



Modern Trends for Teaching English Language that Meet the Learners' Needs

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Abstract

Due to the developments that happened in teaching English nowadays, it is necessary to open the doors of all the aspects of researches in this field. To find out the benefits in this field, that meet with parallel new developments in all over the world. The researcher attempts to investigate these new trends that help teachers and learners to facilitate learning and comprehension of English language, and mentions some of the barriers that encounter the developments

This research consists of three sections. The first one is an introduction. The second deals with the literature review. Whereas the third one contains the conclusions of the research, and the references that are mentioned in the text of this research.

ملخص البحث

استنادا للتطورات التي حدثت في عالمنا هذا فهي خدمت العملية التعليمية وخصوصا تلك التي تخدم تدريس اللغة الإنكليزية، ولما تقدم فان من الضروري ان تفتح ابواب البحث والتقصي لإظهار فوائد تلك التطورات والابتكارات في عالم اليوم، حاول الباحث جاهدا المرور على تلك الاتجاهات التي تساعد المدرس على توصيل المادة التي يقوم بتدريسها، وتساعد الطالب على فهمها عند الاصغاء على المدرس. يتألف البحث الحالي من ثلاثة اقسام، يتناول القسم الاول المقدمة وما تتضمنه من عناوين فرعية، بينما يتناول القسم الثاني بعض العناوين الادبية ذات العلاقة بالاتجاهات المشار اليها في تدريس مادة اللغة الانكليزية وحاجة المتعلم فيها، بينما يتناول القسم الثالث على الاستنتاجات والمراجع التي وردت في النص والتي اعتمدها الباحث لإنجاز البحث الحالي .



Introduction

Ongoing teacher development during work at school is important not only for your own sense of progress and professional advancement; in some cases it may even make a crucial difference between job satisfaction on the one hand and the burnout on the other.

Colleen,(2013:IX)) asserts that " Internationally and nationally, politicians, practitioners and researchers are emphasizing the importance of teachers and their professional development."

Such an expansion has, inevitably, been at the expense of other language, but while English has been both the main force and beneficiary of this movement, there are already signs that global English may be a transitory phenomenon as other languages.

The social and sociolinguistic context of language learning and teaching has a significant impact on which languages are taught, when they are taught , and how are they taught .This fact has several implications for second and foreign language professionals.

Randalli , (2009:161-86) argues that , " Students with disabilities should be provided with means of access to all school why It Is important to identify and meet Individual learner needs when teaching small class sizes" .These points lead us to refer to the importance of language learning goals. The question then becomes 'How can researchers ensure that the balance of demands and support produces language learning ?' Lynne, (2001:28) answers this question as " the teacher, in planning, must set clear and appropriate language learning goals". (Cordingley et al 2003 , 2005a ,b ; Robinson et al 2009:170-179 ; Stoll et al 2006: 221-58 ; Timperley et al 2006: 7-11)cited by the editor Colleen , (2013 :22) this call for:

- "a focus on formative and summative need analysis"
- collaboration as a learning strategy
- skilled recognition and use of specialist expertise
- the use of evidence from teaching and learning exchanges to structure the learning process
- active leadership of professional learning including explicit modelling or enquiry- oriented approaches to development."

The Value of the Research

Prior the twentieth century language teaching methodology vacillated between two types of approaches, the first is getting learners to use a language (i.e., to speak and understand) versus the second, that is getting learners to analysis a language (i.e., to learn its grammatical rules) .In twentieth century it has nine approaches to language teaching, it begins with Grammar Translation approach, and ends with Communicative Approach. What is the solution for the English as a second (foreign) language teacher, given the abundance of past, current, and future approaches? 'The only way to make wise decisions is to learn more about various approaches and methods available and to find out which practices have proved successful. It is necessary to investigate the importance of the learner's need that associates with the use of modern trends in teaching" English as a foreign language".

Current research is taking up this challenge, resulting in an intellectually stimulating explored and expanded because technology constitutes such a significant focus in virtually all aspect of life .

Due the previous points, the researcher attempts to investigate the topic of this research. He hopes finds out new results that deserve teaching English language to our students in different stages.

Modern Trends in Teaching and Learning EFL/ESL

As the researcher mentions in the above lines about role of methods in past with brief. It is important to make a simple survey to current trend which is used nowadays .Despite the advances that have been made in our understanding of language teaching and learning in the last few decades, the language teaching profession continues to explore new instructional designs and pedagogies. Language teaching today reflects the changes status of English as an international language, which has accelerated the demands for more effective approaches as language teaching. Jack and Theodore (2014: vi) mentions that," innovations in technology, the growing trend to begin teaching English at primary level as well as the use of English as a medium of interaction in many university programs project an ongoing review of past and present practices as teacher educators search for effective affective



activities and resources for their classrooms ". Deena, (2013:211) writes many modern trends for teaching English language. Some of these trends are as follows:

1- Change in the Goal of Teaching English

Burns,(2005:63) cited in Michael & Michael , et al (2009:95) says ," The current goals and outcomes tend to be in the realms of personal and / or professional action and the teacher growth rather than in the production of knowledge about curriculum, pedagogy or educational systems" .

2- Early Start in Teaching English

"Many countries have started teaching English in earlier grades at school. For example, since 2011, Saudi Arabia and Vietnam have been introducing English from Grade 4. Also in 2011, Japan introduced English in the primary stage, and, in 2012, Dubai introduced English in the KG stage instead of Grade 1".

Most of other countries start early in teaching English 'as a foreign or second language '. One of them is Iraq. There is noticeable percentage of Iraqi society cultured with learning English vocabulary outside of the chairs of schools. This trend represents the importance of English with their culture in Iraq.

3- Change in the Approach to Teaching Culture

"Both the local or native and international culture dominate in English language classes. There is less focus on teaching the culture of native speakers of English unless there is a specific purpose for doing s ". Jack and Theodore, (2014:3) considers that, efforts to improve the effectiveness of language teaching have often focused on changes in teaching methods. Throughout history such changes have reflected changes in the goal of language teaching".

4- Changing View of an English Teacher

"It is increasingly being recognized that the quality or effectiveness of teachers is determined by their linguistic, teaching, and intercultural competence rather than their being a native speaker of English".

5- Change in Teaching Content and Test Design

"Teachers use a range of local texts or English translations of literature in the classroom. The use of L1 as appropriate as well as the use of a variety of accents in listening activities or tests are encouraged in English language classrooms".

6- Strategic Teaching and Learning

Learning strategies represent another approach to considering the learner's role in language learning. Some methods prescribe the kinds of strategies learners are encouraged to make use of in learning.

"Teaching in English language classes focuses on fostering student thinking as well as language content, outcomes, and learning activities. There are significant and complex student-teacher interactions inside and outside the classroom. The gamification of learning is emerging as a way to make language learning more engaging and relevant to the younger generation".

For example, encourage the use of communication strategies that enable learners to learn through the negotiation of meaning.

Colleen, (2013:120) writes that, "promoting commitment to teachers' learning in both individual and organizational terms is a necessary basis for sustaining and embedding teachers' learning within normal patterns of professional work in schools it is also an essential condition for establishing sustainable and principled professional learning systems and school cultures that are constituted through such normal patterns of professional work".

7- Teachers as Life-Long Learners

Penny Ur, (2012:18) says, "during the latter part of the twentieth century, there was a strong reaction against the old fashioned image of the teacher as dictator and lecture. As a result teachers have been encouraged to see themselves mainly as supporters of learning rather than enforcers of it and as 'facilitators' who help students learn how to think rather than 'teller' who teach facts".

"In a knowledge-based society and to remain competitive and employable, teachers are expected to engage in continuous professional development or professional learning activities from the beginning to the end of their careers. As with any other profession, teachers are also expected to assume greater



responsibility for their own professional learning, continually developing their knowledge and skills".

Michael and Catherie, (2009::57) assert that " in Comenius ' instructional framework, the teacher is the single source of knowledge that is poured into the students, like water from a fountain or the warmth of the sun ".

Definition of Learner Needs

Noessel, (2003: 19) defines a learner's need as," the gap between what the learner want to get out of the learning experience or her current state of knowledge, skill, and enthusiasm.

Eliciting and Validating Learner Needs

Krumsieg and Baehr , (2000:201) write , "There is no single best way to gather information about learner needs. In many situations, instructors can anticipate learner needs based on their prior knowledge about learners who have completed similar instructional sessions. The techniques described below can uncover valuable supplemental information on learner needs in a minimal amount of time. Some of these techniques are more effective than others at shaping learners' expectations toward the instruction".

Brain and Hitomi , (2010:137) add that , " language teaching materials developed in-house by teachers have the potential to meet local needs in a way that global material cannot". And they go on that,"Home produced materials can be centered on the human being in the equation- the local learners and teachers-and their needs"(ibid).

The purpose of the learner's need contains four philosophies that can underline need analysis of the learner's needs. These are the following:

- 1-Discrepancy philosophy – needs are any differences between future designed students language performances and what they can currently done.
- 2- Democratic philosophy- needs are any learning goals that are preferred by a majority of the stakeholders involved.
- 3-Analytic philosophy- needs are whatever the students would naturally learn next based on what is known abuyt them and the learning processes involved.

- 4- Diagnostic philosophy- needs are any language elements or skills that would be harmful if missing (Michael and Catherine 2009:271-2).

Online Learning VS Traditional Formats

Ware and Kramsch, (2005_90-105) write, "The instructor puts forth an argument and the learners participate in the debate. The instructor also moderates and redirects the conversation towards the desired goal. But they do not correct any language semantics used by the learners. Similarly, in the online environment, the instructor reminds the Learners to stay on topic, but refrain from correcting their typed language".

Provitera, (2001 :119) mai thntainsat , "A greater deal of self-direction and discipline is required for a successful online education. These characteristics can be instilled or stimulated in the learner through several personal development tutorials. The learner holds greater responsibility towards their learning. They are conscious of their time and schedule, and try to meet deadlines they have signed up for, by accepting the course ".

Penny Ur, (2013:395) asserts that "your own ideas can be published online. First there is a possibility of a blog .There are many successful English teachers' blogs on the internet , and it is easy to start up your own .See for example, www.teachingenglish.org.uk, Twitter is an increasingly popular way for teacher and ELT experts to exchange brief teaching ideas and references to useful reading or websites".

Characteristics of Effective Professional Learners

The adult learner and the manner in which s/he learns best have been questioned and researched in the 1920s when adult education became a professional field practice (Merriam 2001;3-13). Kathleen, (2008:137) mentions that, "Educational environment is increasingly being used by adults and should be designed based on the needs of adult learners".

Diane and Marti, (2011: 123) say that, "another characteristic of communicative language teaching is the use of authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used ".



Fukkink , *et al* (2005:54-75) consider there are many tips in the skill of current trends of teaching English , and the needs of the learners. The professional learning profiles in the developing teachers' involve two stages : The first stage involve the identification of factors reflection underlying dimensions of professional learning orientation. Exploratory and confirmatory factor analysis procedure with teachers' responses enabled us to group together similar responses to the individual questionnaire items. This way a smaller, more manageable set of underlying dimensions was developed. These dimension formed the basis for comparing teachers' professional learning practices and values.

The second stage of analysis involve using cluster analysis to group together individual respondent to find out if they clustered in distinct groups according to their learning orientation. Through cluster analysis we were interested in finding out if there were identifiable groups (or clusters) of teachers that share similar learning profile in terms of the underlying dimension of teachers' learning practices and value we had identified through factor analysis.

Online Learning has greater Reading Requirements

Kathleen, (2008:91) asserts that, "A lot is said and done in a traditional classroom through language, facial expressions, and body language. To make up for such clues and ideas, online courses have greater reading requirements .It is safe to project that the online learning environment is a 100% reading environment. For first, the instructor post a lesson and related reading ". Girash (2011:1-5) writes, "By contrast, a traditional environment has a lecture in progress that is recorded through notes. Presentations can also be made face-to-face. But in a Learning environment, reading and writing are the main activities ". Polishing writing skills is mandatory in an online endeavor. Furthermore, interacting with peers and an instructor requires emotional writing skills that portray the message as accurately as possible (Meskill (2009:51-63).

Steinkuehler (2006:97-102) adds, "A particular consideration in this setting is the quality and response time for feedback given by instructors. In a traditional setting, feedback is prompt. But in an online setting, feedback can

take at least 24 hours. This lag time can be shortened if the instructor enables at least 4 peers to comment on an assignment. The instructor then provides feedback in the end, and this way, the learner feels a greater sense of community support" .

John Lyons ,(2002:257) considers that , " teaching materials for primary school children can be improved if they are geared not only in vocabulary, but also in grammar, to the linguistic competence ".

Computer as a Mean of Teaching/ Learning Language

Carol cited in Robert , (2010:539) says that , " computer- assisted language learning defined as the search for and many of application of the computer in language teaching and learning, covers a broad spectrum of concerns, but the central issues are the pedagogies implemented through technology and their evaluation" .

Robert, (2010:43) adds that, "applied linguists will need to know more about computer technologies, statistical applications, sociocultural influences on research, and new way to analyze language data ".

Marianne, (2001:477) concludes with an introduction about her topic 'Computers in Language Teaching' as that " a good teaching methodology depends more on sound pedagogy than on access to any particular form of computer technology ".

The available technologies to teach and learns include interactive tutorial programs designed specifically for language teaching. Websites in which target language resources and interlocutors are found, electronic communication tools. Eventually, linguistic aids for helping learners with spelling and grammar. Marianne, (2001:10) describes that " there are main points that the teacher should do to make good decisions concerning the choice of an approach, a good method(s) and finally techniques and materials ". Some of these points are: Assess student need, examine instructional constraints, determine the attitudes and learning styles of individual students to extent that this is possible, and develop activities and materials consistent with the findings. Lastly: Specify how the students; language learning will be assessed.



Roberts, (2010:547) comments that "if research and practice in computer-assisted language learner is to contribute substantively to theory and practice in language teaching and learning, applied linguistics' views of what constitutes appropriate computer-assisted language learner activities must constantly be updated on the basis of developments in theory and research in language teaching in addition to developments in technology".

Modern Materials in Teaching Language

By the beginning of the 1990s, a common trend was emerging to view applied linguistics as incorporating many subfield and drawing on many supporting disciplines in addition to linguistics (e.g., anthropology, education, English studies, political sciences and sociology). Roberts (2010:37) writes that, "Various developments that have emerged over the last 20 years and that will probably continue to define applied linguistics in the coming decade. These developments focus on form for language learning, learning interaction, patterns of teacher-student interaction". Language teacher development has also moved in new directions. Communicative orientations, with a pervasive emphasis on natural language input and authenticity, may be misinterpreting the real purpose of the language classroom context and ignoring effective frame-works for language teaching.

A large amount of teaching and learning these days are done with the help of technology. The use of technology is not a supplement, but a staple component in the materials and facilities used for learning and teaching worldwide. Some of these materials provide evidence of how the 'teachers as writers' can potentially ensure coherent and effective course development and delivery through their home-produced materials.

Computers, in their various forms, with a wide range of software and access to the internet, are in many teaching contexts, taken for granted, in much the same way as the black- or whiteboard is. Penny Ur, (2012:212) for example refers to internet websites provides teachers with an immense source of teaching materials and ideas, some examples of which are listed as below:

1. Reading texts or from English- teaching websites;
2. Listening texts as You Tube videos, or audio podcasts;

3. Tests, work pages, exercises and so on;
4. Email, can be used for many purposes. Mobile phones are often seen as a nuisance in the classroom;
5. Digital equipment, including most mobile phones, can be used to create both video and audio recording. Students can create their own video clips or sound recording; the teacher can record students' performance to play back later.

Motivation and Management

Students across the lectures and the achievement need and deserve motivating, supporting instructional environments, engaging content, and the opportunity to learn in setting that support collaboration with peers, teachers, and the larger world community. Students live digitally every day. They use the internet with multi usage, whether, to entertainment or other aspects.

Jack and Theodore , (2014 : 28) say that , " methods may seek to address individual learning factors by attempting to match teaching strategies to learning styles, by enhancing motivation through the choice of content that is of high interest value ".

Ryan and Deci (2000:72-3) cited in Brian and Hitomi (2010:54-5) mention that "The most autonomous form of extrinsic motivation is integrated regulation. Integration occurs when identified regulations are fully assimilated to the self, which means they have been evaluated and brought into congruence with one's other values and needs". Actions characterized by integrated motivation share many qualities with intrinsic motivation, although they are still considered extrinsic because they are done to attain separable outcomes rather than for their inherent enjoyment. Van Lier , (2003:51) cited in Diane and Marti (2011 :231) refer that " A manager of learning is concerned with the quality- and explicitly with the values and ideals we wish to promote in our educational work ".

Due to the above points, it is essential to add that, the range of motivation for learning varied considerably. For undergraduates, it tended to be very instrumental and those teachers working with undergraduates expressed a



desire for the materials to include more writing exercises, as assessments were based mainly on written tasks.

Michal and Catherine (2009 :354) emphasis that , " motivation, facilities, computer literacy, and work pressure were mentioned as being among the influential factors, as was the presence of support staff, the later pointing an admonitory finger at the oft-reported tendency for administrators to prefer investment in 'tangible'(i.e., machinery), rather than human, resources".

Teachers and Learners' Needs

Diane and Marti, (2011:233) emphasis that, "in order to move from ideology to inquiry, teachers need to inquire into their practice. They need to reflect on what they do and why they do it, and they need to be open to learning about the practices and research of others. They need to interact with others, and need to try new practices in order to search continually for or devise the best method they can for who they are. Who their students are, and the conditions and context of their teaching".

Rebecca ,(2009:66) says, that "understanding learner needs is essential for providing quality education. One approach for accomplishing this is through the use of student evaluations. A common argument against the use of student evaluations is that students do not know their own needs. However, many studies have shown student feedback/suggestions to be reliable and valid. If we do not even attempt to understand their needs, we may fail to recognize the support they require to be successful".

Naturally, in educational programs, need analyses focus on the learning needs of students, and then, once they are identified, needs are translated into learning objectives, which in turn serve as the basis for further development of teaching materials, learning activities, tests, program evaluation strategies, etc.,(Michael and Catherine (2009:269).

The Impact of Technology

Freeman and Anderson , (2011:199) refers that , "Using technology in language teaching and learning providing resources, then it is clear that technology has long been associated with language teaching".

Trude, (2010a: 443-59) argues that , "English-Tutors, an Intelligent Computer-Assisted Language Learning (ICALL) system for learners of German, integrates Natural Language Processing (NLP) and Artificial Intelligence (AI) modeling into CALL. NLP techniques model 'understanding' of human language by computer, while all techniques can be used to model the individualized learning experience, thus aiming at learning programs that come closer to natural language interaction between humans than has been the case in traditional CALL".

Steven, et al. (2009:802-21) say "In recent years, there has been a great deal of research and pedagogical experimentation relating to the uses of technology in second (L2) and foreign language education. The majority of this research has usefully described and examined the efficacy of in-class and directly classroom-related uses of technology".

Rebecca, (2009:688-97) adds that," digital technologies and popular media, are developing the sort of proficiencies that have been identified as crucial to effective participation in an increasingly globalized and technology-oriented society".

Sarah, (2014:271-84) asserts that "Since the growth of online gaming in the mid-2000s, an increasing number of studies have theorized that virtual game worlds provide an optimal environment for language learning – both first language literacy development and second language acquisition. Although online games are often thought of as little more than distractions, a number of studies have demonstrated that there exist myriad opportunities for communication and learning, including language learning, in many games".

Ranalli,(2009:163) mentions that " technology provides opportunities for communication, collaboration and sharing that enable the leaners to participate in their learning rather than simply receive it. Enabling staff to use collaborative applications proficiently and well is crucial to providing this essential aspect of learning".

Mehra; Merkel and Bishop, (2004:121) mention that "Creativity is often about seeing things from a new perspective. This brings us to my final trend: 21st-century skills. Some people might say this isn't new either, as people have been talking about 21st-century skills since the start of the century. However, I think the idea is still developing, not least because not everyone entirely



agrees about what we mean by 21st-century skills. Generally, it is used to refer to skills that are felt to be of particular importance in today's world. For example, critical thinking, problem-solving and collaboration".

A learner needs analysis makes the learners feel they're part of their own learning journey right from the start, meaning they feel empowered – and you get to really understand the benefits of conducting a training needs analysis

Robert, (2011: 19-35) mentions that, "Online language learning can take place in Web-facilitated, hybrid, or fully virtual classes. These formats are beginning to attract serious attention from the language profession and, in particular, the field of computer-assisted language learning". These lines trace recent studies of online learning and then focus on its application to language learning through tutorial, social computing, and games for language learning. I strive to show that tutorial and computer-mediated communication can complement each other in the service of modern language instruction, along with the inclusion of language games. Although assessment studies of OLL remain sparse, the evidence is steadily mounting that shows that these new formats can provide learning environments conducive to successful second language development when properly integrated into the curriculum.

Technology provides opportunities to be less dependent on classroom learning and the teacher's approach or method as Jack and Theodore (2014:339-40) write it as follows:

- a. providing a wider exposure to English;
- b. increasing opportunities for interaction both with other learners and with native-speakers and second language users of English worldwide
- c. providing learners with opportunities to focus on particular skills such as reading or speaking;
- d. increasing motivation, since motivation often increases and discipline problems decrease when students are engaged in technology- based learning;
- e. providing access to more engaging material;
- f. Supporting learning outside of the classroom.

Conclusions

Concerning the investigating in current trends for teaching English language that meet with the needs of learners, and due to the sources that fall between hands of the researcher, he reaches at the following conclusions:

1. The basic elements of learning processes consist of teacher, learner, and subject matter.
2. To motivate and accelerate learning every subject, especially English "as a foreign language "it is necessary to use materials that facilitate learning it. Some of these materials are: computer, TV, mobile, data show, internet, etc.
3. There is a relationship between the subject matter and the learner's need.
4. Psychologically, when the teacher use more than one sense in a lesson, it increases the comprehending. So the use of materials, due to the developments that happened nowadays, motivate and increas the learning.
6. New trends of teaching English meet with needs of learner.
7. Communicative online tasks support second language acquisition through providing opportunities for noticing and for restructuring language as students engage with the production of both spoken and written texts.
8. A focus on learner autonomy, learning strategies, learning styles, and the opportunities for learner-focused learning provided by technology expands for understanding of the role learners in language learning.



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