


# Chapter 8

## Web–Based Tools and Platforms for Collaborative English Language Teaching

**Vivit Rosmayanti**

 <https://orcid.org/0000-0002-3648-9878>

*Universitas Negeri Makassar, Indonesia*

### **ABSTRACT**

*This chapter examines how online tools and platforms enhance collaborative English as a Foreign Language (EFL) learning, drawing on social-constructivist theories. It reviews platforms like Google Classroom, Edmodo, Padlet, Slack, Google Docs, Zoom, and Kahoot, alongside wikis and discussion boards, highlighting their roles in communication, resource sharing, and task-based collaboration. Practical applications include peer review, shared storytelling, online forums, and joint problem-solving. The chapter also addresses challenges such as digital access inequality and participation imbalances, offering strategies for inclusive virtual classrooms. It forecasts future advancements with AI, VR, and AR for adaptive, immersive learning, aiming to equip educators with insights for creating dynamic, globally connected EFL environments.*

### **INTRODUCTION**

In the field of ELT, the use of collaboration as a technique has been important in the development of a rich and interactive learning environment. Collaborative learning is important for the purpose of developing various language skills because it

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allows learners to transform individual learning activities into a shared experience as a result of interaction and the division of responsibilities. From a sociocultural perspective, such constructive activities offer learners opportunities to engage in real communication (Zaki & Adnan, 2023; Purwaningtyas et al, 2023) for the purpose of negotiating meaning, which has been considered important in the language learning process. The use of the collaborative learning model fosters the development of critical, creative, and problem-solving skills among EFL learners, which prepare them for the 21<sup>st</sup>-century skills (Urooj & Farooq, 2023; Çınar et al., 2022). Hence, the use of collaboration is imperative because it assists in the reduction of anxiety, provides motivation, and a general feeling of support for the learners.

The emergence of web-based instruments has continually changed the traditional classroom into active participatory environments. The technologies function as Active Learning Sites, enabling learners in different locations to shift from passive to active participation (Niaz et al, 2022; Topalcengiz & Yıldırım, 2020). Web-based instruments like Google Docs, wikis, and Learning Management Systems (LMS) have group work-friendly features, allowing learners to co-construct, resource, and peer review in real-time (Zaky 2021, Amin 2020). Studies seeking the communication aspect of Web 2.0 provided tools have noted the tools to enrich the communication of instructors, learners, and the learners' guardians (Yüce, 2020; Hassan et al., 2021). EFL professional teachers can leverage the tools to undertake assignments to design and implement a set of integrated projects emphasizing the use of the tools as the main pedagogy to have learners interact with the language, core to the Elliot principle (Alharbi & Alqefari, 2021).

This chapter analyzes various types of online tools for teaching English collaboratively and considers their implications for promoting collaborative learning. Moreover, the chapter aims to investigate the implementation of the tools for teaching EFL and provide the teachers with practical technology aids for their language teaching and learning activities. Users of the tools sentimentally advertise the benefits of technology-driven cooperative learning. For pedagogical practices, the balance of technology, tools, and student learner engagement while learning a new language is crucial (Gençer et al., 2023; Hassan et al., 2021). Also, the chapter aims to investigate how the use of such tools can improve learning and encourage reflective and advanced thinking in students through collaborative dialogue (Li et al., 2020). The chapter aims to draw the necessary conclusions from the existing literature and practical studies, showing the importance of the use of technology toward collaborative learning to change the teaching techniques to improve the effectiveness of learning.

The next sections will outline specific tools and platforms along with their associated features, advantages, and relevant pedagogical frameworks. Each tool will be evaluated on its capacity to enhance collaboration, create discussion forums, and

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