

Encl: Item 6.1(d)

Date: Fri, 19 May 2000 10:26:01 +0100
From: Hugh Barry <Susan.Barry@man.ac.uk>
To: nikki-woods@pavillion.co.uk
Cc: e.jaworska@bangor.ac.uk, dick@linguistics.ucl.ac.uk,
I.ivanic@lancs.ac.uk
Subject: phonics and accents

Dear Nicola,
Firstly, hello!
Secondly, re. Eva's message (below) concerning literature on accents in the classroom for the next CLIE meeting, I have a couple more suggestions to add, if they are not already familiar to everyone, as I expect they are. They mostly focus on dialects rather than accents, however, (the last two exclusively so) so are a bit off-topic, although the issue of attitudes would still be relevant:

James & Lesley Milroy (1999, 3rd ed). Authority in Language, Chapters 5 & 8. London: Routledge.
Cheshire, J. & Trudgill, P. (1989) Dialect and Education in the United Kingdom. In Dialect and Education, ed. J. Cheshire, V. Edwards, H. Munstermann, B. Weltens.
Cheshire, J. (1982). Dialect Features and Linguistic Conflict in Schools. Educational Review 34, 53-67.
Edwards, V. (1983). Language in Multicultural Classrooms. London: Batsford.

There must have been some discussion of accents in the past in relation to the i.t.a. (mustn't there?) - I've only found passing comments in a couple of references. Perhaps those more familiar with the edling lit would have suggestions here.

Look forward to meeting you next month.

Sue

Encl: Item 6.1(e)

> Date: Mon, 5 Jun 2000 10:00:33 +0100 (BST)
> From: Toby Ayer <toby.ayer@worcester.oxford.ac.uk>
> Subject: Montessori grammar tools?

> I was looking through a catalogue of Montessori supplies, and was curious about the language tools. The first one that caught my eye was a pair of objects, one a black tetrahedron, one a red sphere, with the explanation that they are for "the introduction of the noun and the verb." Then I saw >the whole set of little colored shapes, representing different parts of >speech, which are evidently combined to create sentence-forms, presumably >according to sequence rules. E.g. a full Dp like [Det Num Adj N] would >be a series of triangles: [little-blue medium-blue medium-black >big-black].

> Anyway, it seems that this sort of abstract sentence construction is >exactly the sort of thing you 'don't' need to help a toddling >language-learner with. On the other hand, it might help later on for >other things, like writing well or learning a second language.

> Does anyone have experience with these tools, thoughts on them, or >pointers to interesting literature?

> Thanks,

> Toby Ayer
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> LINGUIST List: Vol-11-1255

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