

## Chapter 2

# Theoretical Foundations of Collaborative Language Learning



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

### 2.1 Social Theories of Learning

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

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

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

# Chapter 2 Exploring Collaborative Learning Theoretical

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