

## Collaborative Languages Learning in Digital Era

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### Abstract

*This paper examines the use of collaborative approach for language learning in modern education. Informed by constructivist and interaction theories, this literature review study adopts a qualitative method. Findings from 20 recent papers about the use of collaborative language learning strategies are discussed. Results highlight the relevance of collaborative learning approach for effective development of language skills (writing, reading, listening and speaking). It is prominent due to its potential to promote togetherness and team work to reach the same goal. Additionally, collaborative language learning allows effective interaction, learner to learner feedback, critical thinking, and learners' engagement and motivation. Learners experiment the use of the language in a diversity of contexts. This reduces language anxiety and promotes learners' confidence. Effective collaborative language learning is decisively reinforced by rational use of digital and online tools. Technologies are reliable sources of input; they facilitate interaction and sharing of learning material. Therefore, the paper recommends a strategic integration of Information and Communication Technologies in collaborative language learning.*

**Keywords:** *Collaborative language learning; Information and Communication Technologies; Interaction; Team work; language competence*

### Introduction

In the mid-twentieth century, John Dewey (1930) stressed that education should be based in real-life experience, and it should allow individuals to solve problems. Jean Piaget (1970), in turn, emphasized that learners should be active and proactive for relevant education that allows them to assimilate the reality, transform it (assimilation) and transform themselves (accommodation) (Bretas & Santos, 2022). In this perspective, Vygotsky is known by highlighting the role of social context for better education (Vygotsky, 2001). Dewey, Piaget and Vygotsky share clearly the same principle of learner-centered education. The last two theorists, who never neglected the experimentalism from Dewey, developed the theory known as constructivism, a relevant set of principles for an effective education in digital era.

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In late twentieth and early twenty-first centuries, the Interaction Hypothesis (IH) was significantly developed. The IH is consistently related to non-native language learning. Authors like Long (1981) and Gass (2013) support that non-native language is better learned in a context of real communication, where there is a negotiation of the meaning, learners are exposed to different kind of input (from individuals who use the language in life), they are encouraged to produce output, they have all types of necessary feedback, and access to both positive and negative evidences (of the language use).

The Constructivist Theory (CT) and the IH, the first one being a general learning theory, whilst the second one is specifically designed for language learning, are equally relevant for discussing Collaborative Language Learning (CLL) process in digital era. In this context, Collaborative Learning (CL) is understood as the strategy in which learners (and teachers) collaborate and interact to achieve the same goal. This strategy can be designed by teachers or by students. Groups can comprise two or more members working together (Correa & Cordeiro da Silva, 2022; Yang, 2023; Panitz, 1999). Teachers encourage students' autonomy, proactivity and creativity.

In fact, CL, under the umbrella of Active Methodologies (AM), is one of the most productive approaches for meaningful education in today's social dynamics. It is prominent due to its potential to promote people's interaction and collaboration to complete tasks and create products. Furthermore, CL is crucial in the context where the use of Information and Communication Technologies (ICT) revolutionize the education sector: people have a variety of options to get education (face-to-face, e-learning, blended learning, distance education), they use ICT to develop and share a diversity of educational resources (texts, videos, audios, tools), individuals from different and distant locations can easily interact and discuss ideas. People no longer depend on teachers' physical presence to learn. More and more students become independent and autonomous to learn, innovate and strategize their activities to maximize the learning outcomes.

At some point, distance, availability of educational resources (eased by the use of ICT) and the autonomy of the students promote isolation in learning activities. However, CL easily mitigates the problems of isolation and promotes togetherness for learning purposes. It puts learners thinking together, acting together, deciding together and producing new knowledge or developing new abilities together, regardless of where each individual is or lives (Vygotsky, 2001). The natural advantage of this approach is that brilliant students, mid-level learners and introvert individuals participate, they all learn and develop relevant knowledge.

In the era of ICT, CLL is essential, be it through the use of ICT, be it through the use of traditional means or strategies of communication. Individuals need to collaborate and use the language in real situations of life, so that they develop language skills. When learning a language,



it is important to create groups (or online communities) involving learners, teachers and members of the society to join efforts, strategies and expertise, to allow relevant language learning experiences in writing, reading, speaking, listening and critical thinking (Tao & Gao, 2022).

Aspects of CL pointed out here, particularly those related to language learning and the use of ICT, make it indispensable to understand how teachers, learners and institutions conceive CLL today. The main hypothesis is that in modern education, in which the use of ICT accelerates and facilitates communication and access to language input, CLL approach is strategic to promote collective activities and maximize learning outcomes.

In this context, this paper aims to examine different and positive aspects associated with CLL approach found in recent literature about the experience of different individuals (teachers and learners) towards the use of CL. This is necessary to determine to what extent learners benefit from the implementation of collaborative strategies in their learning activities. Additionally, describing and discussing positive aspects (common in different context) of CLL will help practitioners of language teaching to make better decisions and mastery the implementation of CL strategies: forming groups, activities assignment, provision of feedback, strategies of assessment, among other aspects.

Studying and understanding advantages of CLL, in our days, is crucial because of its prominence to ease language learning at the time the ICT obfuscate individuals by different kind of sources of information, some of them not relevant for specific language learning purposes. Also, current context of students' emancipation from traditional practices of education, their autonomy, proactivity and centeredness, if not properly dealt with, can foster selfishness and sentiment of isolation. This is extremely dangerous for languages skills development. However, CL, by its essence and inherent strategies, is appropriate to overcome those hindrances and ease interaction, collaboration, and negotiation of meaning and knowledge. Students have opportunity to jointly make efforts to learn in a specific social context, or even different realities. This enriches the learning outcomes, combining different individuals' perspectives.

Firstly, the paper describes the method adopted to conduct this study. In this section, the general research approach, strategy used to collect and organize data, and techniques used for discussion of results are considered. Secondly, a brief literature review is presented. This part presents relevant principles, findings and discussions related to the use of CLL in different context. Thirdly, the paper presents results followed by necessary discussion of the positive aspects associated with the use of CLL in the twenty-first century (the Era of the boom of the ICT).



## Theory and Method

This research is informed by two theories about the learning process and non-native language learning. The first one is the constructivist theory, largely developed by Piaget and his fellow contemporaneous theorist, L. S. Vygotsky. These two psychologists emphasized that individuals develop relevant knowledge and skills as a result of pertinent experience they have in specific social context. They are apologists of student/learners' centeredness for better education results. According to the constructivism, learners must face the reality, transform it and transform themselves (assimilation and accommodation) (Vygotsky, 2001; Bretas & Santos, 2022).

The second theory is known as Interaction Hypothesis, mostly described and defended by theorist like Long (1991) and Gass (2013). For these theorists, non-native language is better learned when individuals have opportunities to interact (using the target language) with people who are fluent in that specific language and in real situations of life. In this context, learners have opportunities to negotiate the meaning, to positively deal with their language anxiety (Yen Nhi et al., 2022), to get negative or positive relevant feedback (Alface et al, 2025), and negative or positive evidences of language use. Learners receive (input) and produce (output) language (Gass, 2013). In fact, IH implies collaboration and active involvement of learners to produce knowledge and develop necessary skills.

In terms of methodology, this is a literature review study and it adopts a qualitative approach, that allows discussion of pertinent findings of different and recent research on the use of CL strategies to develop language skills in several social contexts. Hence, data consist of main findings extracted from papers published in the last five years, about the use of collaborative strategies in language learning.

Twenty studies about the implementation of CLL in African, Asian, European and American institutions were considered. In these papers, finding related to the advantages of different strategies inherent to CL were taken in consideration. Those findings were organized in a table indicating the reference and the synopsis (see Table 1 below). This procedure helped to identify common aspects identified as the crucial advantages of the use of CL in digital Era, for language skills development.

Effectively, analysis of data consists of results description and discussion. This involves demonstration of each positive aspect of CL, examination of relevant procedures, and suggestion of pedagogical practices that can foster improvements in language learning in current societies. Literature review and principles of the constructivist and interaction theories enlighten the discussion of results.



## The use of CL as relevant active methodology

Literature in the education sector highlights the changes caused by the revolution in ICT. One of the changes consists of nurturing the use of active methodologies, and discouraging the traditional strategies in which teachers play the relevant roles. CL is one of the approaches highly recommended in education, due to its advantages.

Although CL is widely recommended in modern education, there is no consensus upon its definition. Late nineties, authors like Gerlach (1994) and Golub (1988) emphasized the opportunity students have to talk to each other about learning content as the core aspect featuring CL. In fact, when implementing CL strategies, interactions (communication) of learners is one of the most important aspects. However, there are many other activities and attitudes that shall be taken into consideration when conceptualizing CL.

Goodsell and collaborators, theorize that “collaborative learning reforms classroom learning by changing students from passive recipients of information given by an expert teacher to active agents in the construction of knowledge” (Goodsell et al, 1992, p.7). In so doing, it becomes clear that in CL, students do not just talk, and this is not the sole relevant activity that allows appropriate learning to occur. Learners take a pivotal activities, decisions and attitudes, and collaboratively develop knowledge, skills and products, as a result of collective efforts, harnessing and strategies to achieve the same goal. Teachers do not impart knowledge to learner any more, they help or guide them to discover and create knowledge and goods, to develop them, and critically reflect on their achievements.

Already at the dawn of the 21<sup>st</sup> century, when the CL was massively promoted, implemented and facilitated by the use of ICT for education, many theorists cater a variety of aspects inherent to CL. Actually, learners completely involve themselves in all learning challenges, they use their social, emotional and intellectual capabilities for the benefit of all members of the group. They have access to different perspectives, they articulate their activities, they discuss and defend their positions (Laal & Laal, 2012; Zaafour, 2025). They all participate and co-construct knowledge, and they all take responsibilities (Gautam & Bhandari, 2025).

CL suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the groups' actions. The underlying premise of CL is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members. Key elements of CL include: Positive interdependence, Considerable interaction, Individual accountability, Social skills and Group processing (Laal, 2012, 495).

A modern definition of CL includes it into the scope of active methodologies. CL dismisses selfishness, isolation and passiveness in learning. It is about learners' autonomy,



collective experience, interaction and sharing of ideas and responsibility. All group members learn together by doing, discussing and deciding together. Giving different task to each member of a group, and compel them to put together results does not correspond to CL. Such approach corresponds to cooperative learning and learner do not develop consistent abilities or knowledge. Relevant techniques of CL are suggested in table 1 below:

**Table 1:** *Relevant techniques of CL*

| <b>Groups</b>               | <b>Learning strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Final decision and product</b>                                                                                                                      |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 group (2 or more members) | <b>Learners:</b> <ol style="list-style-type: none"> <li>1. Have the same goal</li> <li>2. Do the same activities together (experiment different perspectives or ways together)</li> <li>3. Help each other (peer support)</li> <li>4. Plan and strategize activities together</li> <li>5. Take collective responsibility</li> <li>6. Discuss</li> </ol>                                                                                      | Members of the group make decisions and reach a consensus                                                                                              |
| 2 (or more) groups          | <b>Groups:</b> <ol style="list-style-type: none"> <li>1. Have the same goal</li> <li>2. Do different activities separately</li> <li>3. Do not help each other (although inside each group, members do)</li> <li>4. Each group plan and strategize their specific activities</li> <li>5. Each group is responsible for what members learn, develop or create (till all groups discuss and make final decision)</li> <li>6. Discuss</li> </ol> | <ol style="list-style-type: none"> <li>1. Each group presents its results</li> <li>2. All groups discuss, make decision and reach consensus</li> </ol> |

Implementing CL approach suggests strategically organizing learners into small or reasonably larger groups, so that individuals with different backgrounds, abilities and worldview can positively collaborate (work together) to accomplish their task. Students strategize their activities, they discuss, they reflect on the process, they make relevant decision and come up with a new product or knowledge: they experiment (Dewey, 1930), they interact (Long, 1981; Gass, 2013), and they construct knowledge (Piaget, 1970; Vygotsky, 2001; Bretas & Santos, 2002). Teachers encourage students to work, they assess students' performance, and they give them necessary feedback.

It shall be noted that this does not limit individuals to learn what other do not learn, however, it gives the same opportunities to each member of the group to learn about specific



topic, it allows each participant to do the same and relevant activity to develop specific ability or skill, and it gives learners the same chances to create a specific product. In language learning, CL suggests the interaction using the target language to develop knowledge and linguistic competencies, that can be demonstrated through learners' performance.

Currently, the use CL strategies, especially in language teaching and learning, is reinforced by the use of ICT. Technologies are used to design and share materials, to facilitate synchronous and asynchronous interaction. Additionally, digital and online platforms are used to manage the learning processes. Tools and programs are used to ease the learning of different aspects of language (listening, writing, speaking, reading, grammar, phonetics, etc). Tools like online dictionaries, grammar checkers, text translators, duolingo, ChatGPT are some examples of technologies that can support language learning.

There are many advantages associated with the use of CLL approach, as indicated in table 2 below:

**Table 2:** *Advantages of CL*

| Social benefits                                                                                                                                                                                                                                                                                                             | Psychological benefits                                                                                                                                                                                       | Academic benefits                                                                                                                                                                                                                                                       | Assessment benefits                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CL:<br>1. Helps to develop a social support system for learners;<br>2. Leads to build diversity and tolerance among students and staff;<br>3. Establishes a positive atmosphere for modelling and practising cooperation<br>4. Develops learning communities<br>5. Learning is contextualized (occur in a specific context) | 1. Student-centred instruction increases students' self-esteem;<br>2. Cooperation reduces anxiety<br>3. CL develops positive attitudes towards teachers;<br>4. Learning has subjective and social dimensions | 1. Active and constructive learning<br>2. CL promotes critical thinking skills (different perspectives)<br>3. CL involves students actively in the learning process<br>4. Classroom results are improved<br>5. CL models appropriate student problem-solving techniques | 1. CL is especially helpful in motivating students in specific curriculum<br>2. CL alternates student and teacher assessment techniques<br>3. Collaborative teaching techniques utilise a variety of assessments |

Adapted from Goodsell et al (1992) and Duku, Mavuso and Nkomo (2024).

## Results



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Positive aspects of CLL highlighted in recent literature are presented in table 3. Common and relevant findings from the literature review will be identified for detailed discussion.

**Table 3:** *Positive aspects of CLL*

| Autor                              | Positive aspects of CL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Zaafour (2025)                     | The study considered language learner from Morocco, United Kingdom, USA and Philippines. It reveals that CL promotes socialization through interaction and team work. Students help each other and they have pertinent learning through various challenges that they face when carrying out their tasks. Clear distributions and definition of roles, development of communicative competencies and life skills, and the feeling of responsibility are relevant aspects of CL. In language learning, it is necessary to consider and take maximum advantage of each one's abilities to promote quality learning.                                                                                                                                |
| Astrini, Wijayanto & Laila (2024). | CL learning allows learner to work together and find ideas or solutions for problems. There is a share of responsibilities, individuals support each other, they discuss ideas, they listen and interchange information, they compare perspectives (this enables sustainable experiences). All participants communicate and the final knowledge is the synthesis of everyone's ideas. The sense of community allows information to flow, students commit themselves to the common objective. They learn how to do things with others, they organize their activities, they create interactive spaces and platforms. The tutor monitor discussions, encourages students, help them to focus on their tasks, give necessary feedback (Indonesia). |
| Venakates hwarlu (2025).           | In India, authorities in educational system promote and empower the use of CL in different levels of education, due to its advantages in digital era: "flexibility in terms of education, where students are encouraged to work in groups, learn from each other, and engage with local activities to create a more shared learning experience [making the learning process] holistic, integrated, enjoyable, and relevant, emphasising experiential learning, critical thinking, and higher-order thinking skills and multidisciplinary education" (p. 31).                                                                                                                                                                                    |
| Bin Jamaan (2025).                 | CL leads to students' engagement. This facilitates language learning. The study involved students from several Universities in Malaysia and it shows that group work helps students do interact with colleagues, it reduces linguistic anxiety and it promotes relevant environment for language learning. Discussions in groups help to overcome some difficulties.                                                                                                                                                                                                                                                                                                                                                                            |
| Bhandari (2022).                   | Using of CL strategies (in Rupanedi) helps students to learn the language and solve problems. CL strategies allow learners and educators to work together, share ideas, build confidence, trust and respect each other.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Gautam, K. R. &                    | The study investigate perceptions [about] CL and identify commonly practiced activities that promote it. The findings revealed that group work, project work, think-pair-share, role play, and simulation were the most frequently employed techniques. Both teachers and students acknowledged that collaborative learning enhances                                                                                                                                                                                                                                                                                                                                                                                                            |





|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Baburam, B. (2025).                      | students' understanding, communication skills, and active participation in the classroom.                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Elizalde-Rivera & Criollo-Vargas (2020). | The study was conducted in a school in Ecuador. Results emphasize that CL helped students to satisfactorily improve their grammar competence, owing to strategies such as learning cell, affinity grouping and word webs. Students demonstrated competences in declarative sentences, interrogative sentences, imperative sentences, subject-verb agreement and word sentence order.                                                                                                                                         |
| Rodríguez et al. (2025)                  | This paper involved university students from Lascano-Cuba and it shows that CL reinforces development of speaking competences. It allows dynamism and interaction, which improve motivation. The interaction boosts confidence, reduces anxiety and uplifts fluency and pronunciation. Role-plays, discussions, group projects and other strategies helps students' engagements to learn the language.                                                                                                                       |
| Ruco & Figueiredo (2024)                 | In Mozambique, learners and teachers acknowledge the relevance of CL, as it allows interactions and students learn from each other. However, the implementation of CL strategies of English in a Secondary School is jeopardized by: overcrowded classes, reduced time for a lesson, the fact that a teacher is responsible for various classes and activities. Teachers prefer to organize students in pairs.                                                                                                               |
| Ike-Nwafor (2020)                        | The study involved secondary school students in Lagos, Nigeria, and it revealed that learners were pleased by CL strategies such as: organized activities, competitions that enable them to co-operate and participate in such a way that communication and higher level thinking skills are developed.                                                                                                                                                                                                                      |
| Camacho et al. (2025)                    | Research involving grade 10 students in a rural school in Ecuador indicates that CL allowed significant improvement of students' oral performance in English and self-confidence. Eye contact, variation of tone, natural conversational rhythm were positively developed and observed in students while speaking. Students succeed due to various aspects inherent to CL: organized and monitored collaboration, relevant feedback from teacher and colleagues and consistent practice.                                     |
| Salma (2020)                             | CL helps learner to develop communicative competence, owing to interaction between stakeholders. Learners negotiate input and produce meaningful output. CL allows students to develop their listening comprehension and oral practice. It reduces stress and anxiety and it promotes confidence and autonomy.                                                                                                                                                                                                               |
| Duku, Mavuso & Nkomo (2024)              | CL "has social, psychological, academic, and assessment benefits, which also help learners develop certain values such as respect, selflessness, democracy, interdependence, and celebration of inclusivity. This means that collaborative learning subscribes to the Ubuntu philosophy, which advocates togetherness" (p. 80).                                                                                                                                                                                              |
| Vilkova, D. & Burkhardt J. (2025)        | A study involving 20 teachers (France n=10, Russia n=3, Czech Republic n=2, USA n=1, Poland n=1, Great Britain n=1, Brazil n=1, Argentina n=1) of second languages reveals that balancing group size, task complexity, and cultural context are crucial to maximize benefits of CL of second language. Teachers' roles are "(i) setting culturally relevant learning objectives and student' task expected outcomes, (ii) facilitating L2 interaction, (iii) arranging and managing groups, (iv) maintaining a communicative |



|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | classroom environment, (v) monitoring group dynamics, and (vi) assessing language comprehension and retention” (p. 2).                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Yang (2023)                    | CL has potential to improve students’ abilities in spoken English (foreign language in china). It allows students to practice speaking, listening and interacting. This increases students’ input and output. It provides an authentic, realistic and meaningful communication, where learners, negotiate meaning, exchange ideas and clarify misunderstandings.                                                                                                                                                                                            |
| Bhandari (2021)                | In Rupandehi district, Nepal, a study was carried out to examine the effectiveness of CL for improving learners’ writing proficiency in English. Results emphasise that CL was crucial to improve writing skills, owing to peer support among students.                                                                                                                                                                                                                                                                                                     |
| Yen Nhi et al. (2022)          | A CL method was implemented in an English Center in Ho Chi Minh City, Vietnam. Results show that CL approach reduces the levels of Foreign Language Anxiety and facilitates interaction. Learners showed improvement in pronunciation, speaking skills, performing better in the endings sounds like “s, k and iz”, which usually represented serious hindrances. Additionally, the study revealed that CL strategies helped students to develop grammar competency in “Subject-verb agreement, basic verb tense, and speaking with full, clear sentences”. |
| Alzubi, N. & Ahamad, J. (2024) | In a University in the Kingdom of Saudi Arabia, a research involving learners of English as a Foreign Language indicates that CL intervention program positively impacted students’ development of language skills and promoted their social interaction, as a result of focused instruction, high level of motivation and participation, frequent and regular feedback and innovative strategies.                                                                                                                                                          |
| Li (2025)                      | A research on the impact of CL on students’ engagement in a Chinese public college reveals that CL alone is not enough to directly uplift students’ involvement. The study discloses that, CL promotes mutual support among students and, in turn, peer support increases students’ engagement. There is a direct link between student motivation and group size. Students’ engagement likely grows with group size.                                                                                                                                        |
| Timothy et al. (2023)          | Secondary school students (in Nigeria), who practiced reading comprehension using CL strategies, performed better (reading skills, less reading anxiety, reading interest and autonomy) than students whose learning process was conducted through traditional methods.                                                                                                                                                                                                                                                                                     |

In line with various author in the table 3, CLL:

1. Allows learners to negotiate input and produce meaningful output;
2. Improves students’ grammar competence;
3. Is crucial to improve writing skills, owing to peer support among students;
4. Promotes better reading skills;
5. Helps students to develop their listening and comprehension.



## Discussion

### *Negotiating input and producing output*

Opportunity to negotiate input and produce output is one of the key aspects for quality language learning. Through CL, students, in pairs or larger groups, are encouraged to interact using the target language. This opportunity increases the exposure to the input and it compels them to produce output (Long, 1981; Gass, 2013). It is important to notice that in such cases, the quality of the input and output depends on the level of proficiency of speakers. In case of foreign or second language, specifically during the first years of learning, learners' language use represents the interlanguage (Selinker, 1972). The other situation is when the learners interact with a proficient speaker of the target language, such as teachers or native speakers. In this case, there is higher probability of students getting higher quality of input. In turn, relevant input increases students' ability to use the language accurately (language competence).

ICT play a crucial role in language learning process in digital era. Firstly, they facilitate the access to a variety of language input. Using a computer or smartphone connected to the internet, students can get written texts, videos, audios, pictures, etc. relevant for their learning. Secondly, ICT are effective for group interactions, specially if members are not sharing the same space. They can create online communities, and using digital tools like Googlemeet, Zoom, Teams and others, interact orally, collaborate, learn different aspects and develop language skills and competencies (Rai & Rajeshwari, 2021, Vianini, 2024). Teachers, however, must be ready to monitor students' learning and prevent them from unnecessary content present online.

### *Improvement of learners' grammar competencies*

The use of CLL allows students to develop grammar competencies. This is claimed by author such as Elizalde-Rivera and Criollo-Vargas (2020) and Yen Nhi et al. (2022). These authors researched about the use of CLL in Ecuador and Vietnam, respectively. Relevant aspects of grammar mastered by students include the use of "declarative sentences, interrogative sentences, imperative sentences, subject-verb agreement and word sentence order, in the first case. In the second situation, involving learners from Vietnam, aspects of grammar grasped by learners include subject-verb agreement, basic verb tense, and speaking with full, clear sentences.

When learners study in groups, they bring to the discussion forum different perspectives of grammar aspects. What promotes individual and group success in grammar aspects, be it in foreign or second language learning, is the discussion and negotiation of possibilities of grammar structures. It is widely known that linguistic/language creativity allows individuals to create and successfully use different language structures to communicate. In students' discussion about grammar aspects, with the relevant feedback or support from the teacher, more than one structure is (or can be) approved. This gives to the students more possibilities of language use. The ICT



have double roles, as sources of grammar input, or as tools for grammar mastering, through the use of grammar checkers and online translators (Nhaturve, 2026). Grammar aspects like *word order*, *subject-verb agreement*, *imperative*, *declarative* and *interrogative sentences* are essential and strategic to encourage language use by learner.

### ***Promoting writing skills***

Writing skills are greatly fostered by the use of CL in language class. Writing requires mastering of some pre-requisites: being able to make sentences and having ideas to write about. Current literature in the area of language learning systematically criticizes the dynamics involving the process. They claim that, in some contexts, learners writing skills are below the expectations (Sualé & Nhaturve, 2024). Besides facing difficulties related to *how to say or write*, the major problem is inherent to *what to write* (Alves, 2017). Certainly, in digital era, ability to write allows individuals to develop critical thinking and increases opportunities of better life in society.

According to Bhandari (2021), the implementation of CLL, helped learners to improve their writing skills, owing to peer support among students. The crucial aspect to understand in this context concerns to how collaboration of learners resulted in students' success in writing using the target language. CL implies sharing and exchange of strategies and ideas. If some learners do not know what to write, they share and discuss ideas of what can one or the whole group write about. Likewise, if some students do not know how to write, members of group exchange and share strategies to encode their ideas (Venakateshwarlu, 2025; Bhandari, 2022; Gautam & Baburam, 2025). Also, learners benefit from peer-evaluation, that allow them to share relevant feedback and feedforward (Zaafour, 2025; Alface et al., 2025). ICT can be used effectively to develop writing skills: using them to check the accuracy of pieces of text, or of the entire of it, sharing information and sources, consulting online dictionaries etc..

### ***Promoting reading skills***

Typically, reading skills go along with the development of writing abilities. Reading consist of decoding written messages. Individuals who can read effectively are associated with high levels of creativity, sensibility, sociability and critical thinking. It is through reading activities that learners mastery reading, writing and interpretation (Prado, 1996). Freire (1989) posits that reading allows individuals' recreation of the past, understanding the present and foreseeing the future. When learners read, they assimilate the world and they transform themselves ((Arana & Klebis, 2015; Bretas & Santos, 2022). Timothy et al. (2023) investigated the use of CL strategies in reading activities. These authors reported positive results of students who have learnt collaboratively, if compared to those who relied on traditional strategies.

Students succeed in this case due to learner to learner support. In CL, sense of togetherness reduces learners' language anxiety (Duku, Mavuso & Nkomo, 2024; Bin Jamaan, 2025; Rodríguez et al., 2025; Salma, 2020; Yen Nhi et al., 2022; Timothy et al., 2023). The opportunities to listen to others learners' reading and comment on it, giving formative feedback encourage each member of the group to try and read. Once learners are no longer experiencing language anxiety and feel free and motivated to use the



language, reading in this specific case, they commit themselves to the learning process and to achieve the goals. They find and use better strategies to satisfy needs of each group member, and of the group as a whole. They discuss positive and negative evidences and provide each other with formative feedback.

### ***Listening and speaking skills***

Listening and speaking are essential skills in language learning. Without these two skills, oral use of the language becomes impossible. Learners need to listen and produce the language. Diversity of contexts (conversation between friends, dialog with elders, negotiations at the market, consultation with a doctor at a clinic or hospital, defending certain position or opinion at school or college, etc.) in which learners are exposed to messages in the target language and have to interact, speaking with different people, is fundamental to increase learners' oral skills. In fact, it is not recommended, when implementing CLL strategies, to confine learners in one context (specially school). Each specific social context where learners can get oral input and evidences and produce output (Vygotsky, 2001; Long, 1981; Gass, 2013) is crucial for a holistic language learning: CL makes the language learning process flexible, "holistic, integrated, enjoyable, and relevant, emphasising experimental learning, critical thinking, and higher-order thinking skills and multidisciplinary education" (Venakateshwarlu, 2025).

What makes CLL effective to improve students' listening and speaking is the interaction and its potential to reduce language anxiety, promote students' engagement and motivation. In language learning, interaction (listening and speaking in particular) is inherent to CL strategies (Golub, 1988; Gerlach, 1994; Yang, 2023). Learners have plenty of strategies that foster oral listening and speaking. Role-plays, discussions, group projects, repetitions and self-assessment are some crucial strategies that greatly favour mastering of listening and speaking skills (Rodríguez et al., 2025). Pronunciation, word combination and sentence making, eye contact, variation of tone, natural conversational rhythm are some of the aspects easily developed by students when using CLL techniques (Yen Nhi et al., 2022; Camacho et al, 2025).

### ***ICT, CLL and interaction***

In digital era, ICT cannot be separated from an effective language learning process. ICT are simultaneously sources of relevant input, reliable means of communication (interaction) and sharing of information. Hence, CLL in modern education prioritize students' interaction in different contexts (Vygotsky, 2001) and maximize the benefits of rational use of ICT. This allows students to experiment the use of the language (Dewey, 1930) and co-construct relevant knowledge and develop language skills and competencies (Piaget, 1970; Bretas & Santos, 2002).

Negotiating input and producing output by learner of a non-native language is coherent with various perspectives of definition of CL. In fact, in CLL, one of the strategies implemented is the conversation (dialogue), strongly defended by Golub (1988) and Gerlach (1994). Beside talking as suggested by Golub and Gerlach, the interaction that benefits learners of a language represents a clear and proactive involvement of learners in a process that a teacher is no longer the main actor (Goodsell et al, 1992). In learners' negotiation of language input (knowledge or evidences) in communication, there is much of social, emotional and intellectual aspects involved, and students help each other, as demonstrated



in several literature about the use of CL in language class (Laal & Laal, 2012; Zaafour, 2025; Gautam & Bhandari, 2025; Bin Jamaan, 2025).

In language learning, the interaction hypothesis defended by Long (1981) and Gass (2013) highlights the relevance of input and output. These include (but not limited to) grammar, writing, reading, listening and speaking aspects, for a holistic, integrated and relevant language learning. One must understand that the input and the output are produced and negotiated in specific social context. This brings to this discussion the crucial value of social context in which learner experiment the use of the language to actively create knowledge and develop linguistic competencies and abilities (Piaget, 1970; Vygotsky, 2001; Bretas & Santos, 2002).

## Conclusion

This paper sought to examine CLL potential to promote a holistic, integrated and sustainable language knowledge. Informed by CT and IH, the paper analysed relevant findings from recent (the last 5 years) publications about the use of CL in language classes. Literature review in this area emphasizes active involvement of learners, interacting with colleagues, teachers or members of society for effective language learning. Interaction is crucial, and a diversity of contexts in which learners get input and produce output increases quality of experiences and learning outcomes.

Findings disclose that CLL facilitates mastering of key language skills: writing, reading, grammar accuracy, listening and speaking. CLL is, indeed, an important learning approach that must be encouraged in digital era. What makes it a recommendable and fundamental approach is its potential to promote togetherness and team work for the same goal, learners help each other, there is mutual respect, diversity of ideas and strategies, discussions and share of responsibilities. Learners experiment real (or quasi real) situation of life and language use. Above all, CLL reduces language anxiety, promote learners' engagement and motivation. Learners provide each other with feedback, and they also get it from teachers and other stakeholder.

In all, CLL is reinforced by the use of ICT. Technology is fundamental in modern education. It is a reliable source of input and it strengthens learners' experience. Additionally, ICT facilitate interaction and sharing of learning material. When ICT are strategically used, several linguistic aspects can be easily improved: writing, grammar, reading, listening, speaking, pronunciation, confidence. This is why integrating ICT in CLL is recommendable for effective language learning in digital era.

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