REFERENCES

Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology, 84*(3), 261–271

Ausubel, D. P. (1968). Educational psychology. A cognitive view. New York: Holt, Rinehart and Winston, Inc.

BerkL. E. (2003). Development through the lifespan (3rd ed.).Boston: Pearson.

Brown, D. H. (2000). Principles of language learning & teaching. (4th ed.). New York: Longman.

Brown, H. D. (2007). Principles of language learning and teaching. White Plains, NY: Pearson Longman.

Brown, H. Douglas. 2007. Principles of Language Learning and Teaching. USA: Longman.

Brown, L. R.; Riesen, J. W.; Gaunya, W. S.; Cowan, W. A., (1983). Use of corn and potato chipping by-products in rations for lactating dairy cattle. J. DairySci., 66 (3): 638-641

CASE. (199 3). CASE position paper on delivery of services to students with disabilities. Washngton, DC: Council for Administrators of Special Education.

Chamot, A. (1987). The Learning Strategies of ESL Students. In A. Wenden, & J. Rubin (Eds.), Learner Strategy in Language Learning (pp. 71-83). Englewood Cliffs, NJ: Prentice Hall, Inc.

Cohen, A. D. (1998). Strategies in learning and using a second language. London: Longman

Cook, J. L., & Coolz, G. (2005). Child development: Principles and perspectives. Boston: Pearson

Corder, S. P. (1967). The Significance of Learners' Errors. International Review of Applied Linguistics in Language Teaching, 5, 161-170.

Deci, E. L. (1975). Intrinsic motivation. Plenum Press.

Dornyei, Z. (1995). On the Teachability of Communication Strategies. TESOL Quarterly, 29, 55-85.

Eccles, J. S., & Wigfield, A. (2002). Motivational Beliefs, Values, and Goals. Annual Review of Psychology, 53, 109-132

Ehrman, M., & Leaver, B. L. (2003). Cognitive styles in the service of language learning. System, 31(3), 393-415.

Ellis, R. (1994). A theory of instructed second language acquisition. In N. Ellis (Ed.), Implicit and explicit learning of languages. Academic Press.

Erikson, E. H. (1968). Identity, youth and crisis. New Yorlz: Norton.

Erikson, E. H. (1980). Identity and the life cycle (2nd ed.). New Yorlz: Norton.

Faerch, C., & Kasper, G. (1983a). Strategies in Interlanguage Communication. London: Longman.

Fink, D.L. (2003). Creating Significant Learning Experiences:An Integrated Approach to Designing College Courses.San Francisco: Jossey-Bass

Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York: Basic Books

Good, T. L., & Brophy, J. E. (1997). Looking in classrooms (7th ed.) New York: Addison-Wesley.

Green, M. (1989). Theories of human development. New Yorlt: Prentice Hall.

Grinder J, Bandler R (1981). Trance-formations: Neurolinguistic Programming and the Structure of Hypnosis. Utah: Real People Press.

Harmer, J. (2003). Popular culture, methods, and context. ELT Journal, 57, 288-294.

Harmer, J. (2003). Popular culture, methods, and context. ELT Journal, 57, 288-294.

Johnson, D. W., & Johnson, R. (1999). Learning together and alone: Coopera-tive, competitive, and individualistic learning (5th ed.). Boston, MA: Allyn & Bacon (First edition published 1975).

Keller, J. M. (1983). Motivational design of instruction. In C. M. Reigeluth (Ed.), Instructional-design theories and models: An overview of their current status. Hillsdale, NJ: Lawrence Erlbaum Associates.

Langer, J., & IZillen, M. (1998). Pia~ete, volution, and development. Mahwah, NJ: Erlbaum.

Lightbown, P., & Spada, N. M. (1999). How languages are learned. Oxford: Oxford University Press.

Macaro, E. (2001). Analysing Students Teachers' Codeswitching in Foreign Language Classrooms: Theories and Decision Making. The Modern Language Journal, 85, 531-548.

McDoNough, S. H. (1995). Strategy and skill in learning a foreign language. London: Arnold.

Miller, P. H. (1993). Theories of developmental psychology (3rd ed.). New York: Freeman.

Nisbet, J., & Shucksmith, J. (1986). Learning Strategies. London: Routledge Education Books.

O'Neill, R. (1991). The plausible myth of learner-centredness: or the importance of doing ordinary things well. English Language Teaching Journal, 45/4, 293-304.

Oxford, R. L. (1995b). Patterns of cultural identity. Boston: Heinle & Heinle

Oxford, R.L. (1989). Use of language learning strategies: a synthesis of studies with implications for strategy training. System, 17/2, 235-247

Oxford, R.L. (1990) Language Learning Strategies: What Every Teacher Should Know. Newbury House, New York.

Oxford, R.L. (1990a). Language learning strategies and beyond: a look at strategies in the context of styles. In S. S. Magnan (Ed.). Shifting the Instructional Focus to the Learner. Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages. 35-55

Revell,J and Norman,S.1997: In your hands:Saffire press

Seliger H. (1984) 'Processing universals in SLA'. Universals in Second Language Acquisition ed. by Eckmann F. et al

Smith, P. B., & Bond, M. H. (1993). Social Psychology across cultures: Analysis and perspectives. Hemel Hempstead, England: Harvester Wheatsheaf.

Stern, H. H. (1983). Fundamental Concepts of Language Teaching. Oxford, England: Oxford University Press.

Vygotsky, L. S. (1978). Mind in society. M. Cole, V. John- Steiner, S. Scribner, & E. Souberman (Eds.). Cambridge, MA: Harvard Uniyersity Press.

Wadsworth, B. (1996). Piaget's theory of cognitive and affective development (5th ed.). New Yorlt: Longman.

Weinstein, C.E., & Mayer, R. (1986). The teaching of learning strategies. In M.C. Wittrock (Ed.), Handbook of research on teaching (pp. 315-327). New York: Macmillan.

Wells, A. (2006). The Metacognitive Model of Worry and Generalized Anxiety Disorder. In
G. C. L. Davey, & A. Wells (Eds.), Worry and Its Psychological Disorders: Theory, Assessment and Treatment (pp. 179-199). Chichester: Wiley.

Wenden, A. (1987a). How to Be a Successful Language Learner: Insights and Prescriptions from L2 Learners. In A. Wenden & J. Rubin, J. (Eds.). Learner Strategies in Language Learning. Cambridge: Prentice-Hall. 103-116

Wigfield, A., Tonks, S., & Klauda, S. L. (2009). Expectancy-value theory. In K. R. Wenzel &
A. Wigfield (Eds.), Educational psychology handbook series. Handbook of motivation at school (p. 55–75). Routledge/Taylor & Francis Group.

Williams, M. and Burden, R. (1997) Psychology for Language Teachers: A Social Constructivist Approach. Cambridge University Press, Cambridge.

Willing, K. (1987). Learning Styles in Adult Migrant Education. Sydney: NSW Adult Migrant Education Service

Wright, T. (1987). Roles of Teachers and Learners. Oxford: Oxford University Press.

Wintergerst, A.C. , DeCapua, A. , & Itzen, R. (2001). The construct validity of one learning styles instrument. System, 29, 385-403.

Woolfolk, A E (1995) Educational Psychology. Allyn and Bacon

Publisher, London, Yule, G. (2006). The Study of Language. 3rd edition.

Cambridge University Press.