

Editorial

Lonaka Journal of Learning and Teaching (Lonaka JoLT) is a peer reviewed and open access journal which is solely devoted to matters of teaching and learning. Its mission is to provide a platform for publication of messages of scholarship through researched articles and auxiliary material such as essays, case studies and personal reflective narratives on learning and teaching and their applications in contemporary higher education.

The 2018 Special Issue of *Lonaka JoLT* is an outcome of the discussions and subsequent production of papers of *The 4th International Conference in Academic and Professional Communication* that took place between the 9 and 11 July 2018 at the University of Botswana. As shown by the synopsis of each one of the articles below, this issue has a bouquet of articles whose foci are academic and professional writing research, pedagogy and practice in education and other related fields. All the articles benefitted from a double layer of appraisal: the commentaries and constructive feedback from the conference presentation sessions, and a double-blind peer review process.

In this issues, P. David Marshall and Sally Totman examine the contemporary challenges that online communication and culture has to the way academic knowledge has been constructed. These renowned scholars study the gap between online communication and the exigencies of academic communication. The paper provides a pathway for the contemporary academy to make online communication contribute effectively and with major scholar moderation to new generation of knowledge.

Taking a bold look at classroom teaching, Irene Segopolo investigates how participatory communication and multimodality can be utilized in a health communication classroom. She does so through a critical analysis of a poster from a private hospital as an exemplar text, and Vygotsky's scaffolding to initiate motivation, critical thinking and peer collaboration in a health communication classroom. Golebamang Galegane, on the other hand, explores the Response move in Communication and Study Skills (CSS) classes of the University of Botswana (UB).

In his examination of Metadiscourse, Visnja Pavicic Takac focuses on the interactive dimension of Hyland's metadiscourse model which encompasses ways in which writers shape their relationships with texts and readers. Her study therefore identifies frequency and variation of L2 writers' use of sentence-initial metadiscursive elements (SI-ME), comparing them with native speakers' choices, and determining the relationship between SI-ME use and text cohesion and coherence. Allied to this is Keoneeng Magocha's study which focuses on the sequence of text structures in correspondence documents in which directives are issued. Again in a related study using Bhatia's (2003) move analysis framework, Unity Nkateng investigates the rhetorical move structure of case reports written by Social work students during their fieldwork placement.

On academic writing Beauty Boikanyo Ntereka and Boitumelo Tiny Ramoroka tackle the issue difficulties faced by post graduate students in understanding requirements of academic writing by investigating the academic writing needs and challenges of post graduate students in an L2 context. Mothibamele investigates students' attitudes and perceptions towards collaborative writing. Allied to these studies is Lillian Karabo's which analyses lecturers' reactions to the quality of writing in the text. The paper highlights the kind of common writing errors students make when writing.

Delving into the arena of assessment and collaborative learning, Winnie Galebole, Lovie Edwin Seru and Catherine Kokorwe explore students' perceptions on the use of oral presentation as a form of assessment in their year one Professional Communication and Academic Literacy Skills course. Through their study, the three authors highlight issues that students have when undertaking oral presentation assessment tasks, the reasons for their complaints whenever they are given oral presentation tasks, and their thoughts with regard to using oral presentation as a form of assessment. Drawing from the sociocultural and social constructionist scholarships, Gobotsamang Balibi Pitse and Ngozi Umunnakwe, investigate students' perceptions on merits and demerits of group work with a focus on lessons students learn from group work activities.

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Silas Oluka – Editor