SAALT
South African Association for Language Teaching

Editors' note

We are very pleased to present our first publication (Vol. 59, no. 1) of the *Journal for Language Teaching* this year. This publication comes a bit earlier than our first issues in recent years. The reason for this is that although our DHET accreditation requires that we publish at least two issues a year, we have taken a conscious decision to work very hard towards publishing three issues this year. This has been necessitated by our own realization that the journal has grown tremendously in terms of popularity since we moved it to open access in the past three years or so. More and more authors continue to choose the *Journal for Language Teaching* as the final destination of their scholarly work. Although this is evidence of a boost in the reputation of the journal, it has also resulted in a huge backlog in our review process and consequently, unprecedented and undesired delays in our publications. We acknowledge the inconvenience that this has caused to the authors and apologise for it. We are working very hard to attend to this though. Our decision to get three publications out and to have Vol. 59, no. 1 published so early this year attests to this. We are also in the process of beefing up our editorial team for the purpose of expediting the review process and publications.

As usual, the articles published in this volume engage with a variety of topics relating language teaching and that are of great value to our context. The first of these articles by **Kajee and Motala** deals with the impact of Covid 19 on the teaching of English during the pandemic. It investigates students' experiences of the use of voice notes to promote agency in English tutorials at a South African university in the face of Covid 19. Although teaching and learning have been back to normal for a few years now, the creativity and innovation that the pandemic forced teachers and lecturers to come up with continue to be valuable today.

The second article by **Deji-Afuye and Zhou** is an analysis of lecturer discourse patterns in an English as a second language classroom and how these patterns can facilitate or impede student participation in class. Although this topic has already been adequately researched in South Africa, the article adds a unique Nigerian perspective to it. Furthermore, the linguistic choices that teachers make will always determine the extent of student engagement with class material, and ultimately, the extent to which they learn.

The third article is by **O'Shea.** It deals with a current concern around Anglo-normativity in the education systems of former colonies. The article reports two perspectives expressed by the participants relating to the dominance of English in education. These perspectives are "Model C was better" and "English to fit" in. At a time when the South African education system is working so hard to infuse multilingualism in education across all levels, the relevance of the topic with which the article engages cannot be emphasized enough.

The next article by **Du Plessis** brings to the mix a matter that should be straightforward to a language teaching professional, but which can easily be overlooked. This is that SASL is a language meant to serve the Deaf. What Du Plessis highlights is the seemingly existing ignorance regarding the specialized training or qualification in Deaf education that is required to serve the language needs of the Deaf community effectively. Du Plessis' article is reminiscent of the ignorance that has plagued the language teaching profession for many years to date. This is the common and erroneous belief that just because a person is able to speak a language, this qualifies them to teach it.

Next is the article by **Nel** which highlights the need to integrate technology into academic literacy interventions even as this has underlined the inequities that are there among students with regard to access to the technology required. Nel's article proposes to develop and integrate digital literacy into existing theories of academic literacy. The currency of this article can also not be overemphasized, considering the pervasiveness of technology in all spheres of life in present times.

The next article by **Grobler and Fourie** is an account of the process they undertook to adapt an existing measure of anxiety in foreign language learning for use in a South African context. This involved redeveloping their questionnaire to ensure its reliability and validity for the targeted context. Cronbach's alpha and Rasch are the two statistical procedures primarily used to arrive at the final version of the questionnaire, one that is psychometrically appropriate to the South African context. Careful questionnaire development and adaptation of this kind is crucial, to the extent of the level of decisions to be taken on the basis of data the questionnaire generates.

Finally, the article by **Mbatha, Khohliso and Sanele** seeks to examine the teaching, learning and assessment of quantitative literacy and the impact of using isiZulu in correctional centre classrooms. Along the lines of the article by O'Shea also published in this volume, Mbatha et al. contribute an interesting perspective to the current drive to intellectualize indigenous African languages in South Africa.

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