

EDITORIAL

*Language, with its intricate relationship with and contribution to a child's healthy personal and cognitive development, is a major consideration in the preparation and presentation of effective classroom learning experiences. Where the language of the classroom differs from the language (and culture) the child brings to school, teaching needs to be able to respond appropriately to the child's language and culture so that learning is not impeded and the home language and culture neither ignored nor dismissed.*

*The article "Teaching English to Kriol Speakers: where on earth do I start?" in this issue, describes the difficulties likely to be encountered by Kriol speaking children at school wherever Standard Australian English is the language of the classroom but not of the home. In this article, Joyce Hudson and Anthea Taylor provide a language program prototype that responds very appropriately to the fact that Aboriginal learners are expected by the school and/or the community to develop competence in their traditional language, in Standard Australian English, and in a home language, which may be Kriol.*

*A report of research into language function in United States' classrooms where children are dialect speakers at home has been included in this issue, in part as an example of research methodology into language function, as distinct from language form, and for its findings that show that the children's language competence and knowledge of language forms were far more developed than had been appreciated by teachers.*

*Might we hear from teachers who are developing their own classroom language programs to incorporate home, community and school languages?*

*Dawn Muir*

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(Hon. Editor)