

EDITORIAL

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We are pleased to introduce the publication of Volume 12, Issue 2 of Lonaka Journal of Learning and Teaching (JoLT) for November/December 2023. As an international journal devoted to publishing well-researched scholarly materials in the field of teaching and learning in higher education (although papers focusing on the other levels of education are also considered), Lonaka remains committed to publishing two issues within a year: the June/July Issue and the November/December Issue. To ensure that articles published in the journal meet the quality standards and expectations of the local, regional and global academic communities, the journal maintains the policy of a double-blind review process to select high-quality articles from submissions received for publishing consideration. For this regular issue – Volume 12, Issue 2 – we wish to congratulate the authors for their various cutting-edge and intellectually engaging articles. Many articles were received and considered for the issue, but the following four that are published are those that successfully passed the review and editorial processes and therefore satisfied all the criteria and got the nod to be published in Lonaka.

The first article by Akinkurolere and Seru revives the thorny issue of language-in-education policy in multilingual societies, focusing on a critical analysis of the revised policies introduced in Botswana and Nigeria and the challenges of their implementation in primary schools in the two countries. They argue that while the new policies are designed to promote the use of indigenous languages as languages of instruction, the continuous use of English as the only medium of instruction in private (non-public) schools stands in the way of the democratic principles of equity and human rights. This means children who decide to attend such schools may be deprived of the benefits of the use of indigenous languages as the media of instruction. Akinkurolere and Seru therefore propose a ‘school choice policy’ that allows children who attend private schools not to lose out on the benefits of learning and being taught in their indigenous languages.

The second article by Mhlauli et.al. looks at influences of teacher thinking on citizenship education in upper classes in Botswana primary schools. Adopting qualitative data collection and analysis procedures, the authors aim to understand how teachers’ experiences and relationships shape their thinking about citizenship education. They find that teachers’ thinking on citizenship education in Botswana primary schools is greatly influenced by their own experiences and relationships which are drawn from different sources. They conclude that there is need for “policy makers, curriculum developers and other stakeholders [to] rethink ... issues of citizenship education at primary school level”. The third article by Jidda et al. takes an experimental approach to determine the extent to which secondary school students in Kwara State in Nigeria understood and followed COVID-19 protocols and recommendations. The authors find that health education intervention is important in improving students’ awareness of COVID-19 procedures as well as protocol adherence, among other findings. Based on their findings, Jidda et al. conclude that health education interventions play an important role in disease prevention or control.

The final article by Olatunji offers an assessment of availability and use of internet-mediated resources for the teaching of English language in selected Nigerian universities

during the COVID-19 pandemic. Adopting a simple survey design and administering a questionnaire online, Olatunji finds that several factors, including lack of teachers' and students' exposure to online classroom and inadequate and non-affordable internet services, hindered virtual classroom learning in the cases studied during the pandemic. This article could not have come at a better time as it is only over 2 years that most universities globally, have returned to full time face-to-face learning and teaching. Thus, the integration of Information and Communication Technologies (ICTs) in language education is vital for teaching and learning, particularly during a period where technology can help counter unforeseen pandemics like Covid-19, as well as any future crises resulting from natural disasters. Furthermore, considering the constant evolution of technology, educational approaches must be at par with it so that the education systems, especially in Africa can produce graduates who can compete on a global scale.

We conclude by noting that all the articles address pertinent issues relevant to teaching and learning in education and contribute in different ways to the knowledge of their specific fields. We hope that you will find the details of the articles illuminating as you read them.