

Editorial

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The journal aims to promote the scholarship of teaching and learning covering such specialties as student learning, teacher education, teaching and learning methods, special groups, student learning assessment, curriculum design and assessment, E-learning, language and education, gender and education, education and information technology, educational leadership, theories of teaching and learning, theories of education, and other related area. *Lonaka* provides the Botswana and international academic community an engaging platform where scholars and researchers share information on research, innovations and trends in higher education as well as reflections on learning and teaching in diverse higher education contexts.

This volume contains four articles that address pertinent issues in teaching and learning in different contexts.

The first article by Moffat Paphani investigates the effectiveness of the teaching and learning of French as a foreign language in Botswana schools. The study examines whether teachers of French are pedagogically grounded to apply principles of foreign language teaching in order to develop communicative competence among French learners. The study also examines availability of resources in the teaching of French in schools. The author raises pedagogical challenges faced by teachers of French and how these could be addressed by stakeholders.

The second article by Joel Magogwe seeks to investigate University of Botswana students' attitudes towards online group work, as online learning was growing in popularity and becoming the alternative method of teaching during COVID 19. The findings of the study indicates that students did not fully support the use of online group work in teaching. Factors that negatively affect students' attitudes to online group work are discussed. The author discusses areas that can be addressed to improve online group work.

In the third article the author discusses an important component of teaching practice, which is lesson planning. The study seeks to determine students' attitudes towards lesson planning and how it impacts their teaching practice in Eswatini. The author reports that although students found lesson planning to be a time consuming and tedious activity, it was an indispensable part of teaching practice as it facilitates effective teaching. The study also raises challenges that student teachers face during teaching practice such as lack of resources. The author calls on stakeholders to collaborate to support student teachers so that their experience of teaching practice becomes meaningful to them.

In the last article, the authors seek to assess the availability of resources and their utilisation in the delivery of an online adult education programme at the University of Ilorin in Nigeria during COVID 19. The findings of the study suggest that there was no improvement in the availability and utilisation of resources during COVID 19. The authors opine that improvement in the system of education is enhanced through the provision, maximum utilisation and management of resources, especially for online delivery of courses.