The use of research and theory in English language teaching in Botswana secondary schools

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The purpose of this study was to establish the usage of research and theory in the teaching of English language in secondary schools in Botswana. Altogether 100 questionnaires were administered in 19 secondary schools. The results of this study indicate that teachers rarely ever refer to language research in their teaching. Less value was also placed on the theoretical information acquired during training. The respondents indicated that their teaching is essentially based on utilizing their teaching experience and individual creativity.

Keywords:
Botswana; Language; Research; Second language; Teaching

Introduction

English occupies a prominent position in Botswana in terms of its status as an official language and the medium of instruction in the education system. As a medium of instruction in the schools, it spans the entire school curriculum, making it a vital language that students need to master in order to cope with their studies. For the great majority of students in Botswana, English is learnt primarily through instruction in the classroom, an environment in which, as Spolsky (1989) points out, the language is simplified and controlled by the teacher who, in most cases, would be the one who is fluent in the language. It is envisaged that in such a learning environment, the teacher facilitates learning by providing the learners with what Krashen (1982) terms comprehensive input. Given such a situation, there is a need to have a cadre of teachers who have the competence to teach the language effectively.

  Over past years, Botswana has sought to produce its own English language teachers locally, but it has also employed expatriate teachers from English-speaking countries.

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The training of language teachers in Botswana involves an initial training period varying from three years for those studying for a diploma in secondary education (DSE), to four or five years for those pursuing a Bachelor's degree and possibly a Postgraduate Diploma in Education. Training at the diploma level is currently offered at colleges of education that have been established to train secondary school teachers. With respect to university education, the University of Botswana is currently the only locally based university, but there are plans to set up another one in the near future.

The government of Botswana appreciates the challenges of teaching and it is of the view that 'teaching is a dynamic field with new methods, techniques and curricula evolving all the time. Thus teachers need constant in-service training if they are to keep up with developments in education' (Ministry of Education, 1999, p. 57). In-service training is presently undertaken in two forms, one done at school level and the other involving full-time study at teacher training institutions. For the first type of training, teachers often undergo training consisting of a few days' courses offered by in-service personnel in the Ministry of Education, or by senior members of staff in the school who are responsible for staff development. The Diploma holders also get the opportunity to upgrade their qualifications to Bachelor's degree level at the University of Botswana and other institutions outside Botswana. Prospects for teachers to eventually acquire higher degrees are presently very limited. It is against this background that the present study was undertaken to find out the extent to which English language teachers in Botswana secondary schools embraced research and theory related to language teaching and learning in their teaching.

Review of relevant literature

Bell and Gilbert (1996, p. 1) offer the following view that helps to capture the professional life of teachers:

> Often on their own time, teachers seek new teaching ideas, new resources and equipment to improve the learning of their students. They seek to improve their teaching skills, their knowledge about the subjects they are teaching … After completing the initial teacher education required in most societies, teachers continue to learn about teaching and learning throughout their professional lives.

What do teachers do in their endeavour to achieve these goals? The review that follows looks at some of these issues.

Utilization of research

Every year, volumes of research studies are published on language teaching and learning issues. This information is disseminated through such media as journals, magazines, academic conferences and online databases. Freeman (1996, p. 88) posits that there exists 'a gulf between what teachers know about practice through doing it and what researchers can say about teaching and learning'. Ellis (1997) also talks about the widening of the gap between what researchers do and what teachers do. According to him, this gap is not due to the issues addressed by second-language

research, but is caused by how such research is conducted, basically through focusing on the development of technical knowledge which does not seem to relate directly to what the teacher needs to undertake his/her teaching effectively. In this manner, second-language teaching and learning research is seen as an academic exercise undertaken by university-based researchers who are more concerned with well-designed studies, which may not have pedagogical relevance. Instead, 'teachers draw on their hands-on knowledge to perform the myriad of tasks that comprise teaching' (Ellis, 1997, p. 7). This type of knowledge is part of what he terms practical knowledge as opposed to technical knowledge (Ellis, 1998). He perceives technical knowledge to embrace knowledge and theory advanced by researchers.

In an almost similar view, Osborn (2000, p. 119) points out that 'language teachers … have found that advances in linguistics and language education are difficult to implement in the classroom, and they even feel that their needs are being ignored in terms of academic research'. Osborn suggests that in order to overcome this problem, there is a need for collaborative work between teachers and academic researchers that could be attained through the setting up of research teams. Osborn's proposal points to a position where teachers will co-publish with academic researchers and also present research papers with them at academic conferences. The present study interrogates some of these issues by way of finding out the extent of use of research journals by teachers and their attendance at academic conferences.

Tomlinson (1999) enumerates some issues raised by Hargreaves (1996), who is very critical of the value of educational research, and argues that teachers never base their teaching on research findings, but instead rely on how teaching has always been done, how they like to do it and what they perceive to be the right way of doing it. Teachers, therefore, rely on their experience of doing the job. Hargreaves sees research as a task undertaken by academics who do not teach, and whose agenda is different from that of teachers. He also sees it as being irrelevant to teaching. According to Tomlinson, Hargreaves's criticism of educational research was based on a comparison of educational research to medical research, with the latter being spearheaded and undertaken by practitioners and used to address practical problems in the medical profession.

There is an extreme position taken by some scholars, like Honey (1998), who contend that the value of educational research to classroom teaching is questionable. Honey talks about misguided research, which he says has led to wrong perceptions about grammar teaching. He is critical of the developments which led to the disappearance of the systematic teaching of grammar in Britain and many parts of the English-speaking countries. To him, research has totally misled teachers by suggesting that the explicit teaching of grammar was not beneficial to the learner.

Utilization of research experience

Zeuli (1992) has observed that teachers rely on sources that are not connected to educational research, the most notable resource being teaching experience. He points out further that teachers' interest in reading research tended to decline as

their teaching experience increased. In their study, Commemryas *et al.* (1997, p. 9) cite a teacher, with 30 years of teaching experience, who says:

> I think my teaching success has come from loving children and teaching. Research has nothing to do with this. Experiences that work that I hear from others are what count. I have never found much research worth reading.

Arguments such as these indicate that teachers obtain most their ideas for teaching from classroom practice, which encompasses their own way of doing things and how other teachers do it. They also rely on their individual talent and ability to react to different classroom challenges, and this translates into what they see as their creativity.

Kumaravadivelu (1994) argues that the effectiveness of teaching methods tends to vary with learning contexts, and this has compelled teachers to creatively devise pedagogical strategies that will suit their classroom conditions. Canagarajah (2002, p. 140) also supports the issue of experience and creativity as he asserts that the unreliable nature of language teaching strategies justifies the need for teachers to derive their teaching '… from their years of accumulated experience, wisdom, and intuitions about what works best for their students'. He goes on to state that:

> though terms like experience, wisdom, and intuition are unscientific to base pedagogy upon, in the post-Enlightenment period … [applied linguists] are comfortable with them. After all, empirical research hasn't produced … the best method that answers with finality the challenges of learning another language. (p. 140)

The issue of relying on experience has been challenged by some writers like Eraut (1994, p. 13), who states that:

> learning from experience is … problematic. In spite of its popular appeal, there is much less evidence available about precisely what is learned from experience and how. What we do know, however, is that such learning depends on what is perceived, is itself dependent on perceptual/cognitive frameworks and expectations, and on time devoted to reflection, making sense and linking specific experiences with other personal knowledge.

As already indicated, teaching is a dynamic process requiring teachers to constantly review their practice. In-service programmes have been suggested as some of the means through which teachers get the opportunity to examine their own classroom practices and enhance their professional growth (Richards, 1998). In-service courses offer teachers the opportunity to find solutions to some of the classroom challenges that they encounter. Furthermore, in-service is seen to involve attempts to change the way teachers undertake this task. One of the challenges that teachers are seen to encounter with respect to using in-service ideas is that they have to undergo the process of 'unlearning and abandoning existing practices and routines' (Eraut, 1994, p. 36). For experienced teachers, the process of having to 'un-learn' is a difficult one, causing uncertainty and confusion. Consequently, in-service training and educational research may end up not appealing to such teachers. Lamb (1995), in a study designed to follow-up on an in-service course undertaken a year earlier, found that the ideas that were presented to teachers during the in-service training were not eventually used by teachers, but they instead remained mere theoretical issues with no direct bearing on classroom teaching.

Utilization of research and technology

Modern technology has emerged as one of the possible tools that can be used to enhance language teaching and learning. One such tool is the internet. The Internet has been described as 'a dynamic, ever-changing source of ideas and materials for teachers and resources for use with pupils' (Cajkler & Addelman, 2000, p. 176). The Internet offers a new dimension in teaching that did not exist in preceding decades. Through the Internet, teachers are able to access ideas from fellow teachers from all over the globe, as well as share ideas with them. This facility offers the teachers the opportunity to go beyond their local confines and interact with colleagues elsewhere. The Internet also offers them other resources such as online language courses, journals, dictionaries, thesauruses, discussion groups and many other resources which can help them in their profession. Lafford and Lafford (1997) point out that some of these online resources offer authentic materials which could be good for both communicative purposes and developing cultural awareness.

The value of the Internet in language teaching is none the less not a given factor, and there are some issues that we need to consider. First, the effective use of any technology in the classroom requires changes in both pre-service and in-service training. The issues of teachers' computer literacy skills and availability of computers in schools are also of importance when one looks at the use of the Internet, especially within the African context, where computers may not be readily available for teachers to use.

Purpose of the study

The purpose of this study was to look at the usage of language learning and teaching research/theory by English language teachers in secondary schools in Botswana.

Research questions

In order to achieve the stated goal, the following questions were formulated:

1. Were teachers introduced to research and theories on language teaching and learning during the pre-service training?
2. To what extent do language teachers in Botswana secondary schools refer to language learning and teaching research/theory in their teaching?
3. What are the sources used by English language teachers in Botswana secondary schools?

Data collection and analysis procedures

A questionnaire consisting of both closed and open-ended questions (Appendix 1) was sent to 100 secondary teachers. The target was composed of both junior and senior secondary school teachers of English. Altogether, 93 questionnaires were returned, representing a good return rate of 93%. A total of 19 schools were covered

in the study, with 46.2% being junior secondary schools and 53.8% being senior secondary schools. After the data were collected, descriptive statistics were used in the analysis.

Results

The results of the study are presented here in line with the issues raised in the research questions.

Exposure to language teaching and learning theory during pre-service training

One of the questions in the study sought to establish whether teachers were introduced to research and theoretical issues related to language teaching and learning during their pre-service training. The question posed to the teachers was:

> Q.   During your teacher-training period, were you introduced to theoretical issues on the teaching of English at secondary school level? (For example, issues relating to the stages and processes by which a second language is acquired; the arguments for the communicative approach to English language teaching; the debate for and against teaching grammar as such; the theory and practice of the audio-lingual method; models of English grammar—e.g. the traditional model, the Chomskyan transformational generative model, etc.)

Results for this question revealed that 90 teachers responded to the question and 69% of them answered in the affirmative, while 17% negated the statement. The remaining 14% could not recall whether that had happened or not. A follow-up question asked the respondents to indicate whether they had found the information they acquired during their training useful or not for teaching purposes. The results for this question are presented in Table 1 and they clearly show that there is a feeling that such information continues to be useful for teaching purposes.

Since the respondents received their pre-service training from different institutions, the responses provided by the teachers in this study were also examined with respect to where they had been trained. The results indicate that for those who said they were introduced to theoretical issues on language learning and teaching during their training, 43.6% were trained at the University of Botswana, while 27.4% were products of the local colleges of education. The remaining 29% were trained outside

Table 1. Whether the respondents found the theoretical information offered during training useful for teaching purposes

Response	*f*	Percentage
I still find it useful	53	82.8
It was useful when I started teaching	6	9.4
I have never found it useful	5	7.8
Total	64	100.0

Botswana. These results suggest that local teacher training institutions have incorporated components dealing with theoretical issues on language teaching and teaching in their curriculum.

It has already been pointed out that some of the respondents (17%) said they were not introduced to the already-cited theoretical issues during their training. The distribution of the responses in terms of place of training were as follows: 60% were University of Botswana graduates and the remaining 40% were equally split between college of education graduates and those who had received external training.

Utilization of language journals during pre-service training

Given that language journals are very often used to communicate research findings, the present study went further to establish whether the respondents used them during their pre-service training period. Two questions focused on this aspect. The first dealt with the reading of such journals, while the other sought to find out if the university and college lecturers did refer them to journals. The results for the two questions are presented in Tables 2 and 3 respectively. As the tables reveal, although for both cases there were more people who responded in the affirmative, these were slightly less than half of the respondents. The responses none the less seem to suggest that language teaching journals were used during the training period.

Most of the respondents (40%) who said they read language journals during the training period were trained outside Botswana. Those who were trained at the University of Botswana constituted 35%, while 25% were from the colleges of education. With respect to those who said they did not read journals during their training, 61% were from the University of Botswana, 25% from colleges of education and 14% were trained outside Botswana.

When the results in Table 3 were examined further in terms of place of training for the respondents, it emerged that among those who agreed with the statement, 42% were externally trained, while 30% were from the colleges of education and 28% from the University of Botswana. Most of those who said they were never referred to journals came from the University of Botswana (49%); the colleges of education were represented by 39%, while the remaining 13% were those trained outside Botswana. Overall, responses in terms of reading journals and being referred to journals during

Table 2. Whether the respondents read language journals
during their training period

Response	f	Percentage
Yes	40	44.4
No	28	31.1
I do not remember	22	24.4
Total	90	99.9

Table 3. Whether the respondents were referred to
language journals during their training period

Response	*f*	Percentage
Yes	40	45.5
No	23	26.1
I do not remember	25	28.4
Total	88	100.0

training indicate that, in both instances, those who were trained outside Botswana had higher percentages than the local institutions viewed separately.

Reasons why the respondents were currently not referring to language journals

In addition to exploring the teachers' past experiences with respect to the use of language journals during the pre-service phase, the respondents were also asked to indicate why they currently do not read journals. The consensus among the respondents was that the reason why they failed to read journals was because such materials were not available in their school libraries. Altogether, 82% of the respondents gave this reason. All other factors such as the irrelevance of journal content to the Botswana context, the complexity of journal materials and the notion that journals are meant for researchers and not teachers were rejected by the respondents as the possible reasons that could be used to explain why they did not read journals.

For those who read journals, they were asked to indicate some of the journals that they used to keep up-to-date with developments in language teaching. The following journal titles were mentioned by the respondents: *English Language Teaching Journal, Modern English Teacher, TESOL Quarterly, MOSENODI* and *English Teaching Forum*. Of these, *MOSENODI* is the only locally produced educational journal which deals with diverse issues in education.

Language teaching resources available in the departments

Having looked at the pre-service training phase, the questionnaire then focused on the scenario as it prevails in the schools. One of the questions asked about the availability of language teaching resources in the English departments at secondary school level. An almost unanimous response (80%) indicated their availability, while 13% said there was a non-availability and only 8% could not recall whether there were such materials in their departments or not. As a follow-up to this question, the respondents were asked to indicate the type of materials available in their departments. Most of the respondents acknowledged the availability of teachers' guides (71%) and books related to language teaching and learning. With respect to journals, only 23% of the respondents said they were available in their departments. The fact that 77% of the teachers indicated that journals were not available in their

departments suggests that such resources are still not part of the resources that secondary school teachers in Botswana draw on in their teaching.

Resources used by the respondents to get ideas on language teaching

The study went further to ask the respondents to indicate the type of sources that they used to obtain ideas for teaching and the results are presented in Table 4. The table presents the results in terms of the sources that are used very often; as the table reveals, the source that is ranked number one in terms of being used very often is that of teaching experience followed by teacher creativity. It is also worth noting here that for these two sources, there is no teacher who said he/she never utilized them. The only difference is in terms of frequency. The least employed source according to teachers in this study is the Internet. Usage of journals is also ranked low, as is the case with textbooks used during pre-service training and notes written during that time. The low rating for sources accumulated during training is interesting, in that it suggests that there could be some discrepancy between the input offered during teacher preparation and the realities of classroom teaching in the secondary schools.

  Given the prominence of teaching experience as reflected in Table 4, a further analysis was undertaken to find out the distribution of teachers who said they employed their teaching experience very often in terms of the number of years they had been teaching. Results for this analysis are presented in Table 5. Results in the table reveal that the majority of the respondents who said they employed their teaching experience very often had been teaching for six to ten years. Those who had just joined the teaching profession, for one to two years, constituted the smallest percentage (10.7%) of those who reported they employed their teaching experience very often.

Table 4. Sources of ideas for teaching, ranked according to sources used very often

Sources	Very often (%)	Sometimes (%)	Never (%)
I utilize my teaching experience	90.4	9.6	0.0
I depend on my creativity	72.8	27.2	0.0
I consult prescribed textbooks	68.2	29.4	2.4
I use knowledge I gained during my pre-service training	60.5	38.3	1.2
I consult the teacher's guide	50.0	43.6	6.4
I use ideas gathered from in-service workshops	32.4	60.8	6.8
I ask other teachers	29.7	68.9	1.4
I consult some journals	19.7	46.5	33.8
I use textbooks that I used during my pre-service training	16.4	61.2	22.4
I use notes I wrote during my pre-service training	11.8	42.6	45.6
I obtain ideas from the Internet	4.3	25.7	70.0

Table 5. Distribution of teachers who said they used their teaching experience very often in terms of years of teaching

Number of years of teaching	*f*	%
6–10 years	24	32.0
More than 15 years	18	24.0
2–5 years	14	18.7
11–15 years	11	14.7
1–2 years	8	10.7
Total	75	100.1

Respondents who said they used their experience at some time came from three groups, namely those who had taught for one to two years, six to ten years and more that 15 years. Those with one to three years' experience constituted 62.5% of the respondents in this category. The six to ten years groups made up 25%, while the remaining 12.5% had been teaching for more than 15 years.

Apart from checking on the utilization of teaching experience, teachers were also asked to indicate how often they resorted to their individual creativity. As was the case for the use of experience, all the teachers in this study claimed that they exploit their creativity as part of the teaching process, with 72.8% using it very often and 27.2% doing so only sometimes. The distribution of those who said they utilize creativity very often in terms of years of teaching is illustrated in Table 6.

As was the case for the responses with regard to the use of their experience, the six to ten years' and more than 15 years' teaching experience categories were the most predominant for those who reported using their creativity very often. Table 7 presents results for those who say they employed their creativity only sometimes. The majority of the respondents here (36%) have six to ten years' teaching experience, while the least percentage (9%) is for those with 11 to 15 years' teaching experience.

Given the wide-ranging experience and creativity of the teachers, the present study went further to explore whether teachers shared their experiences as part of the

Table 6. Distribution of teachers who said they used their creativity very often

Teaching experience	*f*	%
6–10 years	16	27
More than 15 years	13	22
1–2 years	11	19
2–5 years	11	19
11–15 years	8	14
Total	59	101

Note: Percentages add to just over 100% because of rounding up.

Table 7. Distribution of teachers who said they used their creativity sometimes

Teaching experience	*f*	%
6–10 years	8	36
More than 15 years	5	23
2–5 years	4	18
1–2 years	3	14
11–15 years	2	9
Total	22	100

teaching process. Results in Table 4 reveal that this is one of the predominant modes employed by teachers in the present study. Only one respondent, from the six to ten years' experience of teaching group, said he/she never sought assistance from fellow teachers. Among those who did so very often, the predominant groups were the newcomers (one to two years) and those with six to ten years of teaching experience, with both of these groups constituting 32% of all those who said they did so very often. The most experienced groups, those with 11–15 years' and more than 15 years' experience, are the ones with the least percentages—of 9% each—for those who sought assistance from other teachers very often. This is perhaps indicative of the confidence in language teaching that they have acquired over the years. It is also possible that these teachers are not open-minded enough to share or learn from the less experienced teachers.

Attendance at academic conferences and in-service workshops

One of the possible ways of exposing teachers to new ideas in language teaching could be through academic workshops and in-service workshops. A question was included in the questionnaire to find out whether these two sources served this role within the context of Botswana. Apart from the various academic conferences organized by academic associations in Botswana and the Southern African region, the Ministry of Education hosts a conference for teachers and teacher education every two years. This conference offers educators the opportunities to present papers and share their teaching and research experiences. The last conference was held in 2003 and very few teachers participated in it. In this study, the respondents were specifically asked to indicate how often they had attended academic conferences and in-service workshops. The results for this question are presented in Tables 8 and 9.

As Table 8 reveals, 91 of the participants in this study responded to this question. Most of the respondents indicated that they had never attended any academic conference. The remaining respondents, who said they had done so, reported doing so more than twice (23.1%), twice (7.7%) and once (6.6%). As Table 9 reveals, overall most of the respondents indicated that they had attended in-service workshops, with most of them (51.1%) having done so more than twice. The results in

Table 8. Frequency of attendance of academic conferences

Frequency of attendance	*f*	Percentage
Never	57	62.6
More than twice	21	23.1
Twice	7	7.7
Once	6	6.6
Total	91	100.0

the table also show that 24.4% of the respondents said they had never attended such workshops.

Strategies employed by teachers to keep abreast of issues in language learning and teaching

The respondents in this study were also asked to indicate how they kept up-to-date on developments in language learning and teaching. Data in this area give us an idea

Table 9. Frequency of attendance of in-service workshops

Frequency of attendance	*f*	Percentage
Never	46	51.1
More than twice	22	24.4
Twice	13	14.4
Once	9	10.0
Total	90	99.9

of the issue of professional development of teachers; the responses with respect to this question are presented in Table 10. As the table reveals, attendance at in-service workshops is the strategy that is used very often for purposes of acquiring information on recent developments in language learning and teaching. But when the results are viewed in terms of the combination of those who use the strategy very often and sometimes, the utilization of newly published books (with 90.2%) emerges as the

Table 10. Ways of keeping up-to-date on language learning and teaching issues, ranked according to strategies used

Sources	Very often (%)	Sometimes (%)	Never (%)
I attend in-service workshops	60.9	20.3	18.8
I read newly published books	29.6	60.6	9.9
I read journals	11.9	43.3	44.8
I use the Internet	7.0	26.3	66.7

most popular strategy employed by the respondents in this study. In terms of the number of years of teaching, the analysis of the data revealed that all the teachers who have the most experience, the 11 to 15 years and more than 15 years categories, identified in-service workshops as a source that they used to inform themselves on matters pertaining to the latest developments in language teaching.

One of the issues raised by the more experienced teachers is that they needed some refresher courses to enable them to catch up with latest developments in language teaching. The in-service workshops that are provided at both school and regional levels were said to be infrequent and inadequate. The need to strengthen the in-service training for teachers is perhaps best captured by the comments of one of the teachers who fell within the 11 to 15 years' teaching experience category, who pointed out that:

> If we are expected to use the communicative approach, then someone has to show us how and demonstrate how it works. Otherwise some of us who were trained a long time back shall stick to the methods we have always used and which happen to be what we went through as students.

The respondents were further asked to indicate whether they were members of any research associations. Most of respondents (96.8%) said they do not belong to any research association; only 3.2% indicated that they belonged to a research association. Only two research associations were mentioned, the Botswana Educational Research Association and the International Reading Association.

The need for teachers to participate in research was highlighted by one of the respondents, who said that:

> a lot of research is needed to improve the quality of language teaching in the secondary schools. Teachers should be fully involved in research and they need support from the Ministry of Education to achieve this—it is very essential.

There were also other respondents who recommended that in order to improve language teaching in Botswana, teachers need to be given training on action research and given the necessary support to undertake classroom-based research.

Conclusion

The results of the present study suggest that research does not seem to be a major contributing factor in the teaching of language in Botswana secondary schools. The key contributing factors appear to be the teachers' experience and individual creativity. This trend is in agreement with the arguments raised in the literature review, which suggests that teachers tend to rely more on doing things the way that they are used to rather than resorting to ideas presented by academic researchers. The gap between classroom practice and research that is suggested by some authors seems to be a valid point as far as teachers in this study are concerned.

Results in this study do not, however, suggest that these teachers do not value research. One of the factors that have been identified as militating against the use of such research is the non-availability of research journals in school libraries in

Botswana. There is perhaps a need to develop a conducive environment that will enable teachers in secondary schools to undertake research activities that will enable them to critically review available research on language teaching, as well as reflect on their own teaching practice. There is also a need to avail modern technology to the schools in the form of personal computers, so that they could access the internet.

Recommendations

On the basis of the results that have been examined, the following recommendations are presented in an endeavour to contribute to the professional development of teachers in Botswana secondary schools, and as part of an effort geared towards improving the teaching of the English language in the secondary schools:

1. The Ministry of Education, in conjunction with the University of Botswana and colleges of education, needs to mount regular in-service programmes which target both new and experienced English language teachers.
2. The Ministry of Education should establish language resource centres in the schools and equip them with resources that can be used to facilitate language teaching.
3. Teachers should be encouraged to undertake classroom-based research, which will enable them to critically review their own teaching, as well as ideas presented in applied linguistics journals.

Although the above recommendations are specific to Botswana, they may of course be of value to other settings in developing countries.

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