Bridging the Gap Between...

Excellent Linguistic Resources .... and the Capacity of Islanders to Utilize the Information in them for Creating Meaningful Written Material  

Why the Gap?

Here is a sampling of reasons why Carolinians may feel they don’t have access to the linguistic content of existing reference grammars.

- Carolinians are generally not analytic learners.
- Many of these learners... (prefer) to have guided practice before launching out on their own.
- Poorly understood linguistic terms
  - Linguistic concepts are often introduced using technical words that don’t embody an element’s essence.
  - The term is presented, then defined, then used.
- Examples isolated from context
  - Linguistic concepts and terms should be contextualized, e.g., within a larger narrative.
- Designed for individual study
  - Reference grammars are designed mainly for individual study.

General progression in Reference Grammars:

- Phonology
- Word level
- Phrase level
- Clause level
- Sentence level

Bridging the Gap

Here are suggested responses to the corresponding right-hand frames.

- Concrete concepts
  - The term “nominative” is used to describe a noun that is the subject of a sentence.

General progression in a "Top-Down" approach:

- Discourse level
- Sentence level
- Clause level
- Phrase level
- Word level
- Phonology

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