

## EDITORIAL

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Volume 27 Issue Number 1 of *Mosenodi: International Journal of Educational Studies* contains eight articles and one book review all addressing educational and educational-related issues.

[Seikano, Ugwu, Ugwu and Batane](#) explore how teachers applied Educational Technology (ET) in teaching and learning, their challenges, and ET's effect on learning. The study uses a phenomenological qualitative research design underpinned by interpretivism and 16 mathematics teachers in eight randomly selected public and private schools in Gaborone. Data was collected using oral interviews. Findings from the study raised numerous concerns about the use of ET in public and private schools. Private schools applied technology more robustly than their public counterparts, with technologies such as gamification lacking in both spheres. Power cuts, internet cuts, and lack of dedicated classrooms for teaching mathematics were major hindrances to applying technology in classrooms in both private and public schools. Public schools were also hindered by the lack of resources, training, monitoring, and supervision. These and many other findings in the study underscore the need for improved technology at the level of policy and practice, especially in public schools through public-private partnerships.

[Molefe, Tsayang and Shehu](#) investigate students' perception of influences on timely and delayed graduate programme completion in the Botswana context. This was a correlational research study which involved a sample of 155 participants drawn from the 2014 and 2015 cohorts of graduate students at the University of Botswana. Participants completed a questionnaire requesting sociodemographic information and data on facilitators and barriers related to timely and delayed degree programme completion. Logistic regression was used for data analysis. The statistically significant predictor variables were age group, study mode, sponsorship, and students' attributes. The results point to several policy and practical interventions for boosting graduate students' success and completion rates.

Ramothonyana, Tsayang, and Bulawa reflect on concerns about the poor performance of learners in schools in Botswana and internationally by exploring research on learner performance locally, regionally, and abroad. It reports on factors that contribute to low academic achievement including lack of parental involvement, poor support to the teachers, and poor school leadership and management skills. It also presents intervention strategies used in Botswana including the provision of trained and qualified teachers, implementation of performance reforms such as performance management system (PMS), school-based professional development activities and parental involvement in learning and teaching. These researchers further aver that there may be other possible interventions such as classroom interaction and learner-centeredness. The study is based on a critical assessment of the diverse perspectives observed in the literature and seeks to problematize poor learner performance and presents it as an issue that needs concerted examination. Ramothonyana, Tsayang, and Bulawa hope that policymakers, educators, curriculum developers and other relevant stakeholders in the education fraternity would take note of concerning student performance and make relevant, practical recommendations to improve the situation.

Molefe reviews the literature on poor completion rates of graduate programmes and states that despite the growing concern for universities across the globe to perform well in increasing graduate output to participate and function more effectively in the knowledge economy, literature worldwide points to the prevalence of both low graduate output and delayed graduate programme completion. The factors influencing completion are varied. The purpose of the study is to review selected literature on demographic and institutional factors affecting graduate programme completion in universities. These factors include race-ethnicity, finances, study mode, gender, first-generation, and supervisory model, mindset, context, and experience. The article focuses on both quantitative and qualitative studies on completion of the Masters and Doctoral level studies and covers research questions under investigation, the theoretical and conceptual frameworks used, the methodology used, graduate programmes included, participant inclusivity, the studies' findings and recommendations. The article critiques the studies with the view to identify the limitations in the studies, if any.

Ramothonyana avers that poor academic performance is a cause for concern globally. The abysmal failure of students in public examinations has made stakeholders such as governments, teachers, parents, and learners themselves concerned. Developed countries such as the USA have experienced low academic performance in their schools. Similarly, in Africa, cases of low performance have been reported. Botswana is not an exception as it has also recorded poor academic performance in different schools. Whilst causes of poor performance may in some cases be known in Botswana, the underlying factors of such causes may be unclear and hence need to be interrogated. This researcher investigates the causes of poor academic performance in one region of the country, the Tutume Sub-District, by analysing teacher-student instructional interactions (TSII) in a Setswana classroom in one junior secondary school, and the implication in learners' academic performance using Flanders Interactional Analysis as the analytical tool. The

study adopts an observational case study and uses a purposive sampling technique for participant recruitment. The major findings of the study revealed that content cross was the most dominant TSII, indicating the dominance of the teacher in the classroom.

**Ochu** explores the utilization of corpora in teaching English for Academic Purposes in the post-COVID-19 era. The central argument is that corpora, large collections of written and spoken texts, offer valuable insights into language use patterns, which can inform pedagogical practices and enhance language proficiency. By analysing the integration of corpora into EAP instruction, this article aims to provide strategies to navigate the evolving landscape of language teaching in the aftermath of the COVID-19 pandemic. The review of literature covers corpus approaches in addressing the linguistic needs of EAP learners; the role of corpus-based activities in promoting learner autonomy and critical thinking skills in EAP instruction; and the impact of corpus-based tools on writing skills development among EAP learners. Issues that emerged from the discussion of literature are discussed from a conceptual perspective in the discussion section. The study concludes by addressing the implications of using corpora in teaching EAP. Thus, its position is that integrating corpus-based activities and materials into EAP teaching offers numerous benefits for both educators and learners. Ochu argues that by incorporating authentic language data into instructional materials, educators can provide learners with exposure to real-world language use in academic contexts, thereby enhancing their language proficiency and academic skills.

**Lopang** reviews *A Dictionary of Setswana Personal Names* by Thapelo J. Otlogetswe and Goabilwe N. Ramaeba. He notes that this dictionary is a pioneer in the market. Furthermore, it is unique and clearly promotional in terms of gathering support and love for the Setswana language. It states on the blurb that it is a text that “provides a window for native Setswana speakers and non-speakers through which they can look into the beautiful tapestry of Setswana naming tradition.” The book will appeal to scholars, academics and even tourists. It has a wide appeal, and it is not bulky, meaning that one can easily carry it about for quick reference. The other languages of Botswana will do well to take a leaf from Otlogetswe and Ramaeba. Next time one asks, “What’s in a name?” the answer might be right at hand!