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objects of investigation; 3.7.1 Context; 3.7.2 Fields; 3.7.3 Genre; 3.7.4 Discourse; 3.7.5 Text; 3.7.6 Strategy; 3.7.7 Linguistic theories; 3.7.8 Intertextuality, interdiscursivity, recontextualisation; 3.7.9 Operationalising concepts and questions; 3.8 Selection of written texts; 3.9 Focus groups; 3.9.1 Why focus groups?; 3.9.2.1 Variety and 'representativeness'; 3.9.2 How focus groups?; 3.9.2.2 Locations; 3.9.2.3 Participants 3.9.2.4 Moderation, questions and prompts 3.9.2.5 Recording and transcription; 3.9.2.6 Topic identification; 3.9.2.7 Analysis; 3.10 Summary: from eclectic theories to cohesive framework; 4. 'Top-down' discourse on Scots at the start of the Twenty-first Century; 4.1 Four salient texts; 4.2 Fields: the socio-political context; 4.3 Genres: what kinds of texts?; 4.3.1 National curricula; 4.3.1.1 Are the 5-14 Guidelines a hegemonic text?; 4.3.2 Educational website; 4.3.3 Record of parliamentary debate; 4.3.4 Languages Strategy; 4.4 Contents: what do the texts say?; 4.4.1 The 5-14 guidelines 4.4.2 Census debate 4.4.3 Special focus website; 4.4.4 Languages Strategy; 4.5 Discursive strategies and their linguistic realisations; 4.5.1 Scots as (a) dialect, (a) language, (an) accent; 4.5.2 Scots as the language children bring to school; 4.5.3 Scots as part of Scottish culture and heritage; 4.5.4 Revisiting the macro-strategies; 4.6 Summary: intertextual and interdiscursive links; 5. Voices 'from below': Strategic ambivalence; 5.1 Analysis of focus groups; 5.2 Design and composition of the focus groups; 5.2.1 Lancaster focus group; 5.2.2 Fife focus group 5.2.3 Moderator's script and prompts

Sommario/riassunto

This monograph is about how the Scots language is discursively constructed, both from 'above' (through texts such as educational policies, debates in parliament and official websites) and from 'below' (in focus group discussions among Scottish people). It uses the interdisciplinary discourse-historical approach to critical discourse analysis to examine what discursive strategies are used in different texts, and also to investigate salient features of context. This allows a broader discussion of the role of this language in Scotland, and how different ways of constructing a language can percolate
