THE EFFECT OF A DISTANCE EDUCATION TEACHER TRAINING PROGRAMME ON THE PERFORMANCE OF TEACHERS OF NOMADIC LEARNERS
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Abstract
The study addresses the question:
What effect does a distance education teachers’ training programme have on teacher discourse effectiveness in the classroom?
This is with reference to classroom situations in nomadic communities of the Basarwa in Botswana. The Zimbabwe study, based on the pretest-posttest control group design, focused on the enhancement of oracy to achieve cognitive intentions. Results were analysed quantitatively and qualitatively to determine the extent of teacher dominance, teacher effectiveness, and learner initiative regarding the use of discourse. Comparison of pre-intervention and post-intervention discourse practices led to the conclusion that teachers who participated in the intervention programme dominate interaction less and choose more effective discourse to promote learning. In turn, learners show a higher degree of initiative than their counterparts. Some of the recommendations are that an in-service course taking into account the culture and language of the Basarwa should be designed and offered as a way of enhancing teacher discourse and increased learner participation in the learning situation.

Key words: Nomadic communities, interaction, constant migration, marginalise, construction of knowledge