

**Jamie Fairbairn (Banff Academy)
and Claire Needler (Elphinstone Institute, University of Aberdeen)**

SCOTS LANGUAGE TEACHING: THE TRANSFORMATIVE POTENTIAL OF AN INCLUSIVE APPROACH TO HOME LANGUAGES

It may at first seem out of place to see a paper about Scots language in schools in a new book about home language teaching edited by scholars from the University of the West Indies (Needler & Fairbairn 2020, in Jules & Belgrave 2020). However, the challenges facing young people engaging with their home language (mother tongue, indigenous languages) as part of their education are common across the world, and an international view can trigger change in attitudes and create opportunities for progress.

In both the Caribbean and Scottish contexts, English is the dominant tongue, and Scots and Bahian languages have both been subject to prejudice, both past and present. A case study of pupil engagement and attitudes towards the Scots language at Banff Academy is described, and the impacts of such engagement assessed. The work is set in the context of language policy in Scotland, compared with approaches in the Caribbean. Our innovative approach to language teaching has wider relevance for minoritized language education in classrooms and community settings.

A school-university research partnership between Banff Academy and the Elphinstone Institute, University of Aberdeen, explored the impacts of Scots language teaching on pupil self-esteem and wider achievement. The use of Participatory Action Research, creative arts and ethnographic methodologies to investigate attitudes to Scots and promote positive attitudinal change towards Scots highlighted the transformative power of home language education.

References

Needler, Claire and Jamie Fairbairn. 2021. "How Do You Feel About the Language That You Use?": Promoting Attitudinal Change Among Scots Speakers in the Classroom". In: Janice E. Jules and Korah L. Belgrave (eds.). *Transformative Pedagogical Perspectives on Home Language Use in Classrooms*. Hershey, PA, USA: IGI Global. 151–171.