

## EDITORIAL

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Volume 23 Issue No. 2 of *Mosenodi: International Journal of Educational Studies* contains five (5) articles on educational research.

Tshiamiso Violet Moumakwa presents a conceptual paper in which she seeks to motivate for effective application of cooperative learning strategy in the training and development of English language teachers at the University of Botswana. The paper uses social interdependence as the underpinning theory in arguing for employment of cooperative learning. Moumakwa states that the basic tenets of social interdependence theory must be applied in the utilization of cooperative learning. Careful consideration of these elements would ensure that student teachers acquire not only subject matter knowledge but interdependent and social skills through teacher professional development as espoused in various education and policy documents in Botswana.

Bojelo Esther Mooketsi conducted a multi-site case study to investigate the role of librarians in creating an enabling environment to assist academic staff to utilise Institutional Repositories (IRs). This study adopted an interpretivist approach and used Engeström's Third Generation Activity Theory to guide the investigation. The research data was obtained through semi-structured interviews with librarians in two tertiary institutions. The findings of the study show that there is need for institutional repository advocacy and outreach programs by academic librarians to familiarise academic staff on utilisation of IRs. The study also established the need for librarians to reconsider their information resource capturing and dissemination practices, including user support services.

Langtone Maunganidze examines blind spots that lie ahead of a qualitative research journey with particular reference to the development and production of academic dissertations and theses. It is based on the author's many years of interactions with students and their works, mainly as a research supervisor and examiner in different universities in Southern Africa. The paper observes that the aspects which students and supervisors either unintentionally or strategically ignore, neglect or are unaware of, keep them from seeing the phenomenon clearly, leading to partialities and distortions in the final research product. Overall, the paper provides a potential template for use by both the novice and established researchers in overcoming the various forms of hidden obstacles to quality research.

Lilian Oats and Angelina Totolo investigate how school libraries support students with reading difficulties and focusses on junior secondary schools in Kanye. The study is informed by Gibson's Critical Library Service Categories Framework on library policies, facilities, services and staff training needs. The study established that students with reading difficulties were not helped adequately and that schools lack policies for dealing with such students. Based on the salient findings, the study makes recommendations pertaining to how school libraries can enhance their support for students with reading difficulties.

Eureka B Mokibelo examined the effectiveness of dialogic approach in ethnically and linguistically diverse classrooms in selected primary schools in Botswana. The hypothesis was that language barrier is a challenge to effective dialogic classrooms. The study used Paul Freire's Pedagogy of the Oppressed Philosophy as a guiding framework. Findings indicate that dialogue is limited in the ethnically and linguistically diverse classroom due to language hurdle, resulting in poor academic performance. The study concluded that, to facilitate dialogue in such a setup, the Language-in-Education Policy should be reviewed to accommodate other indigenous languages at the initial stages of learning.