Abstract: This paper focuses on effective approach to teaching on learning English language in a virtual distance learning environment, regarding dramatic development information and communication technologies. In recent years there has been an explosion of interest in the use of virtual worlds such as for language learning and teaching. The online mode of distance learning allows teachers and students to interact with each other either in real-time. The paper will discuss the opportunities and challenges offered by Virtual Worlds for teaching and learning. There are shown techniques, which are effective in the networked environment, e.g. like e-learning, collaborative learning, and on-line learning. Virtual environments allow students to create a world that encompasses anything they can dream up. Interaction, simulation, and collaboration enable learning in the interactive environment.

Keywords: on-line learning, e-learning, education process, collaborative learning, virtual environment, distance learning.

I. CHAPTER I

Virtual School was founded on the one hand due to remarkable advances in information and communication technology, and on the other hand due to various types of communication change. Traditional vision of the school as the only place to learn and has lost its credibility.

This happened in terms of new technologies, new media and internet use in particular. All this made possible a good part of teaching and research to move outside the traditional school.

In 1840 Sir Isaac Pitman had the idea to provide distance learning education following that in the coming decades to occur distance learning programs in the United Kingdom, Germany, the United States and Japan. This idea has long been disputed in terms of loss of visual contact between student and teacher with a special emphasis on the lack of communication.

Virtual Distance Education had a rapid rise both in Australia, Canada, United Kingdom and in large urban agglomerations. Specialization or requalification of adults were facilitated, addressing to some social categories and age groups larger than traditional education. Distance education is a learning process that is based on multimedia resources which allows one or more people to educate themselves from their own computer. Multimedia programs can combine text, plane and spatial graphics, sound, image, animation and even video resources.

Virtual Lessons is an educational software that come to support students and also teachers. This software is intended to be a very flexible and very easy to use. In addition to ease of use, the software attracts all its users by its ergonomic and elegant module of presentation. By using this software, the process of studying, testing and learning the new information should be the most attractive and effective. The application is a multiuser (with multiple users) to be easily used. It is divided into two distinct applications namely server and client, so it can be accessed from anywhere and it can centralize all the data much easier to carry out various statistics later. To make this software accessible to all, is structured so that users can interact with it intuitively, with no need for special instructs.
In recent years it is observed that students from traditional forms of education courses choose also a distance learning course due to busy schedule.

The convenience of distance learning an independent schedule is compensated for much higher taxes and the possible limitation of dialogue and reflection arising by group discussion.

Distance education includes different ways of instruction and technology development, (correspondence/printed materials, audio, video, computer). Teachers and students feel the physical distance, but they try to compensate this with various strategies to encourage interaction between student-teacher and vice. This interaction leads, paradoxically, a more personalized relationship than in traditional education (face to face), by exchanging messages and documents for study or responses to tasks required. The defining elements of distance education would be: the separation between the teacher and the learner in the process of training and media use (educational purposes) in order to put in touch the teacher with the student and also as a media of transmitting of the course content.

II. CHAPTER II

The teaching activity of English language has a lot to benefit by using new technologies of computing and communication that are experiencing unprecedented growth. In teaching and learning of English in the virtual distance learning environment is used a wide range of technological elements in order to increase the student's learning capacity, such as: virtual classroom, network learning, video conferencing, web based training.

The procedure of virtual class is used to handle a large number of students located in different cities or countries providing students with real-time interaction elements. For this purpose it uses the interactive television, video system - (tele) conference and also synchronous network communication mechanisms (chat session). Network English learning allows the student to establish his own pace of study. The way of delivery of the lessons within this system is represented by online courses or Web-based courses.

Videoconferencing system also establishes a visual connection between students and teachers, but has the disadvantage of students’ travel to a center at a fixed time.

Timing advantage is taken into account especially as it is an effective learning environment but also an effective medium for debate. The process that allows self - adjustment of the training rate is the Web – based training. Among the most important characteristics of this learning process are: ability to use different "environments", opportunity assessment and the possibility of adapting. When students rely on their virtual school they can create their own learning environment, while traditional programs often "define" the meaning the program, fact which limits personal choices. Using distance learning virtual environment for teaching and learning of foreign languages promotes real-time access to information gaining autonomy in the learning process and flexibility in terms of time allocated to learning.

Content can also be easily changed or supplemented to reflect changes in the interest of the teacher or student. Teaching and learning English in a virtual distance learning environment can also increase student’ motivation, teacher being able to adjust the lesson throughout the course, this keeps the students' curiosity and motivation.

By using different styles of teaching English, such as text, video and audio clips, graphics, animations, students improve fixation and memorizing the information. This method of teaching English in the virtual environment is more effective than the traditional one because multiple software tools are used. Students must know how to handle these software tools in order to receive graphics, sounds which through diversity could compensate gestures, teacher’s verbal communication. With these connections, the default information is deeper imprint.

This method has the following advantages: individual or collective space offered by the organizing institution (for courses, resources, exercises, projects undertaken); services for both students and teachers alike-forums, live dialogues course agenda; acquiring autonomy in learning and flexibility in terms of time spent learning and the place where it unfolds.

The didactic applications of English Language Teaching in virtual environment can be classified into several types of activities such as the use authentic texts collection in English language,
which should arouse students' interest by analyzing and interpreting the collected documents by writing a paper in English.

Another type of activity is the publication of documents in English which involves both a very good knowledge of the English language and good computer skills. There are also many types of exercises that can be used such as: multiple choice exercises, exercises with incomplete sentences, with the obligation to fill gaps in a sequence imposed by choosing free or fair in a given environment, imposed ordering exercise of some parts of a sentence.

Various tools and technologies available to students and teachers of foreign languages should find their place in the educational process, to satisfy the continuity and coherence in proposed didactic objectives proposed.

Supported pedagogical approaches for determining the most appropriate and effective ways to conduct the training process emphasized the need to incorporate a social and instructional environment group. One of the topics commonly addressed by theorists and practitioners of education is the cooperative learning. Connecting to the Internet greatly increases the possibilities of cooperation between people located geographically apart. "Cooperative Learning is a structured and systematic training strategy in which small groups work together to achieve a common goal" (Oprea, Crenguța-Lăcrămioara, 2003). Both collaborative and cooperative learning stresses the importance of student involvement in their own learning. Cooperative Learning causes personal development through self awareness activities in small groups. It calls for tolerance of different ways of thinking and feeling, valuing students need to work together in a friendly environment for mutual support.

A comparative analysis of cooperation and competition, Crenguta Oprea has shown the following characteristics: Attention is focused on making together, through collaboration, approaches for achieving the task. It shared the view that all can provide valuable alternatives to solve the problem, if they are offered help and are the necessary premises. Competition and collaboration are practices that meet the modern school and are both necessary. Teachers need to balance the two forms of organization of educational work, creating learning opportunities focused on group activities that encourage competition and maintain constructive cooperation.

"These two ways are by no means antithetical activity: actually, both involving at least a certain degree of interaction within the group, as opposed to individual behavior which takes place with little reference to other activities. Moreover, increased competition between groups occurs in the context of an intensive cooperation and momentum within the group affiliation" (Ausubel, David; Robinson, Floyd, 1981).

Cooperation involves sharing responsibilities for a given activity among participants. Cooperative Learning is not just placing students in a particular group and assigning a task (problem) to that group. Cooperation in education systems is based on communication (exchanging information), collaboration (work in groups) and coordination, each of which is supported by infrastructure software group.

Therefore, one important task of the teacher is to help develop an interactive learning communities that facilitate collaboration. Not only students enhance their knowledge through collaboration, but they can be taught to respect others’ ideas, to accept other ways learning. Unfortunately, there are plenty of obstacles to effective collaboration between students insufficient communication and can be listed, different working styles, incompatible work schedules, or undeveloped environments to streamline educational activities in the information society based on knowledge of the beginning of this century.

III. CONCLUSIONS

From the perspective of teachers online teaching requires at least as much effort as teaching in a traditional classroom. They must not only prepare materials and make them available on computer, but must motivate and guide each student through a continuous interaction and a sense of social presence. Although online teaching enables students from around the world to attend classes and allows teachers to work from any place with Internet connection it usually requires a significant increase in teacher effort for each student.
The new changes in the curriculum must be well correlated as to lead to achieving superior performance in learning foreign languages and not only. Diversification of the curriculum by introducing modern methods of digital information and modern methods of digital information and improving the teaching-learning-assessment, will inevitably give the Romanian educational nature of the knowledge society in which it exists.

References