EDITORIAL

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We are very pleased to outdoor the latest Issue of *Lonaka Journal of Learning and Teaching* (JoLT), i.e., Volume 13, Issue 1 for June/July 2024. As an international journal devoted to publishing well-researched scholarly materials in the field of teaching and learning especially in higher education but also in the lower levels of education, 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 continues to maintain the policy of a double-blind peer review process, aimed at publishing high-quality articles from the submissions received. For the current Issue, we are delighted to include five (5) articles on various topics that contribute to relevant aspects of the Journal's scope and areas of scholarship, which can be accessed here in the 'about section' of the Journal's webpage. While the copyright of the articles published remain with the authors, we, as editors of Lonaka, reserved the right to make editorial revisions to them, even after authors have incorporated reviewer suggestions.

The first two contributions are position papers while the next three use empirical data to explore their respective topics. The first contribution by Jegede discusses the issue of language of instruction policy in Nigeria. His paper engages with how language ideologies and attitudes have negatively impacted efforts to implement the Nigerian language of instruction policy in schools, and outlines strategies for addressing the problem. The paper also discusses the role of policy makers and other stakeholders in fostering positive attitudes towards Nigerian languages in order to help the language of instruction policy in Nigeria to be effectively implemented.

The second contribution by Olawuni makes a case for the promotion of digital application in the field of adult education, arguing that, in the digitalised world we find ourselves, adult education and adult learners can become more relevant, productive, and competitive if they are able to utilise the affordances of digital learning. It is Olawuni's contention that digital learning cannot be confined to young learners and that the acquisition of adult digital literacy and skills in Nigeria can be useful in several ways. He outlines strategies that can promote digital learning among adult learners in Nigeria in order for them to be able to contribute more meaningfully to the socioeconomic development of the country.

The next contribution is by Mabalane and Mlambo who interrogate the effectiveness of animated characters as online demonstrators in the virtual learning experience of University of Botswana students. On online learning platforms, animated characters are often designed to support the delivery of learning resources to students, and it is generally hoped that they facilitate students' learning experiences by presenting materials in a more

accessible, engaging and interactive manner. The authors wanted to know what University of Botswana students in the different faculties thought about the use of animated characters as demonstrators. The study highlights both quantitative and qualitative findings from the data analysed and offers some useful recommendations on how this digital resource can be enhanced. As digital and virtual platforms are increasingly becoming central in university students' learning experiences, studies such as Mabalane and Mlambo's deserve the attention of educationists, academic instructors and all who are concerned about the place of digital learning platforms at higher levels of education and in other contexts.

The fourth contribution, co-authored by Mamalelala, Khutjwe, Dithole and Cole, also focuses on the importance of technology in education – the authors, here, argue for the introduction of clinical simulation in the training of nurses at the School of Nursing, University of Botswana, and how such an introduction could enhance nursing skills development and practice in Botswana. Their argument is based on a distance simulation study which they conducted in four nursing schools including that of the University of Botswana and three others at universities in the United States. The outcome of the study convinces the authors that the School of Nursing at the University of Botswana can benefit from simulation and distance simulation as technological perspectives to improve upon the training and practice of nurses in Botswana.

The final contribution in this Issue is by Magogwe who takes up the topic of students' writing and academic literacy skills among English as Second Language (ESL) students at the University of Botswana. The author is interested in students' academic writing proficiency and empirically explores the constructs 'self-regulation' and 'motivation' and the extent to which they impact on students' academic writing proficiency. Magogwe's study offers additional evidence in support of existing claims that there exist different kinds of relationship between self-regulation, motivation and students' essay writing proficiency. The relevance of this study lies in the helpful recommendations it makes, seeking to improve upon the pedagogy of ESL/EFL students' academic essay writing skills and proficiency.

We would like to congratulate the authors for their success in getting their articles published in this Issue, and welcome readers to engage with the content of each article. *Lonaka Journal of Learning and Teaching* is a fully open access journal, and so you can access the articles anytime and share them with your students and colleagues wherever they may be. It is our hope that members of the academic community of teaching and learning research, both locally and internationally, will find this Issue a worthy addition to the knowledge of the field.