

FURTHER READING

ONE OF THE goals of the foregoing Introduction is to index the increasingly large body of material in French and English treating the status and instruction of French in late-medieval England. The following leads are intended for readers who are approaching these topics for the first time.

Useful chapter-length overviews of the status of French in late-medieval England include Marianne Ailes and Ad Putter, "The French of Medieval England," in *European Francophonie: The Social, Political and Cultural History of an International Prestige Language*, ed. Vladislav Rjéoutski, Gesine Argent, and Derek Offord (Oxford: Peter Lang, 2014), 51–79; and Jocelyn Wogan-Browne, Thelma Fenster, and Delbert Russell, "England and French," in *Vernacular Literary Theory from the French of Medieval England: Texts and Translations, c. 1120–c. 1450* (Cambridge: Brewer, 2016), 401–13 (this book also has a useful selection of translated extracts from French teaching and reference materials besides the *Liber donati* and *Commune parlance*, 52–75). These general accounts can be supplemented by individual chapters in *Language and Culture in Medieval Britain: The French of England c. 1100–c. 1500*, ed. Jocelyn Wogan-Browne et al. (Cambridge: Brewer, 2009).

On the intertwining histories of French, English, and Latin, see David Trotter, "Deinz certains boundes': Where Does Anglo-Norman Begin and End?" *Romance Philology* 67 (2013): 139–77. Some of the political and cultural implications of the linguistic situation described by Trotter and his predecessors are developed in Ardis Butterfield, *The Familiar Enemy: Chaucer, Language, and Nation in the Hundred Years War* (Oxford: Oxford University Press, 2009), which has insightful commentary on French teaching and reference materials at 328–35. For an indication of how work on Anglo-French is re-shaping histories of English, see too W. Mark Ormrod, "The Use of English: Language, Law, and Political Culture in Fourteenth-Century England," *Speculum* 78 (2003): 750–87.

The best introduction to the educational landscape of late-medieval England, including French instruction, is Nicholas Orme, *Medieval Schools from Roman Britain to Renaissance England* (New Haven: Yale University Press, 2006). On the role of mothers in teaching literacy, see Michael Clanchy, *Looking Back from the Invention of Printing: Mothers and the Teaching of Reading in the Middle Ages* (Turnhout: Brepols, 2018). On the Oxford *dictatores*, most recently, see Martin Camargo, "If You Can't Join Them, Beat Them; or, When Grammar Met Business Writing (in Fifteenth-Century Oxford)," in *Letter-Writing Manuals and Instruction from Antiquity to the Present: Historical and Bibliographic Studies*, ed. Carol Poster and Linda C. Mitchell (Columbia: University of South Carolina Press, 2007), 67–87.

For a helpful overview of the extant French teaching and reference materials, see Andres Max Kristol, "L'Enseignement du français en Angleterre (XIIIe–XVe siècles): les sources manuscrites," *Romania* 111 (1990): 289–300. See too the groundbreaking reassessment of this evidence by Richard Ingham, "The Maintenance of French in Later Medieval England," *Neuphilologische Mitteilungen* 115 (2014): 425–48. On the methods pursued by the teachers and learners using these materials, see Rory G. Critten,

“French Didactics in Late Medieval and Early Modern England: Thinking Historically About Method,” in *16th–18th Century Europe* (Oxford: Legenda, 2018), 32–51, vol. 1 of *The History of Language Learning and Teaching*, ed. Nicola McLelland and Richard Smith. Douglas A. Kibbee’s *For to Speke Frenche Trewely: The French Language in England, 1000–1600* (Amsterdam: Benjamins, 1991) has been surpassed in some of its conclusions but reproduces a selection of prefaces to language teaching manuals that remains convenient and interesting.

For a recent study that views French teaching in medieval England in a longer historical perspective, see Nicola McLelland, *Teaching and Learning Foreign Languages: A History of Language Education, Assessment and Policy in Britain* (London: Routledge, 2017).