



4-1996

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### Recommended Citation

Laycock, Mary (1996) "In This Issue," *Teaching and Learning: The Journal of Natural Inquiry & Reflective Practice*: Vol. 10: Iss. 2, Article 2.

Available at: <https://commons.und.edu/tl-nirp-journal/vol10/iss2/2>

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## IN THIS ISSUE:

From the Editor

This special issue of *Teaching and Learning* is supported in part by a grant from the U.S. Department of Education Office of Bilingual and Minority Language Affairs.

Contributing authors include:

ALICIA BATA, author of *An Evening in the Home of a Pakistani Family*. Alicia was born in Buenos Aires, Argentina, where she completed her training at the Universidad del Salvador in Buenos Aires, as a Spanish/English translator in 1981. She married and moved to Adams, ND, the following year. In 1986 she received her Bachelor of Arts and Teaching Certificate at the University of North Dakota. Presently Ms. Bata teaches Spanish over the Interactive Television System in the Walsh-Pembina Consortium while she pursues her Master's degree in education through Project Star, a Bilingual/ESL endorsement program at UND.

ALAN BEAUDRIE, author of *Frustration and Communicating in Second Languages*, is a graduate of Mayville State University with a B.S. degree in high school social studies and physical education. Mr. Beaudrie started working in education as a resource teacher for a Title VII project at Fort Yates Public School, on the Standing Rock Indian Reservation. Currently, he teaches social studies and physical education at Neche Public School in Neche, ND, but would like to teach again on a reservation, or possibly become more involved in multicultural education.

LISA GRUBER, contributor of *Language Experience*, is an English as a Second Language (E.S.L.) teacher at Jefferson Elementary School, Fargo, ND. She earned her Bachelor of Science degree with a major in Elementary Education from Moorhead State University, Moorhead, MN. She wrote this second language experience paper for a University of North Dakota language development class. Her research interests include second language acquisition through experiences and academic achievement in a second language.

*Visit in a Kurdish Home* was contributed by KEITH RADKE, who began his teaching career with the Fargo School District's ESL-Title VII program. His students were from Bosnia, Haiti, and Vietnam. Prior to completing the requirements for teacher certification in North Dakota, Mr. Radke studied German for 14 years and taught at the Copenhagen International School in Copenhagen, Denmark, where he taught German to students from Europe and Asia.

LORETTA M. DeLONG's article, *Learning Language Through Ceremony*, is a first-hand account of the importance of a first language in the lives of indigenous people. Ms. DeLong attained her Ed.D. in Educational Administration in 1986 from UND. Her career history includes teaching, directing a youth Alcohol Prevention Program and Bilingual Program, a faculty position as Assistant Professor, and Principal.

*Visualizing the Possibilities* and *Ongoing Inquiry Project* were written by LOUISA CRUZ, a bilingual teacher of 5/6 year olds and a founding teacher of the Muscota New School CSD #6, Washington Heights/Inwood, a member school of the Center for Collaborative Education (CCE) and The Coalition of Essential Schools (CLS). Ms. Cruz has published in *School Voices*, a New York City publication focused on the writings of teachers, parents, and students of the New York City Public Schools and PATHWAYS, the publication of the North Dakota Study Group.

*A Picture and a Thousand Words* was co-authored by CORINA MORANO-ENDER and MORTEN G. ENDER. Corina Morano-Ender has a double B.A. in both German Language and Literature and Anthropology and a graduate Secondary Teaching Credential Certification from Sonoma State University, California. She's been teaching English to Speakers of Other Languages (ESOL) at the secondary level and has been coaching varsity soccer for five years. She is currently on a leave of absence from classroom teaching and living in North Dakota teaching her first baby both English and German. Morten G. Ender is an Assistant Professor in the Department of Sociology, University of North Dakota, in Grand Forks, where he teaches a variety of courses including social psychology, death and dying, research methods, and military sociology. He is currently working on a study exploring the social psychological implications of growing up in military and other organizational-type families.

PATRICIA A. GROSS, *Joining Forces: Other or Us?*, is an assistant professor of education at Ursinus College, Collegeville, PA. She taught and supervised English at the high school level before receiving an Ed.D. in Curriculum and Teaching from Teachers College, Columbia University. She has presented her research in literacy, curriculum reform, and diversity at national and international conferences in the States (Whole Language Umbrella, AERA, NCTE) and abroad in New Zealand and Australia (Australia Reading Association). She is currently working on a manuscript, Joint Curriculum Design, which will be published the end of this year or early next year by Lawrence A. Erlbaum, Assoc.