

Group Work Impact on Academic Communication: Female English Student Teachers' Views

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ABSTRACT English Second Language (L2) learners/students experience challenges in communication within the academic setting. The research paper was conducted among twenty (20) purposefully sampled female third-year level former dropout student teachers at a selected university in South Africa. The paper explored the value of group work among female third-year level English student teachers, who had unpleasant experiences relating to early marriage and/or teenage pregnancy which compelled them to drop out of school. An interview schedule comprising questions relating to the benefits of group work was used to obtain students' views. The sampled students were involved in various study groups which they had formed; and they responded positively to all the questions. The results revealed that all the students who performed well in discussions, class exercises, tests, assignments and examinations were members of particular study groups. The research concludes that the students' good communication and improved academic performance was largely dependent on knowledge gained from the discussions held within the groups.