Writing Programmes

Live Literature – SBT has an extensive author directory that includes Scots language authors, poets and storytellers. Live Literature is an annual funded programme aimed at increasing the opportunities for schools, libraries and community groups to experience a live event with a published author / performance poet / storyteller. An average of 1,200 funded author sessions are delivered annually (pre-lockdown). During the pandemic, Live Literature was re-purposed to allow for remote digital author events.

Scots Language Publication Grant - SBT administers an annual Scots language publication grant in an effort to increase the incidence and quantity of Scots language publications. The grant has facilitated the development and publication of 11 new titles in the last two years. Financial support from Scottish Government enables SBT to administer this annual grant.

Your Stories – this annual (themed) public campaign provides writing workshops in venues across Scotland and encourages the public to submit short stories / poems on the designated theme. Submissions in Scots and Gaelic are actively encouraged. All submissions are published on the SBT website and an independent panel selects the 40 best pieces to be published in a book that is distributed free during Book Week Scotland. Scots language submissions are increasing year on year and Scots and Gaelic features in the published book.

Writing Awards and Competitions – SBT delivers several annual writing awards (New Writers Award, Ignite, Next Chapter) and competitions (50 word fiction) and applications / entries / submissions are actively sought from Scots language writers / emerging writers / public.

Addendum:

We are in partnership with the BBC to deliver the Authors Live programme. Scots language authors always feature on our annual programme of events – both for Early Years and Young adult programmes. These programmes are now available on BBC iplayer and on the national network so it is bringing Scots to a much wider audience. (Our Scots and Gaelic Authors Live session with James Robertson and Catriona Lexy Campbell broke all Authors Live records with over 25,000 viewers.)

The Scots Language Society

The Scots Language Society/Scots Leid Associe was formed in 1973 to promote and preserve the use of Scots in all forms. The main educational activities of the Society include:

The publication of Lallans magazine bi-annually and continuously since the founding of the Society. The magazine includes a range of writing in Scots including articles on how to learn and teach Scots as well as discursive and educational essays on the state of the language and its cultural importance. (Example included). The magazine includes a reviews section and is also available on line. The current issue is Number 97. Lallans hopes to include a dedicated schools section featuring work from schools who promote Scots well in future issues.

The Sangschaw Writing Competition held annually. There are three categories: Poetry, Prose and Translation into Scots. Written feedback is provided for each each submission.

The Annual Collogue at which invited speakers deliver papers and presentations on all aspects of written and spoken Scots.

The website and Facebook page www.lallans.co.uk The website provides links to other organisations and sites dedicated to promoting Scots as well as providing educational materials and examples of Scots. The Eiks An Ans page provides an

opportunity for more informal writing. The website offers a further platform for reviews and writing in Scots.

The Scotsoun digital audio archive. This is a unique and comprehensive library of Scots literature and dialects, much of it recorded by the original authors. These are available at present as individual CD's although the SLS is considering making the archive available in download form. At present a Scots Lallans Youtube station is in preparation.

The Scots Leid Associe stertit in 1973 tae forder and faurther the infuit o Scots in aa weys. The educational mintin o the Associe taks in the follaein dargs:

The publication o the bi-annual magazine Lallans. Lallans ettles tae kyth wi a braid reinge o screivin in Scots sic as hou tae lairn and teach the leid as weill as discursive and educational airticles on the halth o the language and its cultural staunnin. Lallans has a reviews section and is on line. The praisent issue is nummer 97. It is howped tae puit in a schuils feature wi wark fae schuils wha dae weill at heezin the leid wi their pupils.

The Sangschaw Screivin Competition held annually. There are three tassies for Poesie, Cuttie Tales and Transcreations intil Scots.

The annual collogue whaur invited speikers deliver papers and wittins on aa aspecks o screivit and spoken Scots.

The wabsteid and Facebook page www.lallans.co.uk The wabsteid gies links tae ither bodies and sites taen up wi uphauidin Scots as weill as educational materials, fairins, and ensuamples. The wabsteid is a faurther walin for screivins and screivers and reviewers.

The Scotsoun digital archive. This is a byordinair and fouthsome library o Scots leir and leid, a guid puckle o it recordit by the original authors. The recordings maun be coffed as CD's for nou whiles the SLS are conseidering makkin the archive available in download form. A Lallans Youtube Station is being puit thegither at praisent.

Example text:

Hame: A Curriculum For Scotland

The Scots Leid In The Clessroom

The begeck as weill as the political yammer and gowster caused through the SQA's doungrading o 19% o the Scottish Higher results this past July minds us o the want o jonick at the hairt o our education system. It has aften been jaloused that an English A level maun be bocht at Fettes College whiles a Scottish Higher has tae be tyauvit for at Leith Academy. Yet we aye haud on fondly gleg-like tae our fause

norraes anent lads o pairts and the braid democratic intellect in our comprehensive Scottish education system. Aucht tae the cancellation o this year's exam diet acause o the Coronavirus Pandemic and the Scottish Qualifying Authority's method o statistical moderation o schuil's estimates and concordance, it maun nou be threipit that whither or no your faither and mither bide in the richt catchment airt throws the same inequality attour our ain Scottish system. I hae a mickle o sympathy for the SQA, the schuils and the dominies, etllin tae redd up an unco fankle that naebody had any forethocht or forewarning o. But I hae mair faur mair sympathy for bairns wha nicht hae their futures as weill as their wark merked down throu nae faut o their ain. Let us aa howp the appeal process maun puit the bourach straucht.

This year's crisis was brocht on by an logistical and statistical sotter. But the fact is that the Scottish Education System has been gaun agley for a handlawhile. The Scottish Curriculum fae Primary 1 to Secondary 6 is ill-duin fae the very founs up. Incomin ettlins tae chynge it hae aye failed acause the keystone isnae set richt. The Curriculum as it stauns disnae afford our young fowk - the morn's citizens - wi a kennin o their ain cultur or kintrae. Betimes they are gien somebody else's ane, betimes nane ava. Athout this, generations o warkin cless Scots hae groun up wi nae sense o sel worth. They are at a disadvantage compared wi students fae ither European kintraes.

The makkar Alexander Scott aince screivit a poem caaed "Scotch Education", etllin tae satirise the dogmatic and pedagogic natur o auld style Scots Education. It gaed like this:

I tellt ye,

I tellt ye.

The tawse and the daurk sarcasm are lang gaun nou and we're aa thankfou for it. Nou our dominies' darg is tae faushion confident individuals and effective contributors. It aa sounds braw and positive eneuch but The Curriculum For Excellence was deid in the watter afore it got stertit: it didnae address the furthmaist kinch that hauds back our bairns in our schuils and puits the hems on ilka worthwhile etllin for their aspiration. We thirl them tae a deid-duin colonialist unionist system that deems tae gie our bairns nae access tae their ain cultur. The wittin we gie our young fowk is that tae forder theirsels they maist tint their leid and turn their back on whaur they come fae. That souch blaws through our schuils and it girns, betimes gallus and betimes subliminal, along weill rehearsed lines: This is hou it souns: "You're trasherie, sae aye mind it. The best thing ye maun dae is tae gae

awaa and no come back.” In Scotland this is caaed getting on. Whit it means is leaving baith in a physical and mindfou/cultural sense. It has been the cause o our habitual cringe and the reservation mentality that trauchles along wi it. And nane o this is new. Even the likes o David Hume and Adam Smith were daured and intimataded by it. Sae whit chance dae our schuil weans hae? The douncastin thraw tae ding doun your ain sang, leid and story whiles souking up tae anither nation’s maist likely hae stertit lang afore James the Saxt and his cork-heeled cronies high-tailed it awaa doun tae Lunnon. But the current spin anent successful learners and responsible citizens (aiblins whit is mintit is successful earners) shouldnae blin fowk tae the truth. Hou can these Utopian ferlies be wrocht when we keep our pupils in the daurk anent their leir, their history? And although the naesaying wittin is puitten ower in faur mair beinly weys nouadays, it’s juist as thrang as it ayeweys was and this is ae reason why Scottish Education has faain ahint that o ither kintraes. It taks nae account o wha we are. Whither we like it or no, Scotland has chynged. Sae has the warld. Fowk think o theirsel in a new licht. But our education system isnae takkin tent. The Scottish Parliament and the Yes Movement has gien the Scots a better-faured glisk o a possible future. Nou we need an education sytem tae match up.

When I speik tae aulder fowk in particular I am aften stammergastit at hou much they werenae tellt and hou much was derved fae them. Maist readers’ll hae a when o their ain examples: here’s a hantle o ma mine.

As a laddie, I was taen up wi History and was joco tae wale it as a subject for Higher. By the time I left schuil tae gae tae university I kent aathin there was tae ken anent Germany. Ma heid was fair steekit wi it, fae its unification wrocht by the Chancellor Bismarck tae the hyper inflation days o the Weimar Republic whaur a wheel barrae was o mair value than the heip o cash it had tae cairry tae coff a loaf o breid. I hae naething against Germany or its history - yet naebody socht tae jyn up the dots for me and explain that the same economic conditions that caused strikes and riots in the Ruhr Valley brocht the Black and Tans intil Cowdenbeath and Lochgelly, heezan their Lee Enfield rifles at ma striking mining forebears. They were fechtin against langer warkin hours for less siller. Scottish warking cless history wasnae worth a docken it seemed. Real history aye kythit faur awaa. John McLean, James Maxton, Ramsay Macdonald and the General Strike were never mentioned.

In English at schuil in Fife I was never taught about the Cardenden born poet and playwright Joe Corrie. Corrie was a left wing Fife miner wha became famous efter the General Strike for screiving In Time O Strife, the first play tae hae actors speiking authentic working cless Scots. In Time o Strife was performed in London, Prague and Leipzig. Anglophile TS Eliot caaed Corrie, “the greatest Scottish poet

since Burns.” Gin I’d heard this quote at schuil I wadnae hae been able tae tell ye wha Burns was, let alane Corrie. MacDiarmid? Not a chance!

Studying English at Edinburgh University was even mair o a colonialist harn-washing experience. We got weill acquentit wi Dryden and Pope, Virginia Woolf and EM Forster. Auden had visited the David Hume Tower juist afore I matriculated. Yet naebody tellt us that the screiver o The Elegies For The Dead In Cyrencennia was teaching owerby George Square in The Schuil O Scottish Studies. Luckily I found him in Sandy Bell’s howff juist a hunder yairds awaa fae the Lecture Haa.

Ma haill education seemed tae be anent heezing tae the heicher standards o British/English civilisation whiles naesaying that the concept o a thing caaed Scottish cultur even existed.

Efter I graduated I became a teacher. On ma first day o teaching practice at a Dunfermline schuil I was tellt aff for no wearing a tie. “Whaur is it?” The Heidie glumffed.

”I left it at hame,” I meemawed, reid-faced.

“And hame is whaur ye’ll bide,” he glowered, “Ye’ll never become a teacher here speikin the language o the gutter.” I spent the neist fower decades pruing him wrang.

Scotland is ane o few kintraes whaur bairns grow up no kennin about their ain cultural inheritance. This has been deliberately duin, sleekitly, for political reasons. In makkin sic a claim I am awaur that I micht be flytit for being parochial or ower nairrae and nationalistic in ma views. When I screive kenning about I mint aa the shamefou racist, sectarian, exploitative history in our DNA, duin by our forebears as weill. It is anely by kennin the truth o the past that we maun mak siccar o a better future and sort past wrangs. Our schuil bairns hae a richt tae ken wha they are and whaur they kyth fae. This is maistly denied tae them in the system we hae at praisent. When The Curriculum for Excellence was first proponed neir a decade ago I was fell disappointed that it wasnae caaed A Curriculum For Scotland. A Curriculum that micht gie our students the scowff tae unnerstaun their place and tae tak part in the world’s affairs wi a European outluik, biggit on a traditional Scottish rather than British Imperial putt stane. The elitist souch o Excellence worrit me. Braw and fine gin your faither has the siller, but in the puirest de-industrialised airts, riven by

Thatcher attour Scotland, there are thousands and thousands o houses whaur there isnae a buik. That is why wycelike teachers wad settle for a competent, canny standard o literacy and numeracy and puit the cuddy afore the cairt, the fact afore the sound-bite. And micht this be duin by makkin an unnerstaunnin o Scotland in aa its multiple meids? - it's fousome Leids, History, Geography, Poesie, Drama, Art, Literature, Folksang and Music, at the hairt o the curriculum raither than the rind? Micht Scotland's fairins in Maths, Science and Computers no be yokit tae mak inroads tae teaching approaches and weys o daein?

I hae since scoured the reams o documents and guidelines tae see whit is screivit anent the Scots Leid in The Curriculum For Excellence. I was fair stouned but no surprised that amang the fowth o wechty tomes there were a puckle o sentences that read "indigenous (sic) languages may be encouraged ..." There is a failure and unwillingness tae tak tent o the fact that Scots, or ilka registers and forms o it, is a majority leid, spoken and kent attour Scotland. Betimes maist folk vaigue atween a spectrum o Scots and English depending o the social context. Whiles schuil bairns nae langer get beltit for uising it, its want o status in the educational system is made cleir tae our bairns fae the age o five onwards in the maist evendoun wey.

But the SQA are ower politcally correct tae lig theirsel open tae sic criticism. A swatch at the hurlygush o documentation that skails furth micht gie ye the norrae that Scots is weill provided for, especially wi a discrete subject even, caaed Scottish Studies. It's aa down there in bleck and white, albeit screivit in the maist condescending wey. Whit isnae tae the fore is the fact that this is aa optional. Box ticking. It isnae mandatory ataa sae it'll never eik. And whiles thon is the case, haurd wrocht teachers'll no wale tae teach it. Especially younger teachers wha hae been through the same naesaying system and ken naething o Scots leid or literature theirsels, haen had it shut aff tae them at ilka opportunity.

And naewhaur is this mair tae the fore than in the lack o provision for the teaching o Scots Language and literature in our curriculum. Scots is the leid that daurnae speik its nemme. Yet it is the leid o the lave o the majority o working fowk whiles the establishment and media kid on it's juist a slang dialect o a faur better tungue. It is aften said o Scots that it's deean out. Juist the auld fowk speik it nou. They've been coming out wi thon fake news since Burns was a laddie. But by trowing these blethers it means that wi dinnae hae tae fash ousels tae dae muckle about it. Anither auld favourite that gets dragged out the press is that naebody kens or speiks the vocabulary o Henrysoun, Burns, Fergusson nouadays and that MacDiarmid had tae rake through Jamieson's dictionary tae scribe A Drunk Man. This assumes that we aa gae about speikin poetry. Acause naebody speiks in

iambic pentameters like Shakespeare disnae mean that English is deid.

Gin ye read the arrangements documents published by the SQA you might jalouse that the study o Scots language and literature were in fact mandatory and consistent ower the kintrae. This is yet anither deflection fae the Uncle Tams at Colonial HQ. Teaching o Scots taks place, if ataa, through the kenspeckle efforts o dedicatit and eydent individual teachers in spite o the SQA. Maist o our teachers cannae teach Scots because they werenae taught it theirsels. That isnae their faut.

But some teaching o Scots daes tak place, and the teachers wha are leal tae the leid dinnae juist keep the flame lowin but reap a hairst in improved linguistic and literacy canniness as weill as the faurthment and kittlin o their pupils sel-esteem and general communication skeills. When I visited Hill O Beath Primary Schuil last year I was no juist fair impressed by the commitment and smeddum o the staff but by the model I was shawn. Here the Scots leid was no juist a feckfou pairt o the curriculum and taught in ilka year group but it was lairned in a structured wey sae that the previous year's leir was biggit on. In the same faushion that a leid sic as French or German wad be. This is hou it should be taught - no as an add on or a wee baur for the bairns on Burns Day.

Whit a chance was passed ower a decade or so ago wi the kimmeran o The Curriculum for Excellence! Aa subjects might hae benefited by stertin fae a Scottish model and raxin and biggin fae that foundation. Through lairning anent literature, language, geography, history, politics, art, drama, music by studying the hairst o guid role models and ensamples that lig on our doorstep. Like ilka ither cultur o the world, we need tae unnderstaun oursels first afore we can play our fou pairt among the world's faimily.

A Curriculum for Scotland should hae the intent o dismantling the reservation mentality that has been haudin back our greatest asset, our gleg young fowk, since langsyne. Ye cannae mak confident individuals by naesaying and puitten doun their leid, their stories, their faimilies, their touns. For a wheen o generations the message tae our young fowk has been the wrang ane. The threip shouldnae be "Gae awaa, mak a wheen o siller and dinnae gove back." It should be "Bide wi us - we need ye tae help us big a faur better kintrae."

"Getting on" means leaving, gaun awaa, aften in a physical wey but ayeweys in a cultural sense. We've heard it aa afore. We dinnae need tae lend a lug tae thon

negative souch any mair. This is why the Scots Leid and the teaching o it are furthmaist for Scotland's future as a modern nation. The leid o hame is whaur it maist kyth fae.

(The consaits puit faurrit abuin are ma ain, based on ma pree and prattick as a Heid O English in Secondary Schuils in Scotland for monie years and as a screiver o Scots Leid courses for the Scottish Qualifications Authority. I dinnae speik for The Scots Leid Society. I thank the Editor o Lallans for publishing this wittin. I wad walcome ither infuits and opinions on the subjeck.)

Willie Hershaw

Traditional Arts and Culture Scotland

Tracs continues through its storytelling and music networks to support the extensive practice of Scots narrative and song nationally and internationally. This is in creative, including online contexts, schools and community groups. Approximately half of our member practitioners have experience of and competence in Scots and we seek to widen that through workshops, podcasts and online resources. Our annual Scottish International Storytelling Festival always features Scots content as do many of our seasonal events such as SUPPER WITH ROBERT BURNS tonight.

We also feed Scots content through to publishers and support Scots writers such as James Spence with e.g. his Scots translations, and my own WEE FOLK TALES IN SCOTS. I am working currently on a project to explore Norse heritage through Scots language.

We find an enthusiastic audience for Scots performances.

Addendum:

We are currently working on a Tracs Scots storytelling podcast which we hope will go live later on in the year, it's still in the making as recording the podcasts remotely has proven to be a bit of a challenge

Lots of our storytellers are Scots speakers and use Scots in their performances. Many are also involved in their own individual projects where they use Scots; for example Jackie Ross and Heather Yule are helping the Elphinstone Institute to create resources about the storyteller and singer, Stanley Robertson and Susi Briggs and our friend Alan MacLure have just launched a new podcast as well. Tom Muir in Orkney has also recorded lots of stories in his Orcadian dialect which you can find on the Orkneology website and Jess Smith in Perthshire has been busy at online events and recording videos for various different groups. This is just a snapshot of the activity that is ongoing, our storytelling network are certainly good ambassadors for the Scots language.