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LENG~ WITCH

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All correspondence should be addressed to Michael Rice, Johannesburg College of Education, 27 St. Andrews Road, Parktown, 2193. A new mailing list includes all those who have indicated to us that they wish to receive their articles. We will publish a mailing list a half year later. If you have been involved in any research on the relationship between language and learning, or if you have ideas to share on the practical aspects of language in the classroom, or if you simply wish to have your say on issues related to language across the curriculum - we invite you to submit an article for publication in Lengwitch.

In addition to the articles, each issue of Lengwitch will carry two regular features: 'News and Reviews' -

Lengwitch is published by a sub-committee of the Language and Learning Across the Curriculum Project at the Johannesburg College of Education. Members of the editorial sub-committee are:

SUE COHEN	Department of Geography
MARY GROEN	Department of Educational Guidance
MARGARET MORROW	Department of Mathematics
SHIRLEY PENDLEBURY	Department of Educational Studies
MICHAEL RICE	Department of English

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EDITORIAL

In the past Lengwitch served as a digest of articles related to language and learning across the curriculum. Most of the material included had already been published elsewhere, often in fuller form. This issue of Lengwitch, with its new format, heralds a major change in editorial policy.

Our new policy is to invite the submission of original articles by local teachers, lecturers, students, and others actively involved in the field of language and learning. We intend to set a focal theme for most issues of the journal and to announce the theme well in advance of publication so as to allow prospective contributors time to plan and write their articles.

From time to time, however, we will publish a miscellaneous issue. If you have been involved in any research on the relationship between language and learning, if you have ideas to share on the practical aspects of language in the classroom, or if you simply wish to have your say on issues related to language across the curriculum - we invite you to submit an article for publication in Lengwitch

In addition to the articles, each issue of Lengwitch will carry two regular features: 'News and Reviews' -

brief evaluative comments on lectures, workshops, research, and useful or provocative publications; and 'In the Field' - a report on language across the curriculum projects currently being implemented in various educational institutions. (Our 'In the Field' feature in this issue lists some of the language projects on the go at the Johannesburg College of Education this year.) Readers are invited to submit items for inclusion in either of the two features. These items need not be related to the focal theme for any particular issue. We are especially interested in hearing from schools that have adopted, or are thinking of adopting, a language across the curriculum policy.

For this, the first new-style Lengwitsch, we have chosen the focal theme 'Mathematics and Language'. Why, of all things, mathematics? After all, mathematics has little to do with language. It is a subject which relies mainly on non-verbal thinking; it involves centrally an ability with figures not words...or does it? In the articles which form the main body of this issue, a number of people concerned with maths education argue that language has a great deal to do with the teaching and learning of mathematics, and with mathematical thinking in general. The recent visit to South Africa of Nick James, the Open University maths educationalist, has prompted many of us - both mathematicians and non-mathematicians alike - to

think more seriously about the relationship between language and mathematical understanding. We hope that this issue of Lengwitsch will prompt further thought, and some appropriate action, in this direction.

Finally, a word about our next issue. The focal theme is to be 'Reading purposes across the curriculum'. How do we teach children to read for different purposes? Whose responsibility is it to teach reading beyond the level of simple decoding? How can we encourage children to enjoy reading? What are some of the ways in which reading can help pupils and students to become independent learners? These are just four of the many questions which prospective contributors might wish to address. A number of people who have done research on reading have already been approached to write articles, but we encourage and welcome additional submissions. Please send your contributions to the editorial committee by the end of April.