

Investigating Collaborative Learning through Social Networking on Iranian EFL Learners' Writing

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Abstract

This study was an attempt to investigate the effect of collaborative learning through social networking on Iranian EFL learners' writing. The researcher chose 60 male and female EFL learners whose homogeneity was determined through administering a Quick Placement Test (OPT) at the beginning of the study. The participants were divided into two groups: the experimental group which used collaborative learning through social networking, and the control group, which was taught through conventional EFL classes. The instrument utilized in this study was a writing test, the test was used as both the pretest and posttest. A number of independent samples t tests were conducted to determine whether there was a significant difference in developing the writing skills of Iranian students in the two groups. The results revealed that collaborative learning through social networking significantly enhanced Iranian EFL learners' writing skills. Based upon the findings of the study, it can be concluded that collaborative learning through social networking can be a tool for EFL learners to develop their skills in this field. The outcome of this study can be used by curriculum developers and EFL teachers to consider the importance of a collaborative learning and group learning along with the use of new technology and internet-based contexts.

Keywords: Collaborative learning, social networking, writing skill

INTRODUCTION

Recently, English teaching has turned into a widely utilized concept as a procedure by which learning is produced and shared. In the meantime, collaboration has risen as a trendy expression in educational circles. Collaborative learning is known as an end for localization and beginning of post-modernism.

Theoretical basis of collaborative learning is originally taken from constructivist approach and sociocultural approaches into learning (Weinberger, 2003; Dillenbourg, 1999). Collaborative learning and peer correction in the university context can

decidedly impact understudies to keeping up a steady inspiration and friendship attitude towards their learning; they likewise help to decrease the dropout and support more noteworthy normality in the academic life (Rocca, Margottini, and Capobianco, 2012). Collaborative learning involves both the division of work in a particular task which is the base of teamwork, and it needs its joint completion so that the members of the team can cooperatively construct meanings together and can develop cultural and professional knowledge. Kiraly (2000) proposes a teaching which is based on teaching itself.

Looking back at the history of studies in language teaching it can be indicated that collaborative learning is not a new concept in this field (Bistué, 2017). There are teaching models developed by scholars showing that collaborative processes have been into account in their development (Carlile, 2007; Schwimmer, 2017).

Discussions of collaboration frequently considered on recent advances in technology and the wide potential of collaborative learning they afford. In fact, collaborative learning is a key concept, both conceptually and practically (Massidda, 2015; Jiménez-Crespo, 2017). Considering such issues, the present study was conducted to find out the possible effect of online teamwork on writing development of EFL learners.

Technology in education has been lately implemented to the representation and demonstration of knowledge. The technology application is mostly obtained by the capabilities of the relevant technology available in the social context it is used. In Iranian context in general and among young generation most of which are into academic education, new technology and web-based applications are widely used. It can be also claimed that most of educational programs are presented in traditional and regular classrooms and new technologies specially online context has been disregarded. Hazemi and Hailes discussed students' motivations which is generated via using technology and networked and cooperative work in learning.

In any educational system team work can led to a better practical performance in real life tasks. In EFL related works like translation jobs as well as other fields, teamwork can play a very important role to improve the essential skills needed for them. Besides, the online context of social networking can be integrated with collaborative learning both of which can be a complementary for another one. Such kind of education and approaches to learning in general and language oriented fields like learning writing in particular is quite novel. Therefore, the present study is an effort to find out the effect of online collaborative learning on language learning studies and be a guide future effort and development in EFL education.

This study aimed at investigating the online collaborative learning on Iranian EFL learners' writing through answering the following question:

- Does collaborative learning through social networking have a statistically significant impact on the writing skill of EFL learners?

The present research and its novelty along with the theoretical support which have been proved earlier can be beneficial for providers of EFL education who plan to embark on the development of e-learning opportunities, allowing them to benefit from

the experiences and challenges described here. Furthermore, the potential for group learning in a Web-based classroom was explored in detail. Particular attention is paid to evaluating the quality of EFL learners before and after being exposed to the virtual classroom in which identifying the tasks and activities that lead to a successful group-learning experience were considered. In this way, the study adds a new dimension to the work of social constructivists like Kiraly (2000) by introducing to the field of language learning insights gained from the vast body of literature on online collaboration in disciplines other than language learning studies.

The subject of e-learning is of interest to providers of EFL education for at least four reasons. Firstly, the integration of new technologies into EFL education programs addresses the needs of the marketplace by ensuring that before they enter any profession learners have become familiar with electronic tools, including, in the case of online learning, email, attachments, and Web-based resources. Secondly, at a time when EFL learning programs are offered in an ever more competitive educational system which is considered a market, the Internet can provide a means of improving access and even make people more motivated to attend in such courses and make use of online academic contexts. Thirdly, there are pedagogical advantages to delivering EFL education online, although these have been largely unexplored in the language studies literature to date. Benefits cited in the literature include reflective learning (Reinke, 1997), independent learning (Torre, 1999), authenticity (Wakabayashi, 2002; Massey, 2005), collaborative learning (Faloran, 2002; Massey, 2005) and the professional socialization of EFL learners (Wakabayashi, 2002). And fourthly, the use of e-learning can contribute to our theoretical understanding of key research issues in the field of EFL education. As will be shown in this study, a virtual learning environment with its permanent record of contributions by students and tutors provides a valuable resource for research purposes.

LITERATURE REVIEW

Constructivist authors distinguish between well-structured and ill-structured knowledge domains (Duffy and Jonassen, 1992). Well-structured fields are rule-based and characterized by orderliness and regularity. Examples are basic arithmetic and the elementary stages of language learning. In the instructional situation, such knowledge can be easily dissected and broken up into digestible chunks for consumption by the learner. Ill-structured knowledge domains, on the other hand, involve "concept- and case-complexity" and "across-case irregularity" (Spiro et al. 1992, p. 60). Such domains include history, medicine and literary interpretation, and translation, described by Kiraly as "an 'ill-structured knowledge domain par excellence'" (2000, p. 27). Even fields like mathematics, which may appear systematic and orderly in the early stages of learning, prove to be ill-structured and disordered when approached at a more advanced level. In fact, ill-structuredness may be said to be a feature of most, if not all, areas of advanced knowledge acquisition. In such knowledge domains, the instructional situation should be designed in such a way as to support learners in the process of shared knowledge creation.

One of the most frequently-voiced criticisms of traditional approaches to education is the inability of the learner to transfer knowledge acquired in one educational context to other settings both inside and outside the classroom (Duffy & Jonassen, 1992). This is because conceptual knowledge has traditionally been taught either in one context only or entirely out of context in the form of abstractions and generalizations.

Knowledge presented in this way becomes "'contextually welded' to very particular circumstances" (Perkins, 1992, p. 51). It is static, inflexible and inapplicable to other settings. Hence, social constructivists argue that knowledge must be built by studying the object in its natural setting. Brown, Collins and Duguid (1989), in their article on 'situated cognition', compare conceptual knowledge to a set of tools. While it is possible to acquire a tool and not know how to use it, true understanding entails being able to use the tool successfully in a particular context. Effective use alters the way in which the user views the world, and also changes the user's understanding of the tool itself. Thus, knowledge and meaning are dependent on the context in which they are created. Brown, Collins and Duguid maintain that the constituent parts of conceptual knowledge are "inextricably a product of the activity and situations in which they are produced" (1989, p. 33). In a similar vein, Maddux, Johnson and Willis argue that "no content is universal and independent of the context in which it is learned" (2001, p. 149). This means, on the one hand, that learning occurs most effectively in context, rather than in the form of abstract rules and structures, and on the other hand, that the context in which knowledge is constructed becomes a constituent part of what is learned (Brown, Collins and Duguid, 1989).

The online environment may not initially appear to be an obvious vehicle for group learning. When it first made its appearance on the educational stage in the late 1980s/early 1990s, it was viewed as an extension of distance learning and was "characterized by a kind of electronic correspondence study" (Dirkx and Smith, 2004, p. 133) in which learners interacted with large volumes of printed material and, occasionally, with an instructor. Over time, e-learning was seen to offer certain advantages over its older, distance-learning relation. In addition to the power of the World Wide Web to deliver vast quantities of information by electronic means, it was the ability "to provide a means for the weaving together of ideas and information from many people's minds, regardless of when and from where they contribute" (Kaye 1989, p. 3) that came to be recognized as the key potential of this new educational medium. Finding ways of harnessing this potential continues to be seen as the most important challenge to the instructional designer. Palloff and Pratt argue, for example, that in online instruction "the construction of a learning community, with the instructor participating as an equal member, is the key to a successful outcome" (1999, p. xvi).

In its broadest sense, computer-mediated communication (CMC) is any kind of text-based discourse in which messages are transmitted and received using computer technology. Some writers include video, audio and graphics in their definition of computer-mediated communication, but Harasim stresses that most educational networks are text-only (1996). Paulsen's definition of CMC includes "information retrieval, electronic mail, bulletin boards, and computer conferencing" (1995, p. 3),

while others use the term in the narrower sense of email communication and computer conferencing only (e.g. Kaye, 1989). In many educational publications (e.g. Warschauer, 1997), use of the term computer-mediated communication (CMC) is restricted further to asynchronous, text-based computer conferencing supporting many-to-many communication. It is this latter definition of CMC that is employed throughout the present study: computer-mediated communication that is text-based, asynchronous and many-to-many.

The following paragraphs aim to demonstrate the suitability of CMC to the facilitation of group learning. This fit between the medium and the method is emphasized by Levinson who favors the term 'computer conferencing' over 'computer-mediated communication', as it "accentuates the inherent 'groupness' of this educational medium" (1990, p. 7) and by Harasim who states that CMC is meant not for drill-and-practice exercises, but "for the sharing and building of ideas, information, and skills among the participants" (1996, p. 24).

Any account of Web-based learning would not be complete without reference to the disadvantages cited in the research literature. Frank, Reich and Humphreys (2003) classify the difficulties experienced by online learners into two main types: technological and social. The former include technophobia, springing from a lack of technical proficiency/confidence on the part of learners. Social anxiety derives from "the feeling of loneliness, isolation, and lack of face-to-face contact with the teacher" (Frank, Reich & Humphreys, 200, p. 65). Other drawbacks have a more direct impact on the learning process. Palloff and Pratt refer to the problem of "infoglut" or information overload: "In an overload situation, students and faculty may be inundated with so much poorly managed information that they feel they simply cannot keep up" (1999, 49). This points to the need for clear structure and guidelines in the presentation of course content and the management of online discussions. Palloff and Pratt also cite the reluctance of inexperienced students to contribute due to insecurity about how their messages will be received and interpreted by others (see 1999, p. 68). A final difficulty relates to decision-making which, according to Harasim, can be "awkward and time-consuming online" (1990, p. 48).

Gillespie (2000) describes using computer conferencing to support one-to-one communication between students and tutors and between pairs of students, but in his study the full potential of computer conferencing to support group work is not investigated. Similarly, Milln-Varela (2001) discusses the implementation of an electronic mailing list for an online distance MA in Translation Studies but finds that students are reluctant to use it because of "lack of time and too much self-awareness" (2001, p. 133). Finally O'Hagan and Ashworth describe a virtual EFL course at the University of Hawaii in which students post assignments to a bulletin board for peer review and gain experience working in virtual teams on group EFL tasks. On the basis of this experience, the authors draw a number of conclusions with regard to the benefits and drawbacks of using text-based, asynchronous communication to deliver Web-based EFL learning. These include, on the negative side, the time investment required of the instructor, the risk of misunderstandings in text-based communication and the amount

of support needed by students with low levels of computer literacy. Advantages cited by the authors include time and place-independence, the ability to create virtual communities and virtual teams, and the possibility of integrating global perspectives by interacting with colleagues from abroad.

Brick (2012) investigated the role of social networking in language learning, he argues that beside the motivational factors which help learners to use such sites these sites provide opportunities to practice what they learn in a more authentic way and have the chance of interacting with native speakers.

Laferrière, Murphy and Campos (2003) have focused on a perspective of collaborative learning which is close to the present study, in this study online collaboration has been used for higher education. Data were gathered in diverse contexts and over a range of periods from three years to one month. Analytical approaches were aligned with the three perspectives identified. Results show that online collaborative learning monitored through discourse analysis can support instructors in their efforts to match intentions with learning outcomes thus leading to more effective practices.

METHOD

This research was a quasi-experimental study using a pretest, posttest, carried out over a period of 11 weeks with homogenous participants who were assigned to experimental and control groups.

Participants were chosen from among 93 Persian-speaking university students who were majoring in translation. It should be noted that their age ranged between 21 and 31. It is essential to mention that participants' gender and age were not considered as independent variables of the study.

In order to make sure that the learners were truly homogenous in terms of their level of proficiency, a Quick Placement Test (Edwards, 2007), was administered. After obtaining the test results, the selected participants were those with one standard deviation above and one standard deviation below the mean. Therefore, 60 participants who met this homogeneity criterion were assigned to the Experimental (n=30) and Control (n=30) groups.

Instruments

In order to collect the data, the following instruments were used. A Quick Placement Test (Edwards, 2007) was administered to guarantee participants' homogeneity in terms of their proficiency level (Appendix A). In fact, it was used to exclude from the study those learners whose level of proficiency differed significantly from that of the others and to neutralize the subject selection effects. This placement test contains 50 multiple-choice questions, and participants' responses were scored on a scale of 50 points. The rationale behind using QPT was two-fold. First, it was deemed to be more appropriate than the other available tests for the intermediate-level. In addition, QPT appeared to fully serve the purpose of the researcher to include homogenous participants in the experiment.

Pretest

After grouping participants into Experimental and Control groups, a researcher-made writing test was designed to determine the prior writing knowledge of the participants. The test items were selected from the course book. The main purpose for designing the pretest was to make sure that participants of the study did not know the exact way of writing on topics of the writing tasks. To achieve this goal, 10 different paragraphs were selected from the course book.

The pretest was given to both groups to specifically verify participants' knowledge. This test would reveal that all target texts in this study were new and unfamiliar for all the participants and ultimately any changes in their writing enhancement would be due to the treatment or placebo.

Posttest

The post test was exactly the same as the pretest with the same 10 paragraphs. It is imperative to mention that the test was the same for both groups. In order to eliminate the probability of remembering the correct answers from the pretest, a similar version was used with different item and distracter arrangement. This was done at the end of the treatment to examine whether participants mastered writings which they have been taught.

A cellphone or computer with internet access

Because it was the prime goal of the study to investigate effects of social networking and internet-based learning, participants of the Experimental group had to have a personal cellphone or computer with internet access. They also were asked to have an application or software called 'Telegram' installed on their cellphone or computer. The ability of accessing the internet and sending messages by the cellphone or computer were other requirements for the participants of the Experimental group. Therefore, to ensure the aforementioned capabilities, learners were asked whether they had a personal cellphone or computer at home and if they had any problems accessing the internet. Fortunately, all of the learners expressed that they accessed a personal cellphone and/or computer and could use them for the research purposes.

Telegram software or application

'Telegram' is a social network through which many online users chat and have social interactions. In addition, the application is mostly used via cellphones providing the ability to make groups and invite other users to join. All the participants of the Experimental group were asked to give their cellphone number to the office after asking their parents' permission. This application has its software version for the computer as well, and it is available online. It should be mentioned that the software was provided for those who had difficulty downloading or accessing it.

After making sure that all participants in the Experimental group were able to use 'Telegram', they were also trained to run the application and software on their cellphones and computers and join the online groups with the aim of familiarizing them

with the group and methods which were used to learn in this environment before starting the experiment.

Procedure for the experimental group

The study was conducted at the beginning of the course. After making sure that participants were homogeneous using the QPT, they were divided into the Experimental and Control groups. One of the major goals of the study was to achieve a more concrete operationalization of online learning through social networks and to investigate their potentially facilitative effects on Iranian EFL learners' writing development. Therefore, a researcher-made tests was used as the pretest, posttest and.

At the beginning of the treatment, a pretest was administered to make sure that participants were not already familiar with the target texts. After taking the pretest, each group participated in different instructional sessions. One day after the last session, the posttest was administered.

Before starting the study, an introductory session was held, and the teacher provided the participants of the Experimental group with a brief introduction of the study. Then, the teacher instructed the learners to install the software and application on their computers and cellphones. Afterwards, the teacher explained all the features of the program and answered participants' questions regarding the software and application. Then, participants of the Experimental group practiced the software and application in order to make sure that they were completely familiar with the software and application and the way they are going to have their interactions through using this online environment. In this introductory session, nothing was taught, and the goal was merely to familiarize participants with the software and the way they work with each other to deal with the analyzing of a text. Moreover, the problems related to the learners' access and using the application and software were solved.

The experiment lasted 18 sessions and were virtually organized (20 minutes each session) including an introductory session and 17 sessions of writing practice through online networking. In each online session, the selected texts of 5 or more lines was posted to the group. In addition, the posts contained some information which they could use to review what they had been taught. Thus, the Experimental group participated in twenty-minute classes two sessions a week on Sundays and Tuesdays. It should be noted that these short sessions were a part of their program and it was done besides their ordinary classes at their university.

As mentioned earlier, the target texts were selected by the teacher based on their novelty and participants' unfamiliarity. Therefore, after presenting the lessons which contained the target texts, students were given enough time to practice them by chatting online. This provided learner-learner and teacher-learner interaction in which instruction and feedback were provided. At the end of each session, the teacher typed the texts and sent them to the group. Students could read it and ask their questions about the meaning, and share their own writing texts and sentences.

In the following session, in addition to providing some new texts, the techniques and writing of some structures and sentences which were studied in the previous session

were also practiced in the group, and participants were asked to share their own writing; they were also asked to comment on their peers' sentences. Then, the teacher instructed the learners to mention whenever they had any problems. The students could correct their errors by sending the correct sentence to the group. Having mastered the structures and writing by using them and finding the right structure of the new sentences besides practicing them via chatting, the participants practices learning in a group and learning together mostly through correcting each other or commenting on a better way of writing of what has been written. To facilitate the learning and practicing, the participants could also use the group chat in their free time. Finally, to have access to what have been discussed in their online collaborative learning, the corrections which have been provided by different peers and the final tips of each session have been labeled to that session and posted in a Telegram Channel to have quick access to them for learners' review.

RESULTS

The research question of this study aimed to explore whether the use of collaborative learning through social networking had any significant impact on enhancing the writing skill of EFL college students. To achieve this end, right at the outset of the study, the pretest scores of the experimental and control groups were compared via an independent samples t test in order to make certain the two groups were homogeneous in regard to their writing. Likewise, after the completion of the experiment, another independent samples t test was conducted to capture any possible differences in the enhancing writing of the two groups. The results of the analyses are presented below.

Table 1. Descriptive Statistics for Comparing Experimental and Control Groups' Pretest Scores

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Pretest Scores	Experimental Group	30	13.6833	1.07866	.19694
	Control Group	30	13.6500	1.11533	.20363

On the pretest, the mean score of the experimental group ($M = 13.68$) was slightly greater than that of the control group ($M = 13.65$). Table 2 shows that this difference between the two mean scores was not statistically meaningful.

Table 2. T-test for Comparing Experimental and Control Groups' Pretest Scores

Sig. (2-tailed)	Mean Difference
.907	.03333

The difference between the mean scores of the two groups on the pretest failed to reach statistical significance since the Sig. (2-tailed) value was found to be greater than the significance level ($.907 > .05$). This lack of statistical significance for the difference between the groups pretest scores is also graphically shown in Figure 1.

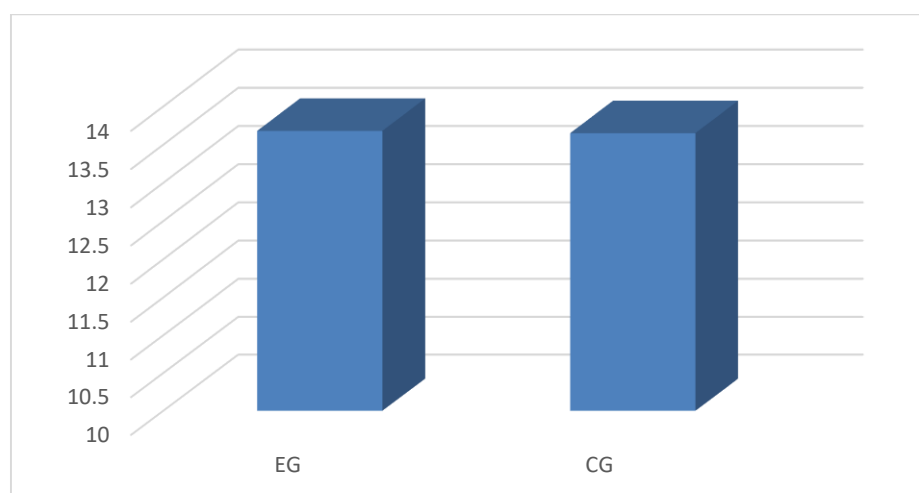


Figure 1. Experimental and Control Groups' Mean Scores on Pretest

Tables 3 and 4 summarize the results of the learners' performance on the posttest. While the mean score of the experimental group on the posttest was 16.26, that of the control group turned out to be 14.78.

Table 3. Descriptive Statistics for Comparing Experimental and Control Groups' Posttest Scores

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experimental Group	30	16.2667	1.17248	.21406
	Control Group	30	14.7833	1.18673	.21667

The p value under the Sig. (2-tailed column) in Table 4 determines whether the difference between the mean scores of the control and experimental groups on the posttest was statistically significant or not.

Table 4. Results of the Independent-Samples t Test for Comparing Experimental and Control Groups' Posttest Scores

Sig. (2-tailed)	Mean Difference
.000	1.48333

Since p was less than the alpha level ($.000 < .05$) in Table 4, it could be reasonably argued that the difference between the two groups' mean scores on the posttest was statistically meaningful. This would mean that collaborative learning through social networking had a significant effect on the writing enhancement of the learners. Figure 2 also illustrates this difference between the two groups on posttest.

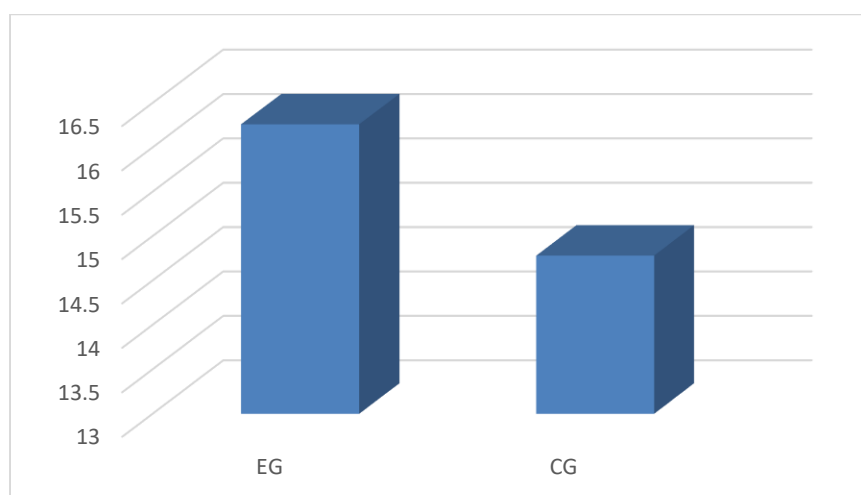


Figure 2. Experimental and Control Groups' Mean Scores on Posttest

According to this bar graph, there is no escaping the fact that on the posttest, the experimental group, which experienced collaborative learning through social networking, substantially outperformed the control group, which was exposed to other type of writing drills which were mostly the traditional or teacher-led methods and techniques.

DISCUSSION

The research hypothesis suggested that there would be no statistically significant difference between writing skill of EFL college students who were engaged in collaborative learning through social networking and that of those who were not. The finding showed that this null hypothesis is rejected; the findings of the study showed that online collaborative learning which is considered a team work through online interaction can improve the writing skill, similarly, Barros (2011) confirmed that collaborative learning is positively affective in enhancing writing skills and experiencing professional situations through team work can be an advantage of such kind of training.

In each writing task the ultimate goal would be finding the appropriate structure for the text, and this has been proved by Gillespie (2000); actually in this view computer conferencing has been claimed to be a tool for supporting each other and pairs. In an opposite view, Varela (2001) finds out the EFL learners' unwillingness for using online support; in his study it is mentioned that the result would have been due to lack of time and self-awareness.

Brick (2012), also has finding which are in line with the present study, he reported that one of positive aspects of social networking can be the motivational factors, he also mentioned that such online activities can be fruitful, since they can have the opportunity to have interaction with native speakers as well; but this is not what the present study could have come up with and the participant whose interactions were allowed were just Persian students.

O'Hagan and Ashworth (2002) tried virtual teams for practicing virtual learning, they found that it would be the advantage of such courses to have interaction and creating communities for language learning and this can be in line with the finding of the present

study; but they also described their observations and they also mentioned that they can have the risk of misunderstanding as well; besides, the amount support for those with lower level of computer literacy can be another problem. All in all, the idea of group learning which is labeled as collaborative learning and it is taken from constructivist conversation which end up learning is a useful way for EFL courses; it can be integrated with social networking to have the technology based interaction and team work to make EFL learners' learning through interaction with their peers.

CONCLUSION

The present study has used online social networking as a tool for collaborative learning, the study showed that EFL learners can benefit from such environment to learn even at home and the idea of distance learning for EFL education and the kind of support in such classes is adequate for EFL learners (Alvarez, 1992). This has been discussed that such ways of interactions through online learning provides authentic experience through digital applications and software. Beside such uses for online interactions, Pym (2003) believes that web-based learning will involve students the use of electronic tools and applications and other resources which are necessary for EFL learners to use in his/her real future experiences. Simulating what happens in real and professional life is another fact which can be gained through such methods (Reinke, 1992). Pym (2003) discussed that in debates and even empirical studies there are focuses on technical issues, but electronic tools and online learning deals with the nature of learning process itself; the present study tried to focus on this process as its basis in an online context, namely, social networking. This fact also mentioned by Messy (2005) that "e-learning can and does offer workable collaborative, authentically situated solutions for teaching instrumental-professional competence" (p. 630).

The present study highlighted the differences which exist in the era of structuralist approach in which there have been a lot of practices and focuses on the form of different languages, with constructivist approach. In EFL learning also there have been the same view and focus on form or structure of the languages and their different meaning or functions of the languages have been taught and assessed in the same way; the belief was that their grammatical competence or knowledge would be the final goal of such views towards language skills, but in the present study, beside such knowledge, EFL learners' performance and sharing information is the base of such kind of instruction. In addition, the integration of such methods with new technology and internet-based methods have been investigated. In fact, the present study revealed that the integration of online communication or social networking can be considered as a fact that can be integrated with collaboration. EFL learners can benefit from collaboration through online applications. There are different aspects of collaboration which can be discussed here in details.

Besides the advantages mentioned for collaborative learning, online communication and social networking make it easier to have access to such collaborations at any time.

It has always been mentioned that motivational factors along with demotivational factors are playing important roles in such classes (Ghaedrahmat, Entezari, Abedi,

2014), and in EFL classes which the conventional traditional methods are used students are not motivated enough (Jakobsen, 1994). Collaborative learning can play the role of a remedy for such problems in EFL learning. Teamwork and sharing ideas and having more people to assess or evaluate the writing text make it a unique way to motivate students to both correct each other and also learn from each other. In addition, online context and social networking is a popular context of situation which is used by many young and adult learners, it give the opportunity for collaboration at any time and place. All in all, this can be claimed that collaborative learning and its advantages like group learning and sharing information along with its partial automaticity can be integrated with online context like what exist in social networking and help EFL learners to advance their learning and learning environment. Therefore, such methods can be considered by different stakeholders in EFL education particularly in Iranian context which motivational, pedagogical, and technological shifts seem to be argent needs.

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