

Collaborative Learning a Must in First Additional Language Learning: The Case of Five Schools

John Wankah Foncha

School of Further and Continuing Education, University of Fort Hare, Alice 5700, South Africa

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ABSTRACT Collaborative learning is a teaching strategy that can enhance learning. In view of this, the language of instruction amongst learners must be promoted as the teaching of literacy and academic writing are not only meant for the language teacher, but all the teachers from the different disciplines. It can be said that collaborative learning can pay off at individuals and societal levels. Thus, this paper strives for the use of mixed ability grouping in the teaching of English first additional language. Mixed ability grouping seems to replace the traditional teaching with the teacher at the helm. Collaborative learning creates powerful learning experiences for learners. These experiences may range from understanding the content to developing problem solving capabilities, communicative skills and team building. Methodologically, the study used observation, face to face interviews and questionnaires for data collection. The study made use of 5 learners and two teachers from each of the five schools. The paper used critical discourse analysis as its analytical framework where the themes for analysis were generated by the data.