

Editor's Note

This number of the *Journal for Language Teaching* is a joint volume, i.e. Volume 53, Number 2 & Volume 54, Number 1 are published together. The reason for this is that a total of seven submissions were received for 53(2). Only four of these were publishable. However, this would have contributed to a 33% publication ratio per institution which is not allowed as per DHET rules – no publication should contain more than 25% contributions of any particular institution. As Editor, I sought the advice of different role players and stakeholders (the SAALT executive, our Editorial board, as well as scholars with academic standing) on this matter and was advised that it will not be in the best interests of the Journal, individual authors or their affiliated institutions if we were to continue with publishing the specific number. It was then decided to carry these three articles over to the first number of 2020, which is now jointly published here as Volume 53, Number 2 & Volume 54, Number 1.

We are pleased to publish in this joint volume of the *Journal for Language Teaching* an array of articles focusing on matters related to language teaching. We once again received a large number of submissions (23 in total), of which we are able to publish approximately 50%, which is in line with the rejection rate of the past few years. It was pleasing to note in the submissions we received a renewed focus on the use of indigenous languages in the classroom. Academic language ability, reading ability and writing ability also remain important issues, dealt with from different, and interesting, angles. It is also noteworthy that the speaking proficiency of students and learners is increasingly investigated.

It is important to note that the *Journal for Language Teaching* (ISSN: 0259-9570) is a DHET accredited scholarly journal, published twice per annum, except if circumstances prevent us to do so. All submissions are subjected to a double blind peer review process, and the Editor and Editorial board adhere to all DHET requirements. In this Journal we focus on the publication of research in the domains of language teaching, as well as applied language studies and language practice related to language teaching. Preference is given to the publication of research results with an empirical base (quantitative and/or qualitative). Authors considering to publish in this journal should consult our organisation's website for news items, changes in practices and processes, resources, guidelines for authors, etc. Note that we no longer consider articles submitted by email, but only those submitted via the website: www.saalt.org.za.

We can proudly announce that our Journal was once again recommended for full DHET accreditation by a DSI-ASSAF review committee. A few recommendations for improvement were received and these have already received our attention; the remaining recommendations will be attended to in the foreseeable future. An example of a recommendation that has already been attended to is the provision of an Editorial policy, which we have completed in the meanwhile with the insight and support of our webmaster, Anna Weideman, to whom I express my sincere appreciation. The Editorial policy is also available on our website, and well worth reading: <https://www.saalt.org.za/journal.html> .

Unfortunately, due to COVID 19, the annual SAALT/SALALS conference (usually end of June) had to be postponed to 2021. Colleagues from the University of KwaZulu-Natal took up the responsibility to organise this conference. We strongly encourage all our members to attend our conferences and also present research findings there. These initial discussions about our scholarly analyses are invaluable for enhancing the quality of what is eventually published in this journal.

Lastly, my term as Editor of the Journal for Language Teaching comes to an end on 30 June 2020. I have decided not to avail myself for a second term due to professional and personal reasons. The new Editor will be appointed as per SAALT's constitution. I wish to express my sincere appreciation to the SAALT executive, the Editorial board, our webmaster - Anna Weideman as well as my assistant, Lourens Swanepoel, for their continued support and advice. Without them, I would not have been able to manage this task. I am also grateful to reviewers who all, unconditionally, kept to deadlines and adhered to the policies of our journal. We sincerely appreciate their support and focus, especially during times when they were inundated with other responsibilities themselves. And then, to all authors who submitted articles to this journal – please continue to do so; we will continue to treat them with the same professionalism as we always have. As I have pointed out elsewhere, the better we understand how to teach languages, the more likely it is that we may enhance the academic experiences of the majority of learners in South Africa, as well as elsewhere. We therefore do not do this for ourselves, but for others. It is my wish that the Journal will continue to make this possible, by contributing to that understanding.

Tobie van Dyk
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