

Yoga is a sort of activity that benefits from meditation. Goli (2010) states that “Meditation in its specific definition is pure witnessing to the phenomenological world without any purpose and only for the sake of presence experience and consciousness evolution.” (p.238). It helps us to concentrate consciously on positive matters. There are four phases in meditation: focusing, thinking, visualization, and experiencing (Gauding, 2009). Larson (2012) mentioned that all of the phases involve concentrating at one point. The first phase starts by focusing on an ordinary element or object like a candle (Ganje, 2013). The second one is thinking about a topic like a virtue to promote kindness or face difficulty like anger. The third is visualization which refers to forming and creating a picture of the phenomenon in the mind. They can visualize their intention even healing. It helps to imagine reality, manifesting one’s desired and even changing behavior or visualize the life you expect. Finally, the last one is experiencing which includes observing the problem and guiding the meditator to encounter the outcomes (Gauding, 2009).

Considering the effects of yoga and meditation in education, Serwacki and Cook-Cottne (2012) mentioned that through their intervention it was concluded that the students’ emotional balance, attentional control, cognitive efficiency, anxiety and reactivity are effected positively and additional research added that their concentration, attention, mood, resilience, anxiety, self-esteem as different aspects of their mental health are influenced greatly (Butzer et al. 2015). Meditation helps the students to be free from disorganized thoughts (Pazhanivelu & Sivakumar, 2016). As the mind and body are relaxed, stress is reduced and the mind is organized more through yoga and meditation and the students perform academic tasks better (Pazhanivelu & Sivakumar, 2016). Through yoga and visualization, the teachers keep the learners involved in language learning in an enjoyable, imaginative, and fun atmosphere (Carmen, 2001; Morgan, 2011; Shin, 2006).

Nowadays, learning English is enhanced greatly through computer technology. Computer-assisted language learning (CALL) promotes interpersonal and communication skills, cooperative learning, and also increases the students’ motivation in language learning (Afshari et al. 2013). It can also help the students to learn language skills faster, retain them for a longer time, access to the necessary materials more easily, have enough time to practice and review, require less teacher time, identify the errors and receive the feedback, enjoy language learning (Hubbard, 2009) and also learn through authentic materials and adjust to the required pace (Robin, 2007).

One of the most well-known CALL applications which can be used as an aid to teach this group is Rosetta Stone Software (RSS). RSS initiated a new way for language learning by providing the learners with natural opportunities through a computer program that includes sounds and pictures (Doughthy, 2003; Santos, 2011). This program is an audiovisual aid to help both teachers and learners to promote language proficiency including all skills; reading, writing, speaking, and listening. It also provides the learners with a fun and innovative atmosphere similar to the first language (Hanif, 2016). RSS is available on CDs and online. The online program includes games and activities that focus on speech recognition, human interaction, sound skills, and conversational narratives (Pellom, 2012).

RSS is available in 31 languages and usually contains the same pictures, activities and dialogues in all languages and may have some variation to accommodate each language's differences (Santos, 2011). The American English version of Rosetta stone software contains five levels. Each level is divided into four units that are subdivided into four lessons, and each lesson starts with a core lesson. Core lessons consist of a specific topic and grammar. The core lessons are followed by activities. The activities contain a skill or language components such as pronunciation, vocabulary, reading, writing, listening, speaking and ends to the review parts which checks the total understanding of the users. The activities are checked and scored by



percentage at the end of every part. Interactive speaking, grammar, and spelling activities, as well as summative assessment at the end of each unit all cause a mastery over language proficiency (Griffin, Martinez, Martin, 2014). Rockman (2009) argues that RSS helps the learners to recall the features which facilitates transferring the knowledge into memory. It also presents the words in authentic contexts and real-life situations to expand vocabulary knowledge efficiently (Hanif, 2016).

During an experiment on language learning which included listening to the story, it was observed that if enough time is devoted to the elderly's learning and the speed of listening task is decreased, they can recall and perform as well as the young learners do (Kemtes, Miller & Wingfield, 2001; Abari, et al, 2010). Lee (2000) mentioned that since the learners can control their speed and learning process by RSS, they are motivated to learn and it facilitates their vocabulary learning (Azizifar, et al, 2015).

The results of previous research indicated that RSS had positive effects on English proficiency improvement, student's engagement, attitude (Griffin, Martinez & Martin, 2014), and vocabulary improvement (Hanif, 2016). It has been found to lower the affective-filter environment through instant feedback which excludes the fear of making mistakes (Azizifar, et al, 2015; Krashen, 1982) increase the speed and comprehension in different skills like speaking and listening (Ikonta & Ugonna, 2015).

The previous studies have been conducted separately on the effects of yoga, visualization, and Rosetta Stone software in relation to learning in general, and learning English in particular. However, to the researchers' best knowledge, no study was conducted on the elderly who are above 55 years old. Therefore, it seemed necessary to conduct this study for making English learning easier and more enjoyable for this group.

The current study aimed to seek answers to the following questions:

Q1. Does using yoga, visualization, and Rosetta Stone software have any significant effects on English achievement of Iranian senior citizen EFL learners?

Q2. What are the attitudes of Iranian senior citizen EFL learners towards the application of yoga, visualization, and Rosetta Stone software in learning English?

Method

Design of the Study

This study employed a quasi-experimental research design since the participants could not be randomly selected. To find out the effect of treatment, a knowledge-based test was conducted. More specifically, pretest-treatment-posttest design was employed.

Participants

In this study, 30 senior citizen EFL learners were selected based on their performance on a standardized placement test (OQPT). The participants were between 55 and 65 years old. They were chosen from Rangin Kamane Sepid, the first day-care center for senior citizens in Isfahan. Through a needs-analysis procedure, it was found that most of the participants intended to learn English to visit other countries, especially those whose children emigrated from Iran. Some preferred language learning to prevent Alzheimer's disease, and some wanted to reach one of their childhood dreams that was learning English. An Oxford Quick Placement Test (OQPT) was conducted among 60 learners in the institute. Thirty homogeneous participants were selected.

Their English proficiency was ranked as a breakthrough (elementary) level according to OQPT standards.

Materials and Instruments

Touchstone, designed by Michael McCarthy, Jeanne McCarten, Helen Sandiford (2006), was the textbook used to teach English to the elderly. It includes four levels referring to as beginning, high beginning, low intermediate, and intermediate, while *Viewpoints* includes two levels as high intermediate and advanced. Based on Cambridge English Corpus research, Touchstone teaches language based on the authentic acquisition of language. Each book includes 12 topic-based units consisting of new grammar and pronunciation practice. The other components are students' book, teachers' book, class audio CDs, video DVD, and video resource book.

In this study an OQPT, pre and posttests, and an attitude questionnaire were utilized as the instruments.

OQPT (Oxford Quick Placement Test) is a standardized English proficiency test that is developed by Oxford University Press and Cambridge ESOL. To assess the reliability and validity of the test, it has been pretested and administered by about 6000 students in 20 countries and checked through Cambridge ESOL qualities (Geranpayeh, 2003; Rezai & Samavarchi, 2014).

The OQPT is available in two versions and both of them include two parts. The first part consists of 40 multiple test items which are to be answered within a time of twenty minutes and the second part 2 consists of 20 test items within 10 minutes specified time. These tests are available in paper-and-pen and computer-based versions (Meurant, 2009). The scoring criteria for the proficiency levels are as follows: 1. beginner (0-29), 2. breakthrough (30-39), 3. elementary (40-49), 4. lower-intermediate (50-59), 5. upper- intermediate (60-69), 6. advance (70-79), 7. Very advanced (80-100) (Allen, 2004; Mirsalari & Rashidi, 2017).

To find out the effect of different treatments and instructions among both experimental and control groups, a validated test of achievement with a certain reliability and validity was conducted. The achievement test was administered twice as pretest and posttest to check out which group progressed more and obtained better grades. The test contained four parts, each part was specified to check one language skill. The reliability was estimated through Cronbach alpha formula and the result turned out to be 0.82. The validity of the test was checked by three experienced teachers in the institute. The same test was also administered as posttest, however it was reshuffled to neutralize the test practice effect.

Attitude Questionnaire

To evaluate the learner's attitude towards efficiency of employing yoga, visualization, and Rosetta Stone software, a researcher-made questionnaire based on the Likert scale was designed. The questionnaire which included ten items (with options ranging from *strongly disagree* to *strongly agree*) was piloted and its reliability was estimated by using Cronbach's Alpha ($r = .89$). The validity of the questionnaire was confirmed by three experts who had Ph.D. degrees in the field of TEFL. After the posttest, the questionnaire was administered to the participants in the experimental group to find out their attitudes towards employing yoga, visualization, and Rosetta Stone software in language learning.

Procedure

After administering OQPT, 30 homogeneous participants were selected and divided to two groups of control and experimental. Then, the pretest was given to them prior to the treatment. The participants in the experimental group received the instructions via yoga, visualization, and Rosetta Stone software.

The atmosphere and the physical condition of the classroom for the experimental group were arranged and designed in such a way that it would make the learners happy and calm. The walls and curtains were in light blue and turquoise. On the wall, there were some posters including the grammatical structure and vocabulary related to the context of Rosetta Stone software unit. The chairs were arranged in a circle way so that the learners could interact easily. The participants chose new names and identities. A laptop was available for each group of two partners.

The class started with workout and yoga exercises for fifteen minutes in the yard surrounded by small trees and flowers. The participants stood in a circle form. They started yoga with pranayama. The teacher sometimes informed them to be aware of their mind and body, too much oxygen might cause them to feel dizzy, and therefore they were allowed to choose to keep their eyes closed or open. After pranayama, they warmed up their bodies by walking forward and backward on their toes and heels towards the center of the circle. Then, asana was performed. The chosen asana for this experiment were *tadasana* (mountain pose), *utthia parsvakonasas* (extended side angle), *virabhadrasana I* (warrior I), *vrksasana* (tree). Pranayama that was followed by asana made their mind and body relax and helped them to concentrate more in their integrated body. The teacher observed the learners and their feedback. The learners might need a chair, lean back to the wall, a glass of water, or any support. The most important thing was that they felt relaxed and no pressure on their body.

In the following step, the learners returned to the class, seated centering. Now, they were asked to put the back of their hands on their laps and close their eyes if they could. After focusing on their breath and scanning their body to relax any part that still felt any contraction, it was time to do visualization, meditation. It was considered that this would lessen person's stress and anxiety and increase her/his attention to the present activity.

The teacher started reading the text which was related to the Rosetta Stone lesson. Slowly, this was done two or three times. The learners visualized what was read. Teachers noticed their face and body feedback. Giving an equivalent Persian version of the new vocabulary was the last resort to make sure that the learners got the meaning of them. It helped them to concentrate more on texts in a stress-free situation.

The learners were asked to open their eyes and answer the comprehension questions voluntarily based on the reading presented previously. Some questions were to be answered individually too. Now, it was time for learners to promote their language ability through technology. Rosetta Stone software was the main material useful for this purpose which was to improve reading, listening, speaking, and writing skills. Besides, grammar and other activities such as typing and core lessons were practiced. The most important features of this software were matching different images with words, phrases, or sentences, and some activities were devoted to listening. The learners listened through a microphone and matched what they heard with pictures or sentences on that page. In some other exercises, they should repeat what they hear. After each part was finished, the exercises were scored by the software in percentage. Then, the learners were asked to give a summary of the reading passage voluntarily.

Finally, a warmup activity was presented at the end of the class time to introduce the new items to be covered next session. This might include showing a picture or asking the learners' views on a certain topic during the discussion. The control group members learned the material through the conventional method of the institute including pattern practice and repetition.

Results

In the present study, statistical tests such as Kolmogorov-Smirnov test, paired-samples t test, and one-sample t test were conducted to analyze the collected data. In fact, the Kolmogorov-Smirnov test was run to check the normality assumption, which is an underlying assumptions of t test. The results of this test are presented in Table 1:

Table 1

Kolmogorov-Smirnov Test for the Pretest and Posttest Scores of the Learners

Tests	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.14	30	.11	.96	30	.30
Posttest	.10	30	.20	.97	30	.79

In Table 1, the p value under the Sig. column of the Kolmogorov-Smirnov test should be examined; if the p value is larger than the significance level of .05, the distribution of scores for that given test could be said to be normal. Since all the p values lined up under the Sig. column of the Kolmogorov-Smirnov test were larger than .05, it could be concluded that the pretest and posttest scores of the learners formed normal distributions. Now that the normality assumption is met, it is possible to proceed with the results of the t test.

Learners' Improvement from Pretest to Posttest

To see whether using yoga, visualization, and Rosetta Stone software could lead to any significant improvements of English achievement of Iranian senior citizen EFL learners, the pretest and posttest scores of the learners were compared via a paired-samples t test. The results of this t test are as follows:

Table 2

Descriptive Statistics for the Pretest and Posttest Scores of the Learners

Tests	N	Mean	Std. Deviation	Std. Error Mean
Pretest	30	20.33	2.51	.46
Posttest	30	25.26	2.50	.45

The learners obtained the mean scores of 20.33 on the pretest and their mean score equaled 25.26 on the posttest. To see if the difference between these two mean scores was statistically significant or not, the researcher had to check the paired-samples t test table below:

Table 3

Paired-Samples t Test for the Pretest and Posttest Scores of the Learners

Paired Differences	t	df	Sig.
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Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		(2-tailed)			
			Lower	Upper				
pretest posttest	-4.93	3.53	.64	-6.25	3.61	7.64	29	.00

The most important piece of information in Table 3 is the p value under the Sig. (2-tailed) column. This value should be compared with the significance level (i.e., .05) to see if the difference between the two sets of scores had been statistically significant or not. A p value less than .05 indicates a significant difference between the two sets of scores, and a p value larger than .05 shows a difference which did not reach statistical significance. Since the p value under the Sig. (2-tailed) column in Table 3 was less than the significance level, it could be inferred that the difference between the pretest ($M = 20.33$) and posttest ($M = 25.26$) scores of the learners was statistically significant. This result is also shown through a bar graph in Figure 1 below:

Figure 1

Pretest and posttest mean scores of the learners

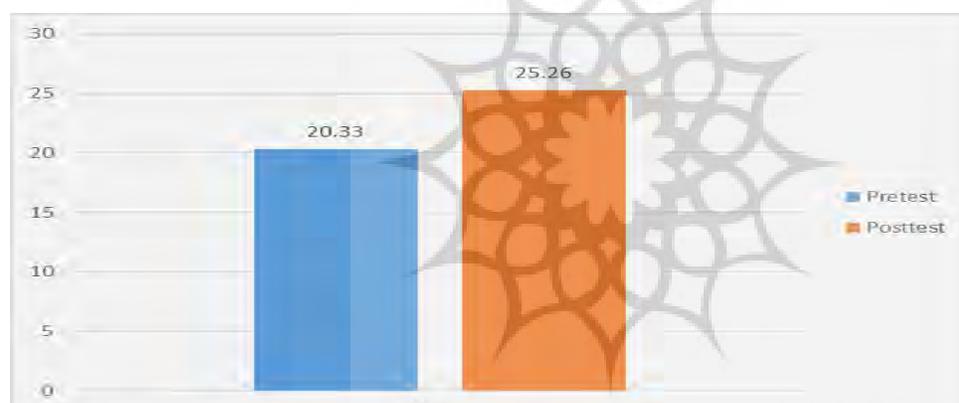


Figure 1 unearthed the fact that the learners' mean score significantly boosted from pretest to posttest. This shows that using yoga, visualization, and Rosetta Stone software positively affected the EFL learners' language achievements.

Learners' Attitudes towards the Treatment

To unveil the learners' attitudes towards the treatment they received, a 10-item Likert scale (with options ranging from strongly disagree to strongly agree) questionnaire was given to them. Table 4 shows the frequency of responses for each choice and item in the questionnaire, in addition to the calculated mean scores for the individual questionnaire items:

Table 4

Results of the Attitude Questionnaire

No	Statements	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Mean
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1	I have been motivated to learn English by the help of Rosetta Stone software.	14	16	0	0	0	4.46
2	Language activities in Rosetta Stone software helped me improve my language skills.	7	23	0	0	0	4.23
3	Rosetta Stone software helped me use my English knowledge more effectively.	11	16	3	0	0	4.26
4	Rosetta Stone software helped me learn English easily.	16	13	1	0	0	4.50
5	I was able to listen to the correct pronunciation, then read and write and being checked by the help of Rosetta Stone software.	18	9	3	0	0	4.50
6	Yoga postures helped me to concentrate more while learning English.	11	17	2	0	0	4.30
7	Yoga postures made learning English more interesting and fun for me.	12	13	5	0	0	4.23
8	Yoga postures helped me a lot to remember English sentences and forms.	13	15	2	0	0	4.36
9	Through visualizations, I learned the difficult texts with less stress.	12	18	0	0	0	4.40
10	Yoga postures made me feel more intimate with my classmates and learn without fear of negative competition.	23	7	0	0	0	4.76

As could be seen in Table 4 above, for all the questionnaire items, the corresponding mean scores were larger than the average value of the choices (that is, 3.00). This means that the learners all agreed with the 10 statements in the questionnaire, which were all positive comments about using yoga, visualization, and Rosetta Stone Software. In other words, the learners had positive attitudes towards all those 10 items. The total mean score obtained from the questionnaire items, as is shown in Table 5, is 4.40. To see if this degree of having positive attitudes is statistically large/significant or not, the p value in the one-sample t test table should be examined:

Table 5
One-sample t Test Results for the Learners' Attitudes

Test Value = 3

t	df	Sig. (2-tailed)	Overall Questionnaire Mean	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
26.98	9	.00	4.40	1.40	1.28	1.51

Because the p value in this table is lower than the significance level ($.00 < .05$), it could be understood that the learners held significantly positive attitudes towards the use of yoga, visualization, and Rosetta Stone Software for the purpose of improving their English.

Discussion and Conclusion

After analyzing the data through statistical tests such as Kolmogorov-Smirnov test, independent samples *t* test, a paired-samples *t* test, and one-way ANCOVA, it was found that using yoga, visualization, and Rosetta Stone Software led to the improvement of the language achievements of the EFL senior citizen learners.

Comparing the pretest to posttest results, it was revealed that language achievement of both experimental group and control group improved, however, the improvement of language achievement for experimental group was more significant, indicating that using yoga, visualization, and Rosetta Stone Software was more effective than traditional instruction in English language achievements of the senior citizen EFL learners. Moreover, it was found that the experimental group held significantly positive attitudes towards the treatment they were exposed to (i.e., using yoga, visualization, and Rosetta Stone Software).

The results of the Likert scale questionnaire were analyzed through one-sample *t*-test and it was unveiled that the experimental group learners held significantly positive attitudes towards the use of yoga, visualization, and Rosetta Stone Software for the purpose of improving their English. The outcomes of the present study are in line with the previous studies on using yoga, visualization, and Rosetta Stone Software to improve senior citizens' English achievement.

There are different age-relating factors to be considered in language learning that can be divided to social, psychological, and cognitive factors (Hu, 2016). To lessen the effect of the barriers in education for the elderly, it seems necessarily to modify the materials and techniques, for example the format and size of books, and provide supports for decreasing their visual and hearing deficiency (Bastable, 2008; Bulduk & Kececi, 2012; Cornett, 2011; Tabloski, 2010). Making and providing a comfortable atmosphere would lessen the physical and psychological barriers of learning which can help the learners concentrate and learn efficiently (Morgan, 2011).

Yoga can be used as a mind-body complementary and alternative medicine which affects the health improvement in mind and body. Yoga emphasizes the individual's ability rather than competition therefore it can be recommended at schools (Burke, 2010; Chen & Pauwels, 2014), and there have been many studies on the effect of yoga outside the domain of education. A few papers analyze the impression of its postures and meditation on memory. During a workshop of doing yoga exercises, students' changes in audio, visual, short and long term memory were studied in ten days and a significant improvement was observed (Bhat, Nagendra & Rangen 2009).

Evid (2015) states that the learners who received yoga treatment rated higher on the social interaction with classmates, academic performance, attention span, and concentration. Morgan

(2011) indicated that yoga reduces stress, increases flexibility, and makes learning fun and enjoyable.

Through using CALL, the learner can learn the authentic materials and adjust the speed of the used materials, repeat it or use transcript or captions for audio or videos (Robin, 2007). One of the most well-known CALL is Rosetta Stone software which can help the learners to practice and promote the four skills; reading, writing, speaking, and listening (Doughthy, 2003; Santos, 2011). It uses dynamic immersion method which includes four phases: image in which the words are presented, intuition in which the new words are to be matched with the relevant pictures, interaction in which the learners play the role in conversation and try to use the new vocabulary and at last instruction which is to help the learners to internalize what they have learned. The instructions are ordered from simple to more complicated ones (www.Rosetastone.com). Rosetta Stone software provides natural opportunities for practicing a language by sound and pictures with a fun atmosphere similar to the process of first language acquisition Santos, 2011).

To put it in a nutshell, it can be concluded that the elderly's population is increasing rapidly in Iran and all around the world. Now Iranian are facing globalization, the rapid growth of technology, and the need for learning English for the young and senior citizens for economical, migration, and occupational purposes. It is also observed that employing an effective language program which takes the need, physical, psychological, social and cognitive barriers into account is very important. To promote the quality of the elderly's life, their cognitive abilities, their independency and self-esteem feelings, some educational programs have been applied in Rangin Kamani Sepid including English language learning.

After examining different sources, and books in teaching English in Rangin Kaman institute, it was found out that they could not fulfill learners' needs. The combination of yoga, visualization, and Rosetta Stone software seems to be effective techniques which help the learners lessen their learning barriers. Through yoga, and visualization, they can experience practicing learning in a relaxed, enjoyable, and fun atmosphere. Through Rosetta Stone software they can practice language skills through technology. The Rosetta Stone software provides the learners with the opportunity to practice English, repeat the exercises, listen to the native speakers, and evaluate themselves at home.

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