

## Chapter 2

# Theoretical Foundations of Collaborative Language Learning



**Abstract** This chapter reviews the main theoretical orientations in collaborative learning research and discusses the main metaphors on learning from the perspective of learning sciences. Based on this, it elucidates the necessity of shifting from the cognitive perspective to the sociocultural perspective on investigating collaborative second-language learning. All this provide theoretical foundations for analyzing learning taking place in networked second-language learning.

### 2.1 Social Theories of Learning

Three main theoretical orientations in collaborative learning research are acknowledged to be particularly influential on contemporary computer-supported collaborative learning research (Dillenbourg et al. 1996). They are socio-constructivist theories that extend Piaget's program of cognitive development (Doise and Mugny 1984), Soviet sociocultural theories of learning and development (Vygotsky 1978), and the theory of situated learning (Lave and Wenger 1991). Researchers make a three-pronged distinction among them based on their differences of focus in orientation, methodology, and data.

Influenced by these social theories, working within CSCL certainly acknowledges the importance of the larger social, historical, and cultural context. However, at the earlier stage, it often treats this context as a set of environmental variables that may influence the outcomes of individual student cognition, but are separable from that cognition (Stahl 2011). In this way, cognition is still treated as a function of an individual mind, though social influences are acknowledged (Stahl 2011). This approach is named socio-constructivist (or socio-cognitive) approach.

Dillenbourg et al. (1996) summarize the differences between the socio-constructivist approach built upon the theory of Piaget and the sociocultural approach based on the sociocultural theory of Vygotsky and his colleagues. According to their interpretation, the socio-constructivist approach focuses on individual development in the context of social interaction, as well as the role of interactions with others rather than the actions themselves, while the sociocultural approach focuses on the causal relationship between social interaction and individual cognitive change.

# Chapter 2 Exploring Collaborative Learning Theoretical

**Daniela Niemeyer**



## **Chapter 2 Exploring Collaborative Learning Theoretical:**

## Whispering the Strategies of Language: An Mental Quest through **Chapter 2 Exploring Collaborative Learning Theoretical**

In a digitally-driven earth wherever monitors reign supreme and quick interaction drowns out the subtleties of language, the profound secrets and psychological nuances concealed within words often move unheard. Yet, situated within the pages of **Chapter 2 Exploring Collaborative Learning Theoretical** a fascinating literary value sporting with fresh emotions, lies an extraordinary quest waiting to be undertaken. Penned by a talented wordsmith, that enchanting opus encourages visitors on an introspective journey, softly unraveling the veiled truths and profound impact resonating within the material of each and every word. Within the psychological depths of the poignant evaluation, we shall embark upon a heartfelt exploration of the book is core themes, dissect their charming publishing design, and succumb to the strong resonance it evokes serious within the recesses of readers hearts.

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### **Table of Contents Chapter 2 Exploring Collaborative Learning Theoretical**

1. Understanding the eBook Chapter 2 Exploring Collaborative Learning Theoretical
  - The Rise of Digital Reading Chapter 2 Exploring Collaborative Learning Theoretical
  - Advantages of eBooks Over Traditional Books
2. Identifying Chapter 2 Exploring Collaborative Learning Theoretical
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Chapter 2 Exploring Collaborative Learning Theoretical
  - User-Friendly Interface

4. Exploring eBook Recommendations from Chapter 2 Exploring Collaborative Learning Theoretical
  - Personalized Recommendations
  - Chapter 2 Exploring Collaborative Learning Theoretical User Reviews and Ratings
  - Chapter 2 Exploring Collaborative Learning Theoretical and Bestseller Lists
5. Accessing Chapter 2 Exploring Collaborative Learning Theoretical Free and Paid eBooks
  - Chapter 2 Exploring Collaborative Learning Theoretical Public Domain eBooks
  - Chapter 2 Exploring Collaborative Learning Theoretical eBook Subscription Services
  - Chapter 2 Exploring Collaborative Learning Theoretical Budget-Friendly Options
6. Navigating Chapter 2 Exploring Collaborative Learning Theoretical eBook Formats
  - ePub, PDF, MOBI, and More
  - Chapter 2 Exploring Collaborative Learning Theoretical Compatibility with Devices
  - Chapter 2 Exploring Collaborative Learning Theoretical Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Chapter 2 Exploring Collaborative Learning Theoretical
  - Highlighting and Note-Taking Chapter 2 Exploring Collaborative Learning Theoretical
  - Interactive Elements Chapter 2 Exploring Collaborative Learning Theoretical
8. Staying Engaged with Chapter 2 Exploring Collaborative Learning Theoretical
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Chapter 2 Exploring Collaborative Learning Theoretical
9. Balancing eBooks and Physical Books Chapter 2 Exploring Collaborative Learning Theoretical
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Chapter 2 Exploring Collaborative Learning Theoretical
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Chapter 2 Exploring Collaborative Learning Theoretical
  - Setting Reading Goals Chapter 2 Exploring Collaborative Learning Theoretical
  - Carving Out Dedicated Reading Time

12. Sourcing Reliable Information of Chapter 2 Exploring Collaborative Learning Theoretical
  - Fact-Checking eBook Content of Chapter 2 Exploring Collaborative Learning Theoretical
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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