

Editorial

Dear esteemed IJE readers,

Welcome to this seventh volume of the Journal which opens with a number of articles on the teaching and learning of English language on the African continent where it is popularly spoken in roughly 50% of the countries. In many African countries, English is the official or one of the official languages and likewise, it is a medium of instruction in educational institutions at various levels. It is therefore necessary to have it properly taught to enable children learn well in schools and also to ensure smooth communication. But how is the curriculum of English language education developed and implemented in these countries, how does the English Language sentence structure compare with some African ones, and how prepared are teachers to teach the language skills?

In the first article, Kofi takes us through his journey as an English teacher in Ghana, highlighting the need for policy makers to actively involve teachers in curriculum development, and for teachers to give more opportunities to learners' activities. He goes on to expound his philosophy of teaching reading and writing vis-à-vis mother tongue role, treatment of vocabularies, selection of reading texts, and assessment of students' learning.

Still on the influence of mother tongue on learning English language, how does this happen technically? Of course this differs from language to language, being dependent on language structure. In the second article, Titilola and Sunday compare adjectives in English and Idoma languages with the aim of highlighting their modification and complementary functions in sentences. Read on to find out how similarities and differences enhance or interfere with English language learning.

English, like any other language involves the skills of listening, reading, writing and speaking, and these are the major preoccupation of language teachers. The earlier in life these skills are developed, the better; and this depends, among others, on how prepared Early grade English teachers are. To what extent are teachers conversant with and competent in the critical components of early grade reading instruction? In the third article, Yisihak and Damtew examined English teachers' perceptions and practices of the importance of essential components in early grade reading teaching in Ethiopian.

Still related to language is the role of culture in curriculum development and evaluation. Culture, permeates the whole curriculum process of a given nation right from development to evaluation. It serves as a guide in curriculum development and also as a yardstick for the appropriateness of a country's curriculum. Different societies have different cultural practices, and to some extent, these are expected to be factored in during the formulation of educational policies. But what happens to a multicultural country like Uganda? How do language, economic activities, marital practices, and gender inform policy making? This is what Gyagenda analysed in the fourth article.

In some primary schools in Africa, Tanzania inclusive, the performance of pupils in primary leaving examinations varies along different variables including subject, school, district, region among others. What is not clear is the relationship between teachers' autonomy and pupils' academic performance. In the fifth article, Kamugisha did just that.

COVID-19 seems to be going but life will never be the same. The pandemic changed the conduct of business in every sector, including education. Although it was a blessing in disguise in as far as adoption of online teaching and learning is concerned, the question is, how prepared are African higher education institutions to embrace this new development, four years down the road? In the sixth article, Ajani takes us through the challenges and prospects of students and instructors in an attempt to adopt the new normal.

Still on higher education, for any programme to be successful, the well-being of staff is crucial. A number of explanations have been advanced with regard to this and in the last article, focusing on two theories, Mbabazi demonstrates how job demand resources and organisation support affect staff well-being.

Thanking you for your continued support.

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