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## Editor's note

It is my pleasure to present the third publication of the *Journal for Language Teaching* since its move to Open Access at the beginning of 2022. The journal has continued to receive submissions focusing on a myriad of topics mainly on academic literacies and multilingualism in higher education in South Africa.

In the current volume, only one article focuses on an aspect of English language teaching while the rest deal with the two topics I referred to earlier. This the article by **Immelman and Cooper**. It is about a study wherein corpus tools were used to investigate the use of phrasal verbs by under-graduate students in writing. It makes an interesting finding of the little difference there is between the use of the phrasal verb by first and second language speakers of English. The finding contradicts those of previous studies. This finding is very important, considering that it was based on a large corpus and sheds light on the question of how first and second language students of English approach the use of this language feature in the specific context of the study.

The second article by **Louw and Sparks** focuses on the problem of poor participation by students in online classes, a challenge that was laid bare by the imposition of emergency remote teaching during Covid 19 in the 2020-2021 academic years. This article demonstrates how online tools may be used to deal with this challenge of non-engagement by students in academic literacies classes. Investigated as part of the study underpinning the article, student perceptions confirm the utility of this strategy for an academic literacy class. This finding affirms the valuable lessons learnt during Covid 19, regardless of the many challenges it posed to teaching and learning across the globe.

The third article by **Mtonjeni and Sefalane-Nkohla** focuses on the psychosocial and ontological dimensions of learning in the context of writing Centre work. After a Writing Centre intervention to develop Engineering students' "soft skills", the two author analyzed the participants' interview-generated perceptions of their experiences of the intervention. Their analysis revealed improved attitudes towards the learning of Engineering soft skills. Mtonjeni and Sefalane-Nkohla conclude, on the basis of this finding, that there is a need for Engineering students' learning to be wholistically approached instead of focusing only on the "hard skills" that are the hallmark of disciplines like Engineering.

The next article, by **Mbirimi-Hungwe** focuses on the ongoing challenge faced by South African universities to realize a multilingual education. The article's premise is that the

language policies aimed at guiding and regulating the implementation of multilingualism in teaching and learning are not characterized by clarity on what this phenomenon entails, in reality. While such policies advocate for what appears to be separating languages out and trying to promote their use in a code-switching sense, this, according to the author works against how multilingual students use languages. For these reasons, the author argues for a translanguaging approach wherein, as shown by the data collected and analyzed for the article, students draw from all the linguistics resources at their disposal for both a receptive and productive processing of information by means of language. While this understanding has been problematized in recent years, it remains intact among some scholars in the field.

The fifth article by **Msoni** focuses on the challenge faced by isiZulu lecturers in teacher training programmes at private institutions in Gauteng. The challenge revolves around the expectation that these lecturers train isiXhosa, isiNdebele and isiSwati students isiZulu as a First Additional Language, as a way to make up for such institutions' lack of human resources to train students to teach the three languages of their preference. The article is the first of its kind in the *Journal for Language Teaching*. It is written in isiZulu. We publish this article after relying heavily on academics with expertise both in the isiZulu language and research methodology. While it is a milestone in the history of the journal to publish in an indigenous language, it continues to be a challenge that the journal is very unlikely to have an Editor who is competent in all the languages that the authors might wish to be published in. This is not worth overlooking, considering that the Editor needs to be personally satisfied with what gets published in the journal.

The last article by **Nondabula and Nomlomo**, revisits, from a creative writing perspective, the issue of English as a barrier to students coming from indigenous African languages backgrounds. It also highlights these learners' positive attitude towards English regardless of the impediment that it poses to their writing development.

**Dr Kabelo Sebolai**

Editor-in-Chief

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