

**COLLABORATIVE LEARNING IN ENGLISH CLASSES THROUGH
DIGITAL WHITEBOARDS AND ONLINE PROJECTS**

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Abstract: Collaborative learning has become an essential component of modern English language teaching, particularly in universities where English is taught as a compulsory subject but not the primary field of study. Students at A2–B1 levels often lack motivation and confidence, resulting in limited engagement with traditional teacher-centered methods. This study explores the integration of **digital whiteboards** (Miro, Jamboard, Padlet) and **online project tools** (Google Docs, Google Slides, Canva) to promote interactive, student-centered learning in English classes at non-linguistic universities. Previous studies demonstrate that cooperative learning fosters active engagement in higher education (Johnson & Johnson, 2018), while digital collaboration platforms enhance writing and communication skills (Ngoc Hoang & Hoang, 2022). Moreover, interactive whiteboards have been shown to support metacognitive strategies and collaborative regulation during writing tasks (Teng, 2021). The novelty of this research lies in applying these tools systematically in non-linguistic university contexts, offering fresh ways to motivate students and foster active participation.

Keywords: collaborative learning, digital whiteboards, online projects, English teaching, non-linguistic universities

Introduction

English language teaching has shifted from teacher-centered approaches toward interactive, learner-focused strategies, reflecting the importance of collaboration in language acquisition (Warschauer & Kern, 2000). In non-linguistic

universities, however, students often perceive English as secondary to their main field of study, which leads to limited motivation and participation. To address these challenges, educators need to employ innovative digital tools that can create engaging, collaborative experiences.

Digital technologies are especially effective in this regard. Platforms such as **Miro, Jamboard, and Padlet** allow students to brainstorm, co-construct knowledge, and visually organize arguments, which aligns with communicative and task-based learning principles (Dooly, 2008). Meanwhile, **Google Docs, Google Slides, and Canva** support joint authorship, real-time editing, and creative project development, reinforcing the concept that language learning is most effective when learners actively collaborate and negotiate meaning (Ngoc Hoang & Hoang, 2022).

Methods, Novelty, and Significance

The methods applied are based on **task-based, communicative, and project-based learning**. For example, Google Docs can be used for co-authoring essays, where students provide peer feedback in real time, which is consistent with findings that online collaboration enhances writing quality and learner autonomy (Ngoc Hoang & Hoang, 2022). Padlet or Miro may serve as brainstorming boards before debates, providing opportunities for idea-sharing and visual argument mapping, which supports student engagement and critical thinking (Teng, 2021). Canva and Google Slides, on the other hand, enable the creation of joint presentations or infographics, fostering both linguistic development and creativity.

The novelty of this approach lies in applying collaborative digital tools to **non-linguistic universities**, where English is not the primary subject. While cooperative learning has long been identified as a foundation for active learning (Johnson & Johnson, 2018), its systematic integration with digital platforms in A2–B1 classrooms remains underexplored. This research demonstrates that such integration transforms passive learners into active contributors, increasing motivation, language fluency, and digital literacy.

Furthermore, the outcomes of this approach extend beyond linguistic

improvement. Students acquire teamwork, digital communication, and problem-solving skills, which are increasingly valued in both academic and professional settings (Warschauer & Kern, 2000). Thus, the significance of this research is not only in enhancing English language acquisition but also in preparing learners for real-world collaboration and digital interaction.

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