

and showing figures then teaching the theorems becomes a mere formality.

Once the language factor is taken into consideration in the teaching of mathematics astounding results can be achieved. I have succeeded in rehabilitating hundreds of students by recognising this fact over the years whilst doing remedial teaching.

IN THE FIELD

The Language and Learning across the Curriculum (LLAC) Project at the Johannesburg College of Education is set for an active year in 1984. Various sub-committees have committed themselves to such tasks as:

- (a) Providing specialised help in language skills to first year students who wish to take advantage of this service;
- (b) Revising and extending the basic LLAC workbook which was published last year and which aims to introduce students to the language skills required for academic purposes;
- (c) Writing an advanced LLAC workbook, covering such skills as reporting research;
- (d) Running staff seminars and conducting mini research projects on different aspects of the role of language and learning;
- (e) Producing Lengwitch.

In response to a request from the LLAC committee, several college departments have analysed the language requirements of their subject and have planned for the teaching and assessment of these skills. This is an exciting step forward in the implementation of LLAC policy at JCE.

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