How Collaborative Environments and Communication Technologies can Influence the Teachers' Cooperation and the Effectiveness of the Learning Process

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The role of collaborative learning and cooperation between teachers and language practitioners within the Virtual Environment and through the use of web tools is becoming increasingly important in the education of our multicultural society. Collaborative environments can be virtual workplaces where students and teachers can communicate, share information, and work together[1].However the essence of that collaboration is still the same i.e. sharing ideas and common goals, evaluating positive interdependence, interaction and group processing[2]. These are the forms of this collaboration and cooperation which are evaluated together with the transition from Web 1.0 to Web 2.0 and at present to Web 3.0. The growth in use of technology to support this collaborative method of educating, however, has necessitated the more skilful use and understanding of that use of such a broad spectrum of web tools. The successful outcomes depend more and more on the intrinsic experience of the pedagogic practitioners than ever before. Identifying, evaluating and promoting the best practices of effective teacher cooperation are of greater importance in defining key enablers and inhibitors of this process.

This paper will examine how to organise collaboration between teachers in the process of creating an environment where minority linguistic and ethnic students could implement their curriculum. It will also discuss how this collaboration changes the traditional classroom context in influencing the effectiveness of the learning process and support linguistic diversity.