

From the editors' desk: *Reading & Writing Journal* Volume 13 (2022)

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The *Reading & Writing Journal* proudly presents to you Volume 13: 2022, an accredited publication in South Africa (DHET, SciELO and Scopus). This journal is unique in the sense that it explores how literacy is defined, enacted and promoted in a range of institutional, socio-cultural and disciplinary contexts. In this volume is discussed the teaching of literacy in both the Foundation Phase and Intermediate Phase in particular: the teaching of comprehension, reading and developing language as an instrument for creative and critical thinking, as well as storytelling and teaching educators about literacy.

With regard to the submissions, the following are interesting subjects:

- 'The contributions of reading and phonological awareness for spelling in grade three isiXhosa learners'.
- 'Female gender representation in selected South African magazines'.
- 'Remixing storytelling across modes'.
- 'Semantic waves and their affordances for teaching scaffolding to pre-service teachers'.
- 'Factors affecting Grade 6 learners' reading performance in a rural school in Maluti, South Africa'.
- 'Literacy matters in sustainable livelihood development among refugee adults in South Africa'.
- 'Pedagogical choices to integrate theory and practice: Conceptualisation and insights for literacy teacher education'.
- 'Five Grade 7 learners' understanding of comprehension skills at a quintile 5 school in South Africa'.
- 'Learners' reading between the signs in the English second-language classroom'.

The editorial group of the *Reading & Writing Journal* would like to extend their thanks to all the authors and reviewers (national and international) who have worked hard to make this a stimulating and thought-provoking publication.

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