

Historical & Current Methods in English Language Teaching

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Abstract:

Present research paper will give the chance to learn about history as well as current trends of English language learning. Additionally, in this paper list of English language learning methods name has been listed which teacher can use it in their classroom with limited resources. It is expected that English language teachers learn and apply in their classrooms. With the effort of the teacher, the student can get the chance to learn to English the most enjoyable way. With the combination of creativity, science and technology teacher can make the difference in teaching.

In the first section of this paper one will get the idea and information related to historical trends such as Grammar Translation Method, Direct Method, Audio-Lingual Method, Communicative Language Teaching and Content and Language Integrate Learning. The second section focuses on emerging trends. Besides, it also provides detailed information about Blended Learning, Flipped Learning, and Embodied Learning etc.

Key Words: Historical Methods, Current Methods, English Language Teaching

HISTORICAL & CURRENT METHODS IN ENGLISH LANGUAGE TEACHING

Abstract

- 1. Introduction**
- 2. Objective**
- 3. Historical Methods in English Language Teaching**
 - 3.1. Grammar Translation Method
 - 3.2. Direct Method
 - 3.3. Audio-Lingual Method
 - 3.4. Communicative Language Teaching
 - 3.5. Content and Language Integrated Learning

4. Current Trends in English Language Teaching

- 4.1 Blended Learning
- 4.2 Flipped Learning
- 4.3 Massive Open Online Course
- 4.4 Gamification
- 4.5 Embodied learning

1. Introduction

In the present era of rapid civilisation, integration of Information, Communication and Technology (ICT) assists teachers and learners to make teaching and learning more creative, interesting and interactive. It was time when students were learning from the book, and it is time, pupils are learning from the screen, and in many higher education institutes, teachers and students have started to teach and learn via innovative technological tools. It has been noticed that students are more interested and happy to learn with contemporary online and offline applications. This research paper outlines various aspects related to recent trends in the field of English Language Teaching.

Moreover, to sustain in a knowledge-based society, it has become compulsory for teachers to keep themselves updated with all the latest professional developments in the field of education. Apart from this, teaching in ESL (English as a Second Language) or EFL (English as a First Language) primarily focuses on nurturing young learner's thinking as well as syllabus content, objectives and learning activities. With the invention and proliferation of Laptop, Smartphone, Tablet and I-Pad which allow accessing knowledge from every corner of the world that has become more flexible and that inspires teachers to allow students to use websites, blogs, online tutorials, MOOCs and many audio- video-based applications.

Current trends in technologies have supplemented English teaching and learning more authentic and created more literal in all four language learning skills such as Listening, Reading, Writing and Speaking. It has been spoken everywhere that English is the only well-founded language that can be understood by everyone all around the world. With the help, new language learning technologies and methods, young and future generation is learning faster than before. In this situation, if students get the chance to learn with technology during their secondary and higher secondary, they have the chance of becoming experts in the subject as well as in technology. It is rightly said that early beginnings are always beneficial.

The purpose of this study is to review various technologies in English learning via activities, internet communication tools, web tools and applications. Moreover, this study is conducted on the base of a literature survey, case study and interaction with subject experts. Besides, this study looks at Blended learning, Flipped Learning, Embodied Learning etc.. Based on such modernisation in language learning, it is quite clear that English has become a necessity and to learn with the help of technological tools is on demand.

"What we learn with pleasure, we never forget" - Alfred Mercie.

2. Objective

1. Get the inspiration and learn the importance of readily available applications and websites.
2. Get an idea to create a quiz, questionnaire, students' feedback forms and activity participation forms on particular topics of the content.
3. Acquire knowledge about various educational resources for classroom teaching and learning.
4. Gain awareness regarding the latest tools of Information Communication Technology in English Language Teaching.
5. Raise moral to use various innovative tools with the limitation of infrastructure.
6. Increase the knowledge related to various tools of editing graphics and audio-video presentations.

3. Historical Methods in English Language Teaching

3.1. Grammar Translation Method

Grammar Translation Method is one of the important and first trends or methods of English Language Teaching. The fundamental objective of this method is to assist pupil in making them aware regarding native speakers' culture and tradition. Also, it also helps students to develop their reading and writing skills. Besides, this method is an efficient way of learning and enhancing vocabulary and various grammatical structures. However, this method has some drawbacks, such as this is the wrong idea of understanding language and it also creates frustration among learners. When a teacher teaches via the Grammar Translation Method, he uses certain typical techniques:

- Fill in the blanks
- Antonym & Synonym
- Comprehension
- Composition
- Use words in sentences etc..

On the contrary, this method is suitable for the beginner, but when students' intellectual and technical knowledge is advance, the teacher must teach them the latest tools of language learning.

3.2. Direct Method

This is another rising trend to learn the English language. This methodology is additionally a natural methodology. This methodology has been adopted by the numerous international faculties to focus students' oral skills. This method has been adopted by the many international schools to focus students' oral skills. The main key characteristic features of this method are vocabulary through real-life objects and other visual materials. Several lectures use this methodology and whereas teaching and they demonstrate, perform the act, raise queries, enable students to talk abundant and they speak normally and naturally. The sole limitation

of this trend is not all teachers are proficient enough in the foreign language. Once a teacher teaches via Direct Method, he uses certain typical techniques:

- Allow students to discuss any content of the syllabus
- Paragraph writing
- Read aloud to boost the pronunciation
- Dictation
- Self- correction by students solely etc....

The teacher can combine Direct Method with any advance learning method, and that will make teaching learners centric.

3.3. Audio-Lingual Method

The audio-lingual method is one more style of teaching a foreign language. It was founded during the Second World War for military purpose in the USA, and it was very well known in the 1960s but died out in the 1970s. This method is based on behaviourist theory, and the prime objective is to focus on the learners' pronunciation and train their ability to listen to the dialogue. This approach to language learning is similar to a direct method. Furthermore, this trend of language learning hardly uses grammar instructions. Here, the student simply tried to memorise the content. The positive side of leaning with this way is that it allows pupils to communicate quickly. Procedures teacher apply in the Audio-Lingual Method are:

- Hear dialogue and complete the conversation
- Repeat the dialogue
- Practice to use substitution

3.4. Communicative Language Teaching

Generally, many teachers use the Communicative Language Teaching method to make classroom teaching interactive and innovative. While learning this method, students have opportunities to express their ideas, thoughts and knowledge and that raises the moral and become more confident while speaking in front of atiny low or massive crowd. The teacher ought to use the subsequent techniques:

- Language learning games (Online* as well as Offline)
- Picture strip story (In the shape of chart or graphics on the screen)
- Roleplay
- information gap
- task-completion
- information-gathering
- opinion-sharing

- information-transfer
- reasoning-gap
- role plays

As per Clarke and Silberstein, “ Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. (Clarke and Silberstein, 1977).Communicative competence includes the subsequent aspects:

- How to use the English language for a range of various purpose and situations.
- How to use the various purpose of English Language whereas writing and speaking English.
- How to understand different prose, poetry, reports and interviews.
- How to maintain communication in certain limitations of language knowledge.

3.5. Content and Language Integrated Learning

Content-Language Integrate learning is one in all the trends where English language teacher uses cross-curricular content, therefore student get chance to learn English form the global perspective. CLIL (content and language integrated learning) is an approach to where English teaching and learning with the help of a second (third/fourth) language. In CLIL “A foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role” (Marsh 2002)

While applying or using this trend, several educators perform or permit students to try and do following classroom activities:

- Graphs, charts, photos, objects,
- Authentic material, illustrations, maps, demonstrations, photos, video clips
- Outlines
- Timelines
- Flowcharts
- Mapping
- Graphs

The second section focuses on current trends in English Language teaching.

2.1 Current trends in English Language Teaching

To develop E- content and to make teaching-learning process more students centric and professional a teacher can use follows websites, applications and e-learning software.

2.1.1. Blended Learning

Nowadays, many English language teachers have begun to use Blended Learning as a current trend in their classrooms. This method combines the online digital media with the traditional classroom. To make this type of method more successful, it requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. The **objectives** of Blended Learning are:

- To cater unique wants of learner than a traditional classroom teaching experience.
- To extend the reach to those who could not attend at a specific time.
- To optimise content development cost and time.
- To promote students empowerment, which means that students actively engage with the materials as blended learning combines two things together.
- To enhance students involved in the classroom and blended learning make the classroom more interactive.
- To convey instructional material blended learning is one of the best tools.

Many researchers and educators have provided a various definition of Blended Learning, so there is no fixed definition of blended learning (Driscoll, 2002). However, a simple definition of blended learning one may consider as a starting point for further discussion is “the thoughtful integration of classroom face-to-face learning experiences with online learning experiences” (Garrison and Kanuka, 2004). Also, Blended learning integrates “the strengths of synchronous (face-to-face) and asynchronous (text-based Internet) learning Teaching English with Technology” (Garrison and Kanuka, 2004). Another, more general, definition of blended learning is “the effective combination of different modes of delivery, models of teaching and styles of learning” (Procter, 2003, cited in Heinze& Procter, 2004).

Taken together, these definitionsemphasisethe strength and effectiveness of combining two different kinds of learning. These definitions are broad and not strongly related to language learning; so another definition by Leakey and Ranchoux(2006) may be more appropriate in the context of this discussion. They define blended learning in CALL as “the adaptation in a local context of previous CALL and non-CALL pedagogies into an integrated program of language teaching and learning drawing on different combines of media and delivery to produce an optimum mix that addresses the unique needs and demands of that context” (Leakey and Ranchoux, 2006).Here, English language teacher can consider this definition as most appropriate to apply this emerging trend in their classroom.

After having in the detailed idea about various definitions by subject experts’ blended learning involves combining an online CALL application, such as Text Manipulation (TM), with face-to-face instruction.

There are certain **key features** of Blended Learning a teacher should keep in mind before applying it in your classroom.

- Wide knowledge of Information Communication Technology Tools is required.

- Plan language learning outcome
- Ready with well- outlined course outline
- Organise online test methods and modes

Besides, blended learning has its advantages and limitations.

	Advantages	Limitations
1.	Round-the-clock access to training resources	Required sound knowledge of computer and web tools
2.	Keep students focused on longer	Time-consuming
3.	Prepares students for the future	High maintenance cost
4.	Students can track their progress	Technological dependence
5.	A personalised training experience	
6.	A blended learning approach provides ultimate flexibility in presenting content, and it offers flexibility regarding availability – Anytime, anywhere.	
7.	Measure individual and classroom progress.	
8.	Access to global resources and materials that meet the students' level of knowledge and interest.	
9.	Self-pacing for slow or quick learners reduces stress, increases satisfaction and information retention.	
10.	Better communication and collaborative learning	

For those teachers who have not ever tried blended learning while teaching English, they can apply the following methods and be innovative make the classroom interactive, engaging and organised.

Techniques to apply Blended Learning while teaching:

- Online Test
- Online Course
- Audio- Video Project
- Team teaching
- Synchronous physical format etc....

2.1.2. Flipped Learning

An emerging trend in language learning is 'Flipped Learning'. As it is noted that Flipped Learning is a methodology that helps teachers to prioritise active learning during the classroom teaching by assigning students' content materials and presentations to be viewed at home or outside of class. Additionally, while using this method, the teacher explains the fundamental or theory of the topic to learners via video or audio form. The interesting thing is that pupils can watch the theory before they entered in the real classroom. Thus, the student gets the liberty to learn, re-learn the content at any time, any place.

The **objectives** of Flipped Learning are:

- To make time for meaningful discussions, interactions and activities of course content during Face-to – Face sessions.
- To create traditional lecture content into content that students can view and explore at home.
- To help struggling students to learn at their speed. They can pause, rewind and reply to the lecture.
- To strengthens team-based skills.
- To encourages engagement and attendance.
- To promote higher-level classroom discussion.

Hamdan and McKnight (2013) have developed **four fundamental pillars** that flipped learning must accomplish, and every teacher should understand all these pillars before applying Flipped Learning in their classroom.

1. Flexible environment:

Both teacher and student are flexible in a way that they can work on their own, at their own pace. Although in class they have to fulfil some exercises or tasks, they may devote more time to have extra practice.

2. Learning culture:

Students are now responsible for their learning process and are involved in the construction of knowledge, explanation and assessment in a meaningful way. In other words, they have an active role. Active learning pedagogies are the heart of the flipped classroom.

3. Intentional content:

Teachers who use the flipped classroom model do it because they have the purpose of helping their students. Therefore, the whole process of flipping the classroom, especially the selection or design of materials, needs to be carried out carefully.

4. Professional educators:

Last, but not least, the role of teachers is now more important and demanding, as they have to spend the whole in-class time observing students, providing them with immediate.

There are certain **key features** of Flipped Learning a teacher should keep in mind before applying it in your classroom.

- Select the topic or content that you want to design as a flipped course component.
- Decide course objective and activity in advance.
- Use some brainstorm ideas for what that the topic/ concept you would like as flipped learning activity.
- Plan the Face- to- Face Active Learning activities that align with your online lecture content.

Following are the **advantages and limitations** of Flipped Learning:

	Advantages	Limitations
1.	Students can use lecture material and additional content at their own time and place.	Technological dependence
2.	The teacher can check the students' progress in the classroom as well as at his own pace.	Lack of motivation
3.	Flipped classroom and group work make people speak louder and remove learners' public speaking fear.	Without proper guidance and constant assessment, many students do not bother to watch the videos. As a result, they may not have proper link during classroom teaching
4.	Flipped learning serve possibility to work with their classmates and solve the doubts which they may have almost immediately.	Lack of interest
5.	It makes students more confident and realizes them that the teacher is not the only source of knowledge, they also are.	Well – planning and organisation
6.	It gives a chance to explore the subject more deeply.	Costly upfront concerning time and money.
7.	In flipped learning teacher has shared the content in advance and that support teacher to give a better understanding of concepts	May not be suitable across an entire curriculum.
8.	Lectures can be reused	
9.	Promotes collaborative learning and deters unhealthy competition.	

Techniques to apply Blended Learning while teaching:

- Project Based Learning (PBL)
- Game-Based Learning (GBL)
- Peer instruction
- Group quizzes
- Discussion or debate
- Virtual flipped classroom

Difference between blended learning and flipped learning

- Blended learning is a concept which includes different styles of blended learning, and one of those styles is the flipped **learning**.

2.1.3. Massive Open Online Course

Oxford Dictionaries online has weighed into the debate with its definition:

“a course of study made available over the Internet without charge to a very large number of people: anyone who decides to take a MOOC simply logs on to the website and signs up”. As many teachers have an idea that a

- MOOC is “**massive**” because it attracts tens of thousands of participants per intake.
- **Open** means different things to different people.
- The second O in MOOC refers to the fact that the course is delivered **over the Internet**. Besides, while attending any lecture on MOOC experts are providing inflammatory content, which registered participants, read, analyse, understands, submits an assignment and takes exams.

Moreover, in this digitalised age, to achieve success and excellent career growth a blend of both soft and hard skills are a must. MOOC is an attempt to make this possible. Besides, MOOC is designed to bridging the soft skills gap and give students access to watch and learn video clips from the employer, admission tutor, well-known professors and many more. In India, SWAYAM, portal has been launched by the government of India, which means, “Study Webs of Active Learning for Young Aspiring Minds”. It is the online platform of the ministry of HRD through which online courses or programme will be offered to students in India.

To teach or to make aware students about MOOC is very easy and not required additional preparations.

- Teacher shows the path to login any MOOC and explain the importance and its function and solve the query and doubts regarding the selection of course
- Create a discussion forum
- Sharing web link
- Online Chat
- Quiz on specific Module

The following are the **core objectives** of launching MOOC in the field of English Language Teaching:

1. To provide an opportunity to the learner to learn from subject expert from every corner of the world and get the chance to discuss with them.
2. While attending this online course, it enhances the ability to think critically, innovatively and indecently
3. To engage students in virtually, an animated class with different images and concepts.
4. To interact with real time with real people.
5. While listening lecture, students can pause, rewind, replay and submit their assignment at any time
6. To get a sense of what MOOC is like
7. To learn a little more about everything

As Daniel (2012) rightly said, MOOCs are commonly defined by signature characteristics that include: free courses, lectures formatted as short videos combined with formative quizzes that are easily accessible through technology devices that have Internet connectivity. In addition to an automated assessment, the flexibility of peer and self-assessments contribute to a meaningful learning experience (de Ward, 2011; Duderstadt, 2012). Besides, some attractive features that MOOCs possess are the relatively low costs, and top-tier universities deliver courses.

Following are **advantages and limitations** of MOOC courses:

	Advantages	Limitations
1.	The convenience of learning	Learning inconsistency
2.	Deliver quality education to students, irrespective of their geographical location	A small proportion complete the course
3.	Helping students to get their doubts clarified and interact with professors from top universities and colleges	Expensive to develop
4.	Peer assessment	Learners with disabilities and a poor Internet connection cannot use MOOCs
5.	Badges and certificates	Materials may be limited by copyright or time restrictions for re-use as open educational resources.
6.	An extremely valuable form of lifelong learning and continuing education	Can't provide for personalised courseware and attention from a tutor
7.	The main value proposition is to eliminate through computer automation and peer-to-peer communication the huge variable costs in higher education associated with providing learner support and quality assessment.	
8.	Familiarise you with college-level learning before enrolling. ...	
9.	Prepare you academically for college. ...	
10.	MOOCs are available in different languages.	

Techniques to apply Blended Learning while teaching:

- Guide students to select the topic or course
- Take the update regarding their course assignments
- Suggest the same content course which is available on MOOC and ask them to judge your knowledge.

MOOC course includes:

1. Introduction and outline of the course
2. 3-6 videos of lectures based on the content
3. A discussion forum where participants are encouraged to discuss
4. A set of assignment which participants required to submit
5. Assignment grading

Name of other courses like MOOCs

1. E-PG Pathshala
2. SWAYAM

2.1.4. Gamification

Many scholars have outlined the term ‘Gamification’. Moreover, as per the Wikipedia gamification as, *“the use of game thinking and game mechanics in non-game contexts to engage users in solving problems”*.

This is new trends; many educators have began to apply this trend in their English Language classroom. To simplify the meaning of Gamification, one can describe that the process of applying game related principles especially to those relating to user experience and engagement to non- game context such as education.

Role of Gamification in Education/ English Language Learning:

In education or in English language learning one has described as ‘gameful thinking’, ‘motivation design to make learning interesting’ and engagement design. This young generation has been spending hours and hours to play games and to solve this problem, researchers and educators have been exploring ways to connect the power of games for motivation and apply it to the classroom.

The main components of Gamification are narrative, quick feedback, produce social affiliation and have player control. All in all, a classroom that contains some or all of these elements can be considered as a “gamified classroom”.

There are certain **key features** of Gamification a teacher should keep in mind before applying it in your classroom. Modern learners are technology-savvy and use technology platforms that provide the finest regarding experience.

- Plan different games and give appropriate weight it
- Organise the activity in advance and check it functions before putting it in front of students
- Give a brief idea about gamification and make sure that students are equipped with a smartphone.
- Set the goals
- Understand the learners

- Share the experience and promote the new trends of learning via online and offline games

Besides, there are several advantages and few limitations of using ‘Gamification’ as e-learning trends.

	Advantages	Limitations
1.	Better learning experience	Decrease students attention
2.	Better learning environment	Costly
3.	Instant feedback	Students learning progress and assessment
4.	Promoting behavioural change	
5.	Captures (and retains) learners’ attention	

There are **plenty of techniques** to introduce Gamification in English Language Teaching Classroom. Here, the instructor is providing just a few ideas. It will spark a discussion on gamifying education so that while applying in classroom teacher can discuss the topic more thoroughly and provide examples:

- Integrate educational video games into the curriculum
The use of games allows students to fail, overcome, and persevere. Students are given a sense of agency—in games, they control the choices they make, and the more agency students have, the better students do. Instantaneous feedback and small rewards (or big ones, like winning) are external motivators that work.
- Gamify homework to encourage informal learning
- Award students with badges
- Create a digital, customizable classroom management system built on role-playing themes
- For beginners, more learners are encouraged to try the technology-aided platform.
- Design Learning as well as Gamification elements.
- To give relief and increase interest, gamification elements will be introduced in between modules where finishing the entire course a race and the game is a rest-stop where one can get ‘refreshed’ by learning a few summary points and answering a quiz

On the contrary, there are few educators, who resist gamification in education often cite its improper use of rewards as a motivator. Critics argue that relying on games can be detrimental to fundamental motivation.

Additionally, receiving a badge for a employment well done is meaningless without an understanding of what specific skills this badge rewards.

Yes! Gamification is one amongst the recent trends in English Language Teaching, games cannot be accustomed to replace pedagogy, but can be used to enhance the overall learning experience.

2.1.5. Embodied learning

In Google age, Embodied learning has gained much appreciation for its unique approach in helping students. Many educators and researchers have opined that this is often one of the most foremost effective techniques that involves physical movements' and interactivity. This is a modern trend which easily integrates human and computer interactions. Embodied learning not only improves students' interest in language learning but engages learners in the most appealing way. On the contrary, some teachers find it difficult to bring in the English language learning in the classroom.

Here, the trainer is providing you with certain strategies, methods and activities by which a teacher can embody English Language Learning as an integral part of a classroom.

- Instead of traditionally printed textbook assignment give them a chance to create a worksheet such acts stimulate effective conversion and show the potential energy towards active learning.
- Another key technique is Hands-on learning where students study the subjects by doing the stuff. For instance, prose can be tutored with attention-grabbing play or drama.
- Drawing out the topics and storytelling methods are other interactive methods of approaching a difficult subject.
- Field visits: Taking a break from the four walls of a classroom can be a real boost to the students. Engage them with field trips once in a while when they get a chance to interact with the environment along with subject areas. For example, visit library, museum, recording studio, theatre and when they experience the lessons of their subject, it is very easy for them to understand and memorise it for long without the additional effort of 'typical learning'. As we all know, a picture is worth a thousand words.

Conclusion

Nowadays, the complete world is moving quickly towards speedy communication and digitalisation in each field as well as education. Rapid advancement in technology and speed of the internet has created a great revolution in varied circles of our life. In this 'Google Age', every information is available on Google, but with the help of a well-trained teacher, the student can develop their critical thinking, social and cultural values of different cultures. Besides, innovative, creative and advanced e-technology demands trained educator who has required knowledge, skills and commitment towards various e-learning resources. To achieve the targeted result a teacher requires updating with all latest, updated and original ideas.

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