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In This Issue

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In This Issue:

This issue of TEACHING & LEARNING contains three angles of vision on the subject of language. Focusing on young children, secondary students, and university students, these essays probe the relationships between student and teacher and the language that both frustrates and fulfills the teaching-learning experience.

GEORGE E. NEWELL (University of Kentucky) examines what is at stake for ESL students as they attempt to learn how to compose academic prose in the secondary school. "Learning to Write Analytically in a Second Language" argues for a more careful consideration of what ESL students have to learn based on the author's experiences.

DAVID KENNEDY (Department of Consumer and Family Studies at Northern Michigan University) transcribes and transforms an event of children's language in "Young Children's Discourse and the Origins of the World." Discussing the essential meaningfulness of such discourse, Kennedy shows how we can reflect deeply on language and return, enriched, to lived experience.

WILLIAM M. REYNOLDS (University of Wisconsin-Stout) describes and discusses attempts to turn classroom language into liberating dialogue. Reynolds, who is the editor of The Journal of Curriculum Theorizing, reminds us of the need to discover "a language of possibility" in our classroom practice.

The poems in this issue are reprinted with the permission of The Cape Rock. H. M. SPOTTSWOOD ("Cross-cut Sawing") has taught management courses for a number of years and is currently working in the field of chemical dependency. The barn referred to in his poem is still standing in Clara, Mississippi. JANE SCHAPIRO ("Grandpa's High School Class Photo") taught physical education for several years, though she now devotes most of her time to writing. She lives in Missouri.