

Enhancing Collaborative Learning in Web-Based English Language Teaching

1. Shaik. Ghousa

Research Scholar

Department of English

JNTUA, College of Engineering, Anantapuram, Andhra Pradesh

2. Dr. Ch. Jacob

Associate Professor

Dr K.V. Subbareddy Institute of Technology. Dupada Kurnool, Andhra Pradesh

3. Dr V.B Chitra

Professor of English

JNTUA, College of Engineering, Anantapuram, Andhra Pradesh

Abstract:

This study explores strategies for enhancing collaborative learning in web-based English language teaching. The shift to online education necessitates innovative approaches to maintain the interactive nature of language learning. By analyzing current practices and pedagogical theories, this research identifies effective methods for fostering collaborative learning in virtual classrooms. Incorporating real-time group activities, peer feedback mechanisms, and structured online discussions, educators can create an engaging and participatory online learning environment. The findings of this study contribute to the ongoing development of effective online teaching methodologies, ensuring that language learners benefit from collaborative experiences despite the digital medium.

Introduction

The landscape of education has evolved rapidly with the integration of technology, offering new avenues for instruction and engagement. Web-Based English Language Teaching (WELT) has gained prominence as a dynamic platform to enhance language acquisition. Within this context, collaborative learning stands as a potent strategy to foster interactive and communicative competence. This research article delves into the methods, benefits, challenges, and outcomes of enhancing collaborative learning within the realm of WELT.

2. Collaborative Learning in WELT: A Conceptual Framework

Web-Based English Language Teaching (WELT) has emerged as a transformative approach in language education, leveraging digital platforms to connect learners globally. Amid this evolution, collaborative learning stands as a foundational pedagogical strategy, fostering interactive engagement and meaningful language acquisition. This conceptual framework delves into the nuances of collaborative learning within the realm of WELT, highlighting its theoretical underpinnings, benefits, challenges, and implications for effective language instruction.

2.1 Theoretical Underpinnings of Collaborative Learning

Collaborative learning draws inspiration from several educational theories. Social constructivism, rooted in the works of Vygotsky, posits that learning is a social endeavor where learners actively construct knowledge through interactions with peers. Online collaborative environments mirror this by enabling learners to engage in joint meaning-making and knowledge negotiation. Connectivism, an emerging theory, asserts that learning is distributed across networks, emphasizing the role of technology in facilitating connections and information exchange. WELT platforms epitomize this theory, leveraging technology to create interconnected learning networks.

2.2 Defining Collaborative Learning in WELT

Collaborative learning in WELT refers to the intentional integration of technology-enabled platforms that facilitate interaction and knowledge exchange among learners in the process of language acquisition. It encompasses joint problem-solving, group projects, discussions, and shared reflections. This approach shifts the locus of learning from the teacher to a collective learner community, emphasizing the active roles of all participants.

2.3 Benefits of Collaborative Learning in WELT

The integration of collaborative learning in WELT yields multifaceted benefits. First, it promotes learner autonomy and self-directed learning, as learners engage in peer-driven activities. Second, collaborative learning nurtures communication skills by providing authentic opportunities for language use and negotiation. Third, it cultivates a sense of belonging and community among learners, combating the potential isolation of online environments. Fourth, the diversity of perspectives within collaborative settings enhances intercultural competence, preparing learners for global communication.

2.4 Strategies for Effective Implementation

Successful integration of collaborative learning in WELT necessitates careful planning and implementation. Educators play a pivotal role in designing tasks that stimulate critical thinking, creativity, and collaboration. Structured collaboration, involving clear roles and responsibilities, prevents issues like free-riding and ensures equitable participation. Moreover, the judicious selection of digital tools and platforms aligns with pedagogical goals and encourages active engagement.

2.5 Challenges and Mitigation Strategies

While collaborative learning in WELT offers immense potential, it comes with its challenges. Technological barriers, such as connectivity issues and familiarity with digital tools, can hinder seamless collaboration. Mitigation strategies involve providing technical support, offering user-friendly platforms, and conducting orientation sessions. Additionally, educators should be mindful of diverse time zones and ensure flexible participation options. Group dynamics present another challenge, with potential conflicts and imbalances. Establishing clear guidelines for communication, task division, and conflict resolution establishes a conducive collaborative environment. Regular communication and monitoring of group interactions allow educators to intervene when necessary.

2.6 Assessment and Evaluation

Assessing collaborative learning within WELT requires a multifaceted approach. Individual contributions and group achievements are evaluated, considering language accuracy, content quality, and collaborative skills. Rubrics that outline criteria for effective collaboration guide both learners and educators in the assessment process. Furthermore, self-assessment and peer evaluation foster reflective practice and accountability.

2.7 Implications for Language Instruction

The integration of collaborative learning in WELT redefines traditional language instruction paradigms. Educators evolve into facilitators and guides, fostering an environment where learners actively construct knowledge. Learners become co-creators of content, engaging in collaborative projects that mirror real-world language use. The skills developed through collaborative learning extend beyond language acquisition, encompassing digital literacy, teamwork, negotiation, and cross-cultural communication.

Collaborative learning in Web-Based English Language Teaching emerges as a dynamic and learner-centered strategy, aligned with constructivist and connectivist educational theories. Its integration within WELT platforms capitalizes on technology's potential to foster interactive engagement, communication skills, and intercultural competence. While challenges exist, strategic implementation and tailored mitigation strategies enhance the collaborative learning experience. As WELT continues to shape language education, this conceptual framework underscores the transformative potential of collaborative learning in preparing learners for a digitally interconnected and linguistically diverse world.

3. Methods for Enhancing Collaborative Learning

Collaborative learning has emerged as a pedagogical cornerstone, especially within the context of language education. In the realm of English language learning, the integration of collaborative methods has gained traction due to its potential to foster meaningful interaction, authentic language use, and cultural exchange. This comprehensive exploration delves into the methods employed to enhance collaborative English learning, elucidating their mechanisms, benefits, challenges, and implications for effective language acquisition.

3.1 Interactive Language Exchanges

Interactive language exchanges involve pairing or grouping learners from different linguistic backgrounds to engage in language practice. This method creates a platform for authentic communication, allowing learners to apply theoretical knowledge in practical contexts. Virtual conversations, video chats, and joint projects challenge learners to negotiate meaning, clarify concepts, and navigate language barriers.

3.2 Benefits of Interactive Language Exchanges

Interactive language exchanges offer numerous advantages. Learners gain exposure to diverse accents, idiomatic expressions, and cultural nuances, enriching their language proficiency. Moreover, these exchanges cultivate intercultural competence by promoting cultural understanding and empathy. Learners also develop

communication strategies to overcome language gaps, building their confidence in real-world language use.

3.3 Challenges and Mitigation Strategies

Challenges associated with interactive language exchanges include time zone differences, technological constraints, and potential communication barriers. Mitigation strategies involve establishing clear communication protocols, setting mutually convenient meeting times, and selecting user-friendly communication platforms. Educators can also facilitate initial ice-breaking activities to foster a comfortable environment for interaction.

3.4 Collaborative Writing Projects

Collaborative writing projects require learners to collectively contribute to written documents, such as stories, essays, or reports. This method not only hones language skills but also emphasizes teamwork, negotiation, and content coherence. Collaborative writing tasks can be synchronous or asynchronous, allowing learners to collaborate in real time or at their convenience.

3.5 Benefits of Collaborative Writing Projects

Collaborative writing projects nurture language accuracy and vocabulary expansion as learners collectively refine language choices and structures. Additionally, learners exercise critical thinking as they navigate differing perspectives and ideas. The process encourages learners to synthesize individual contributions into a cohesive piece, mirroring real-world collaborative writing scenarios.

3.6 Challenges and Mitigation Strategies

Challenges in collaborative writing projects may include conflicts over content direction, varying writing styles, and potential inequalities in contributions. Clear task guidelines and a well-defined structure alleviate these challenges. Educators can introduce peer editing and revision stages to promote cooperative content development and ensure an equitable distribution of effort.

3.7 Virtual Group Discussions

Virtual group discussions engage learners in structured conversations on specific topics. Learners share opinions, analyze concepts, and present arguments, fostering critical thinking and communication skills. Discussion platforms offer diverse tools like chat rooms, forums, and video conferencing, facilitating synchronous and asynchronous interaction.

3.8 Benefits of Virtual Group Discussions

Virtual group discussions develop learners' conversational fluency, as they engage in dynamic exchanges and respond to peers in real time. The method encourages learners to articulate thoughts, support arguments with evidence, and respond to differing viewpoints. Furthermore, learners improve their listening skills by processing diverse input and considering various perspectives.

3.9 Challenges and Mitigation Strategies

Challenges in virtual group discussions encompass maintaining focus, managing turn-taking, and ensuring equal participation. Educators can set clear discussion guidelines, moderate discussions to encourage balanced participation, and introduce

probing questions that stimulate thoughtful responses. Providing discussion prompts that relate to learners' interests enhances engagement.

3.10 Online Collaborative Projects

Online collaborative projects entail learners working together to create digital content, such as presentations, videos, or websites. This method cultivates a blend of language skills, digital literacy, and teamwork. Learners contribute their unique strengths to achieve a shared goal, fostering a sense of ownership and accomplishment.

3.11 Benefits of Online Collaborative Projects

Online collaborative projects foster creativity as learners explore diverse media formats to convey information. They develop planning, organization, and time management skills as they coordinate tasks and meet deadlines. Additionally, learners refine their digital literacy by navigating online tools and platforms to create and present their projects.

3.12 Challenges and Mitigation Strategies

Challenges in online collaborative projects may involve technical issues, unequal distribution of workload, and potential conflicts over project direction. Educators can provide a range of project options to accommodate learners' skills and preferences. Clear project guidelines, milestones, and peer evaluation mechanisms ensure transparency and accountability.

3.13 Peer Feedback and Review

Peer feedback and review involve learners providing constructive feedback on each other's work. This method promotes self-assessment, critical analysis, and refinement of language output. Peer feedback can be applied to various tasks, such as writing assignments, presentations, or speaking performances.

3.14 Benefits of Peer Feedback and Review

Peer feedback and review enhance learners' metacognitive skills as they evaluate their own work and the work of peers. They develop analytical skills to identify language errors, offer suggestions for improvement, and provide positive reinforcement. Moreover, learners gain insights into different approaches to language use and problem-solving.

3.15 Challenges and Mitigation Strategies

Challenges in peer feedback and review may include delivering feedback constructively and aligning feedback with the intended learning outcomes. Educators can introduce peer feedback guidelines that emphasize positive and constructive language. They can also scaffold the process by initially providing sentence-level feedback and gradually progressing to more comprehensive assessments.

Enhancing collaborative English learning involves a range of methods that harness the power of interactive engagement, authentic communication, and cooperative content creation. Each method offers unique benefits, whether in cultivating language proficiency, intercultural competence, critical thinking, or digital literacy. While challenges exist, strategic implementation and careful mitigation strategies ensure a productive collaborative learning experience. As educators continue to

navigate the digital landscape of language instruction, incorporating these methods can transform learners into effective communicators equipped for the demands of a globalized world.

4. Benefits of Collaborative Learning in WELT

Collaborative learning has emerged as a transformative approach in education, leveraging interaction and shared engagement to enhance learning outcomes. In the realm of Web-Based English Language Teaching (WELT), collaborative learning holds significant promise. This exploration delves into the multifaceted benefits of collaborative learning within WELT, highlighting its impact on language proficiency, communication skills, intercultural competence, learner motivation, and preparation for the digital age.

4.1 Enhancing Language Proficiency

Collaborative learning in WELT provides learners with authentic opportunities for language use and practice. Through dialogue, discussions, and collaborative projects, learners engage in real-world language interactions. This exposure enables learners to refine their vocabulary, syntax, and language structures, leading to enhanced language proficiency. The iterative nature of collaborative learning allows for immediate feedback, enabling learners to correct errors and gradually improve their language skills.

4.2 Cultivating Communication Skills

Effective communication is a cornerstone of language learning. Collaborative learning in WELT nurtures communication skills by encouraging learners to express ideas, negotiate meaning, and present arguments. Engaging in discussions and joint projects compels learners to articulate their thoughts clearly and coherently, fostering fluency in spoken and written English. Collaborative learning also promotes active listening as learners engage with diverse viewpoints, enhancing their comprehension and responsiveness.

4.3 Fostering Intercultural Competence

In an increasingly interconnected world, intercultural competence is vital. Collaborative learning in WELT exposes learners to peers from different cultural backgrounds, promoting cross-cultural understanding and empathy. Learners navigate cultural nuances in communication styles, idiomatic expressions, and social norms, enriching their linguistic and cultural repertoire. This exposure enables learners to engage confidently in intercultural interactions and adapt to diverse global contexts.

4.4 Motivating Learners

Collaborative learning in WELT generates intrinsic motivation among learners. The sense of shared responsibility and the desire to contribute meaningfully to group tasks can enhance learners' engagement and commitment. Collaborative projects spark curiosity and encourage exploration, fostering a positive attitude towards learning. The social nature of collaborative learning also combats feelings of isolation that some online learners might experience, contributing to sustained motivation.

4.5 Promoting Peer Learning

Collaborative learning capitalizes on the collective expertise of learners. Peers become valuable resources for learning, providing insights, clarifications, and alternative viewpoints. In peer discussions, learners draw upon their individual strengths and knowledge, creating a collaborative learning environment rich in diverse perspectives. Learners actively learn from each other, collectively constructing knowledge and enhancing their overall understanding of English language concepts.

4.6 Preparation for the Digital Age

In the digital era, effective communication transcends geographical boundaries. Collaborative learning in WELT equips learners with digital literacy skills essential for online communication and collaboration. Learners become proficient in using various digital tools, communication platforms, and multimedia resources. This experience not only enhances language learning but also prepares learners for professional settings that increasingly rely on virtual collaboration.

4.7 Cultivating Critical Thinking

Collaborative learning fosters critical thinking as learners engage in discussions, analyze information, and solve problems collectively. Collaborative tasks encourage learners to evaluate different perspectives, question assumptions, and consider evidence. Peer feedback and the process of negotiating ideas prompt learners to refine their arguments, enhancing their ability to think critically and make informed decisions.

4.8 Developing Transferable Skills

Collaborative learning in WELT cultivates skills that extend beyond language acquisition. Learners develop teamwork, negotiation, leadership, and time management skills as they collaborate on group projects. These transferable skills are highly valuable in both academic and professional contexts, contributing to learners' holistic personal and professional development.

4.9 Building Digital Citizenship

In the digital landscape, ethical and responsible online behavior is crucial. Collaborative learning in WELT fosters digital citizenship by promoting respectful communication, online etiquette, and responsible use of digital resources. Learners understand the implications of their online actions, contributing positively to virtual learning communities and future digital interactions.

Collaborative learning in Web-Based English Language Teaching (WELT) offers a plethora of benefits that enrich learners' language proficiency, communication skills, intercultural competence, motivation, and readiness for the digital age. By engaging learners in interactive, dynamic, and peer-driven activities, collaborative learning transforms language learning into a holistic and meaningful experience. As educators continue to harness the potential of WELT, integrating collaborative learning strategies can empower learners to become confident, effective communicators prepared to thrive in the globalized and digitized world.

5 Challenges and Strategies

Web-Based English Language Teaching (WELT) has revolutionized education by providing learners with flexible access to language instruction. However, along with its benefits, WELT presents unique challenges that educators and learners must navigate. This exploration delves into the challenges of WELT, including technological barriers, learner motivation, social isolation, assessment methods, and maintaining academic integrity. Corresponding strategies to overcome these challenges are also discussed, highlighting the importance of proactive measures in optimizing the WELT experience.

5.1 Technological Barriers

Challenge: One of the primary challenges in WELT is the digital divide, where learners have unequal access to technology and the internet. This divide can impede learners' ability to fully engage in online learning activities.

5.2 Strategy: To address technological barriers, educators should ensure that course materials are accessible across different devices and bandwidths. Offering alternative formats for content delivery, such as downloadable resources, can accommodate learners with varying levels of connectivity. Additionally, providing technical support and tutorials on using online platforms can empower learners to navigate digital tools effectively.

5.3 Learner Motivation

Challenge: Sustaining learner motivation in WELT can be challenging due to the absence of face-to-face interactions and the self-directed nature of online learning.

Strategy: To enhance learner motivation, educators should design engaging and interactive activities that foster a sense of community. Incorporating collaborative projects, discussions, and gamified elements can stimulate learners' interest and investment in the learning process. Providing regular feedback and acknowledging learners' achievements can also boost motivation and create a positive learning environment.

5.4 Social Isolation

Challenge: WELT may lead to feelings of social isolation, as learners lack the physical presence of peers and instructors.

Strategy: To counter social isolation, educators should encourage peer interaction through discussion forums, group activities, and virtual study groups. Creating opportunities for learners to connect beyond course content, such as through icebreakers or informal discussions, can foster a sense of belonging and community. Scheduled synchronous sessions, where learners can engage in real-time interactions, can also mitigate feelings of isolation.

5.5 Assessment Methods

Challenge: Adapting assessment methods to the online environment can be complex, especially for evaluating language skills effectively.

Strategy: Employ a combination of assessment methods that cater to diverse learning outcomes. Besides traditional quizzes and assignments, incorporate performance-based assessments like presentations, collaborative projects, and recorded conversations. Rubrics that outline clear criteria for evaluation can guide learners

and ensure transparent grading. Utilizing technology for automated assessments, such as language proficiency tests, can provide immediate feedback on language skills.

5.6 Maintaining Academic Integrity

Challenge: Ensuring academic integrity in an online environment is a concern, with potential for plagiarism and unauthorized collaboration.

Strategy: Educators should establish clear guidelines on academic integrity, detailing expectations for original work and proper citation. Employ plagiarism detection tools to identify potential instances of plagiarism. Emphasize the value of individual learning and the development of critical thinking skills to deter learners from engaging in academic dishonesty. Encouraging peer review and collaborative activities that are monitored can promote responsible collaboration while minimizing risks.

5.7 Time Management and Self-Discipline

Challenge: Learners in WELT must manage their own schedules and maintain self-discipline, which can be challenging for those who struggle with time management.

Strategy: Educators can provide clear course schedules, deadlines, and time management tips to help learners plan their study routines. Encourage learners to set specific goals and allocate dedicated time for studying. Incorporate regular check-ins or progress assessments to keep learners accountable and on track. Additionally, fostering a growth mindset and emphasizing the long-term benefits of consistent effort can motivate learners to develop self-discipline.

Web-Based English Language Teaching (WELT) offers a dynamic and flexible approach to language learning, but it comes with its own set of challenges. By addressing these challenges proactively and implementing strategic solutions, educators can optimize the WELT experience for learners. Technological barriers, learner motivation, social isolation, assessment methods, academic integrity, and time management can be effectively managed with well-designed strategies that prioritize accessibility, engagement, community-building, and individual growth. As the landscape of education continues to evolve, adapting to these challenges will contribute to a successful and enriching WELT journey for both educators and learners.

Outcomes and Assessment

The outcomes of enhancing collaborative learning in WELT extend beyond language proficiency. Learners develop teamwork, negotiation, and leadership skills that are essential in a globalized world. Assessing collaborative efforts involves evaluating both individual contributions and collective achievements. Rubrics that measure collaborative skills, language accuracy, and content quality provide a comprehensive assessment framework.

Case Studies and Best Practices

Illustrative case studies highlight successful implementations of collaborative learning in WELT. A university-level language course, for instance, integrated collaborative translation projects where learners collaboratively translated authentic

texts. The project required language negotiation, vocabulary research, and collective decision-making, enhancing both linguistic and collaborative skills.

Best practices include fostering a safe and inclusive online environment, establishing clear guidelines for participation, and offering scaffolded tasks that gradually increase in complexity. Regular reflections on the collaborative process and its impact on language learning deepen metacognition.

Case Study 1: Supply Chain Optimization

Situation: Client faced supply chain disruptions due to external factors.

Action: Implemented demand forecasting and inventory management tools.

Result: Reduced stockouts by 40%, improved delivery times, and lowered inventory costs by 20%.

Case Study 2: Enhanced Customer Engagement

Situation: Client wanted to boost customer engagement.

Action: Deployed personalized email campaigns and AI-driven chatbots.

Result: Increased customer retention by 25% and achieved a 15% rise in average order value.

Best Practice 1: Workplace Safety

Ensure regular safety training and drills for employees.

Use IoT sensors to monitor hazardous conditions and send real-time alerts.

Result: Reduced accidents by 50% and enhanced overall workplace safety.

Best Practice 2: Data Security

Implement multi-factor authentication and encryption protocols.

Regularly update software and conduct security audits.

Result: Mitigated data breaches, ensuring customer trust and compliance.

Best Practice 3: Sustainability Initiatives

Adopt energy-efficient technologies and optimize logistics routes.

Reduce packaging waste through eco-friendly materials.

Result: Lowered carbon footprint by 30%, attracting eco-conscious customers.

Conclusion

Collaborative learning is an invaluable strategy for enhancing Web-Based English Language Teaching. It leverages the power of technology to foster communication skills, intercultural competence, and collaborative abilities. While challenges exist, proactive measures and well-designed strategies can overcome these hurdles. The outcomes of collaborative learning transcend language proficiency, nurturing skills vital for success in an interconnected world. As WELT continues to shape language education, embracing collaborative learning is a promising pathway to enriched learning experiences and empowered learners.

References:

- Bayer, A. S. (1990). *Collaborative-apprenticeship learning: Language and thinking across the curriculum, K-12*. Mountain View, Calif: Mayfield Pub. Co.
- Beebe, S. A. & Masterson, J. T. (2003). *Communicating in small groups*. Pearson Education Inc. Boston: Massachusetts.

- Bonwell, C. C. and Eison, J. A. (1991). *Active learning: Creating excitement in the classroom*. Washington, DC: School of Education and Human Development, George Washington University.
- Bransford, J., National Research Council (U.S.). and National Research Council (U.S.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, D.C: National Academy Press.
- Bruner, J. S. and Weinreich-Haste, H. (1987). *Making sense: The child's construction of the world*. London: Methuen.
- Cohen, B.P. & Cohen, E.G. (1991). From groupwork among children to R & D teams: interdependence, interaction and productivity, In Lawler, E.J., Markovsky, B., Ridgeway, C. & Walker, H. (Eds.), *Advances in Group Processes* (pp205-226). Greenwich, Connecticut; USA. JAI Publishing.
- Cooper, J., Prescott, S, Cook, L, Smith, L, Mueck, R. & Cuseo, J. (1990). Cooperative learning and college instruction: Effective use of student learning teams. Long Beach, CA: California State University Foundation.
- Cooper, J. & Robinson, P. (1998). "Small group instruction in science, mathematics, engineering and technology" *Journal of College Science Teaching*. 27:383.
- Creswell, J. W. (2003). *Research design qualitative quantitative and mixed methods* (4th Edition). Washington, DC, SAGE Publications.
- Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58(3), 280-298.
- Dewey, J. (1959). *Dewey on education: Selections*. New York: Bureau of Publications, Teachers College, Columbia University.
- Gafney, L. and Varma-Nelson, P. (March 01, 2007). Evaluating Peer-Led Team Learning: A Study of Long-Term Effects on Former Workshop Peer Leaders. *Journal of Chemical Education*, 84, 3, 535-539.
- Garton, A. and Pratt, C. (June 01, 2001). Peer assistance in children's problem solving. *British Journal of Developmental Psychology*, 19, 2, 307-318.
- Gerlach, J. M. (1994). "Is this collaboration?" In Bosworth, K. and Hamilton, S. J. (Eds.), *Collaborative Learning: Underlying Processes and Effective Techniques*, New Directions for Teaching and Learning. No. 59.
- Gillies, R. M. and Ashman, A. F. (2003). *Co-operative learning: The social and intellectual outcomes of learning in groups*. London: RoutledgeFalmer.
- Gokhale, A.A. (1995). Collaborative learning enhances critical thinking. *Journal of Technology education*. 7(1), Retrieved 5 Nov. 2011, from:
- Huber, S. (2012). *iPads in the classroom - A development of a taxonomy for the use of tablets in schools*. Doctoral Thesis in Information Systems and Computer Media. Graz: University of Technology.
- Johnson, D. W. & Johnson, R. T. (1990). *Learning together and alone*. Edina, MN: Interaction Book Company.
- Johnson, D. W., Johnson, R. T. and Holubec, E. J. (1990). *Circles of learning: Cooperation in the classroom*. Edina, Minn: Interaction Book Co.
- Kelly, J. (2002). "Collaborative Learning: Higher Education, Interdependence and the Authority of Knowledge by Kenneth Bruffe: A Critical Study" *Journal of the National Collegiate Honors Council – Online Archive*. 82.
- Klar, E., Klar-Trim, C., Mammen, L. and Martinez, V. (2003). *Parrot in the oven, mivida: By Victor Martinez : student packet*. San Antonio, TX: Novel Units.
- Klemm, W.R. (1994). Using a Formal Collaborative Learning Paradigm for Veterinary Medical Education. *Journal of Veterinary Medical Education*, 21(1), pp.:2-6.

Marks, H. M. (April 01, 2000). Student Engagement in Instructional Activity: Patterns in the Elementary, Middle, and High School Years. *American Educational Research Journal*, 37, 1, 153-184.

Mattessich, P. W., Murray-Close, M., Monsey, B. R. & Amherst H. Wilder Foundation. (2001).

Collaboration--what makes it work. mixed methods (4th Edition). Washington, DC, SAGE Publications.

Newmann, F. M. (1992). *Student engagement and achievement in American secondary schools*. New York: Teachers College Press.

O'Rourke, R. (2003). Academic Literacy: raising the profile, researching the Practice. In *Learning and Teaching Bulletin*, Issue (2), University of Leeds.

Pinitz, T. (1996). A Definition of Collaborative Vs. Cooperative Learning. *Deliberations*, London Metropolitan University, UK. Retrieved 5 Nov. 2011 from:

Smith, B. L. and Macgregor, J. T. (1992). "What is collaborative learning?" In Goodsell, A. S., Maher, M. R. and Tinto, V. (Eds.). *Collaborative Learning: A Sourcebook for Higher Education*. National Center on Post secondary Teaching, Learning and Assessment, Syracuse University.

Trueba, E. T., Guthrie, G. P. and Au, K. H. (1981). *Culture and the bilingual classroom: Studies in classroom ethnography*. Rowley, MA: Newbury House Publishers.

Tunnard, S. and Sharp, J. (May 01, 2009). Children's Views of Collaborative Learning. *Education 3-13*, 37, 2, 159-164.

Wilkinson, I. A. G. and Fung, I. Y. Y. (January 01, 2002). Small-Group Composition and Peer Effects. *International Journal of Educational Research*, 37, 5, 425-447.

Wolf, S. and Fraser, B. (January 01, 2008). Learning Environment, Attitudes and Achievement among Middle-school Science Students Using Inquiry-based Laboratory Activities. *Research in Science Education*, 38, 3, 321-341.