

## **Lonaka JoLT 2019 Vol 10 No. 2 Editorial**

This second Issue of Lonanaka Journal of Learning and Teaching, Volume 10 2019 features multi-disciplinary articles that are broadly in two thematic areas. The first, with a bundle of three articles, addresses research-based explorations of factors that affect children: their life, well-being (physical, emotional, social and in a combination of these ways), and subsequently impact their growth, development, and most certainly their learning. These three articles were presented in 2919 BOFCAR conference – a forum that brings together various stakeholders advocating for action in support of children’s rights and protection in Botswana - hosted by the University of Botswana.

These articles are as follows:

Maundeni, T. and Ntshwarang, P. N. who examine poverty and domestic violence as the main causes of children’s stress, and also as the major social problems in Botswana.

Motshedisi Sabone interrogates the present economic activities, and their influence on time and human resources for the oral transmission of the philosophy and art of child care and socialization across generations.

Anastacia Masokwane, Samuel T. Matula and Wananani Tshiamo describe and compare the relationship between maternal nutritional status using national statistics on poverty as a proxy for nutritional status with the incidence of Low Birth Weight and prematurity in the two most impoverished districts in Botswana compared to the national averages and the two well off districts in the country.

In between the first and second thematic areas, in the field of Population Studies, Hadgu Bariagaber examines key conceptions that educate the public on the concerns and issues of the relationship between demographic dynamics/population variables and development, and traces these conceptions as far back as 500 BC and also during the Ancient Chinese, Greeks and Roman Empire.

The second theme is anchored in language education, where we have two articles as follows: Zeng Qi provides a quantitative study that examines the correlation and mechanism between the learning strategies and proficiency of Chinese language learners.

Eureka Mokibelo and Kemmony Collete Monaaka examine teacher classroom practices in developing reading skills in literature classroom at junior secondary level in Botswana. They argue that the reading skill is pivotal to students’ learning since it facilitates the acquisition of knowledge in the learning process.

### ***Acknowledgements***

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