

## REFERENCES

- Abdel-Hack, E. M., & Helwa, H. S. A. A. (2014). Using digital storytelling and weblogs instruction to enhance EFL narrative writing and critical thinking skills among EFL majors at faculty of education. *International Research Journal*, 5(1), 8–41.
- Abidah, A., Nurul H. H., Simamora, R., Fehabutar, D., & Mutakinati, L. (2020). The impact of Covid-19 to Indonesian education and its relation to the philosophy of “merdeka belajar.” *Studies in Philosophy of Science and Education*, 1(1), 38–49.
- Agustien, H.I.R. (2006). *Competence, process, and assessment standards: Towards autonomy in ELT*. Yogyakarta: State University of Yogyakarta.
- Aisami, S. R. (2015). Learning styles and visual literacy for learning and performance. *Procedia - Social and Behavioral Sciences*, 176, 538- 545. doi:10.1016/j.sbspro.2015.01.508
- Akbulut, Y. (2008). Exploration of the attitudes of freshman foreign language students toward using computers at a Turkish state university. *The Turkish Online Journal of Educational Technology*, 7(1), 18–31.
- Alchamdani, A., Fatmasari, F., Anugrah, E. R., Sari, N. P., Putri, F., & Astina, A. (2020). The impact of Covid19 pandemic on online learning process in the college at Southeast Sulawesi. *Jurnal Kesehatan Lingkungan*, 12(1), 129–136.
- Anderson, T., Rourke, L., Garrison, D. R., & Archer, W. (2001). Assessing teaching presence in a computer conferencing context. *Journal of Asynchronous Learning Networks*, 5(2), 1-17.
- Arslan, F. Y. (2019). Reflection in pre-service teacher education: Exploring the nature of four EFL pre-service teachers’ reflections. *Reflective Practice*, 20(1), 111-124. DOI: 10.1080/14623943.2018.1564652
- Ashraf, H. & Zolfaghari, S. (2018). EFL teachers’ assessment literacy and their reflective teaching. *International Journal of Instruction*, 11(1) 425-436.
- Atay, D., & Kurt, G. (2010). The socio-educational model of second language acquisition: The Turkish context. *Procedia - Social and Behavioral Sciences*, 2(2), 3088–3093. doi:10.1016/j.sbspro.2010.03.470
- Atkinson, D. J., & Bolt, S. (2010). Using teaching observations to reflect upon and improve teaching practice in higher education. *Journal of the Scholarship of Teaching and Learning*. 10(30), 1-10.

- Atkins, D. E., Brown, J. S., & Hammon, A. L. (2007). *A review of the open educational resources (OER) movement: Achievements, challenges, and new opportunities*. California: The William & Flora Hewlett Foundation.
- Avelino, C. C. V., Costa, L. C. S., Buchhorn, S. M. M., Nogueira, D. A., & Goyatá, S. L. T. (2017). Teaching-learning evaluation on the ICNP using virtual learning environment. *Revista Brasileira de Enfermagem*, 70(3), 602–609.
- Azzahra, N. F. (2020). *Policy brief: Addressing distance learning barriers in Indonesia amid the COVID-19 pandemic*. Jakarta: CIPS Indonesia.
- Baecher, L. (2012). Feedback from the field: What novice pre-K12 ESL teachers want to tell TESOL teachers educators. *TESOL Quarterly*, 46(3) 578-588.
- Beer, C., Clark, K., & Jones, D. (2010). Indicators of engagement. In *Proceedings of ASCILITE – Australian Society for Computers in Learning in Tertiary Education Annual Conference*.
- Baker, L., Dreher, M. J., & Guthrie, J. T. (2000). *Why teacher engagement is important to student achievement: Engaging young readers, promoting achievement and motivation*. New York: Guilford Publications.
- Barlenti, I., Hasan, M., & Mahidin, M. (2017). Development of student worksheets based on project based learning to improve understanding of concepts. *Indonesian Journal of Science Education*, 5(1), 81–86.
- Bianco, S., Schettini, R., & Gasparini, F. (2014). *Color coding for data visualization: Encyclopaedia of Information Science and Technology (3<sup>rd</sup> Ed.)*. USA: IGI Global. DOI: 10.4018/978-1-4666-5888-2.ch161
- Borup, J., Graham, C. R., & Drysdale, J. S. (2014). The nature of teacher engagement at an online high school. *British Journal of Educational Technology*, 45(5), 793–806. DOI:10.1111/bjet.12089
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Burns, A. (2012). *Teaching Speaking: A Holistic Approach*. New York: Cambridge University Press.
- Butnaru, G.I., Nița, V., Anichiti, A., & Brînză, G. (2021). The effectiveness of online education during Covid 19 pandemic – A comparative analysis between the perceptions of academic students and high school students from Romania. *Sustainability*, 13, 1-20. DOI:10.3390/su13095311.
- Caughlan, S. M. M. J., Borshein-Black, C., Kelly, S., & Fine, J. G. (2013). English teacher candidates developing dialogically organized instructional practices. *Research in Teaching of English*, 47(3), 212-246.

- Chambless, K. S. (2012). Teachers' Oral Proficiency in the Target Language: Research on Its Role in Language Teaching and Learning. *Foreign Language Annals*, 45(1), 141-162.
- Chang, C. K., Chen, G. D., & Hsu, C. K. (2011). Providing adequate interactions in online discussion forums using few teaching assistants. *Turkish Online Journal of Educational Technology*, 10(3), 193-202.
- Chang, H. (2016). Individual and collaborative autoethnography as method. In S. H. Jones, T.E. Adams, & C. Ellis (Eds.), *Handbook of autoethnography* (pp. 107-122). Routledge.
- Chen, P. S. D., Gonyea, R., & Kuh, G. (2008). Learning at a distance. *Journal of Online Education*, 4(3).
- Clark, J. S. (2015). My assessment didn't seem real: The influence of field experiences on pre-service teachers' agency and assessment literacy. *Journal of Social Studies Education Research*, 6(2), 91-111.
- Cooperman, L. (2017). *The art of teaching online: How to start and how to succeed as an online instructor*. Cambridge, UK: Chandos Publishing.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative*. New York: Pearson Education.
- Cuban, L. (2018). *The flight of a butterfly or the path of a bullet? using technology to transform teaching and learning*. Cambridge: Harvard Education Press.
- Dabbagh, S., & Khajepour, M. (2011). Attitudes and motivation in learning English as second language in high school students. *Procedia - Social and Behavioral Sciences*, 15, 1209-1213. doi:10.1016/j.sbspro.2011.03.264.
- Daniel, S. J. (2020). Education and the COVID-19 pandemic. *Prospects: Quarterly Review of Comparative Education*, 49(2), 91-96.
- Debreli, E. (2012). Change in beliefs of pre-service teachers about teaching and learning English as a foreign language throughout an undergraduate pre-service teacher training program. *Procedia- Social and Behavioral Sciences*, 46(3), 367-373. DOI:10.1016/j.sbspro.2012.05.124
- Deci, E. L., & Ryan, R. M. (2002). The paradox of achievement: The harder you push, the worse it gets. In J. Aronson (Ed.) *Improving academic achievement: Contributions of Social Psychology* (59-85). New York: Academic Press.
- DiPietro, M., Ferdig, R. E., Black, E. W. & Preston, M. (2008). Best practices in teaching K-12 online: lessons learned from Michigan Virtual School teachers. *Journal of Interactive Online Learning*, 7(1), 10-35.

- El Kemma, A. (2019). Giving effective instructions in EFL classrooms. *International Journal for Innovation Education and Research*, 7(1), 74–92.
- Ellis, R. (2008). Learner Beliefs and Language Learning. *Asian EFL Journal*, 10(4).
- Farrel, T.S.C. (2012). Novice-service language teacher development: Bridging the gap between pre service teacher and in-service teacher education and development. *TESOL Quarterly*, 46(3) 435-449.
- Fitria, T. N. (2020). Teaching English trough online learning system during Covid-19 pandemic. *Journal of English Language Teaching*. 8(2), 138-148. doi:10.32332/pedagogy.v8i2.2266
- Fredricks, J., Blumenfeld, P. C., & Paris, A. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59-109.
- Gálvez, E. & Milla, R. (2018). Teaching Performance Evaluation: Preparation for Student Learning within the Framework for Teacher Good Performance. *Propósitos y Representaciones*, 6(2), 407-452.
- Griffiths, V. (2000). The reflect of dimension in teacher education. *International Journal of Educational Research*, 33(5), 539-555.
- Hardré, P. L. (2007). Preventing motivational dropout: A systemic analysis in four rural high schools. *Leadership and Policy in Schools*, 6(3), 231-265.
- Hardré, P. L., & Sullivan, D. W. (2008). Teacher perceptions and individual differences: How they influence rural teachers' motivating strategies. *Journal of Teaching and Teacher Education*, 4 (7), 1-17.
- Harris, K-L., Farrell, K., Bell, M., Devlin, M., and James, R. (2008). *Peer review of teaching in Australian higher education: A handbook to support institutions in developing effective policies and practices*. Australian Learning and Teaching Council Ltd.
- Hattwig, D., Bussert, K., Medaille, A., & Burgess, J. (2013). Visual literacy standards in higher education: New opportunities for libraries and student learning. *Portal: Libraries and the Academy*, 13(1), 61–89. doi:10.1353/pla.2013.0008
- Holt, J. (2017). *How Children Learn*. London: Hachette UK.
- Hosseini, S., & Shirazi, Z. R. H. (2021). Towards teacher innovative work behavior: A conceptual model. *Cogent Education*, 8(1), 1-19.
- Huang, R. H., Liu, D. J., Tlili, A., Yang, J. F., Wang, H. H., et al. (2020). *Handbook on facilitating flexible learning during educational disruption*:

*The Chinese experience in maintaining uninterrupted learning in COVID-19 outbreak.* Beijing: Smart Learning Institute of Beijing Normal University.

- Jarvis, H., & Atsilarat, S. (2004). Shifting paradigms: From a communicative to a context-based approach. *Asian EFL Journal*, 6(4), 1-23.
- Kalantzis, M., & Cope, B. (2010). The teacher as designer: Pedagogy in the new media age. *E-Learning and Digital Media*, 7(3), 200-222.
- Kanno, Y. & Stuart, C. (2011). Learning to become a second language teacher: Identities in practice. *The Modern Language Journal*, 95(2), 236-252. DOI: 10.1111/j.1540-4781.2011.01178.x
- Kangas, M., Siklander, P., Randolph, J., & Ruokamo, H. (2017). Teachers' engagement and students' satisfaction with a playful learning environment. *Teaching and Teacher Education*, 63, 274-284. DOI: 10.1016/j.tate.2016.12.018.
- Kerby, M. B. (2015). Toward a new predictive model of student retention in higher education. *Journal of College Student Retention: Research, Theory and Practice*, 17(2), 138-161. DOI: 10.1177/1521025115578229.
- Kim, M. K. (2018). Pre-service teachers' reflective journal writing on practicum: Focus of reflection and perceptions. *Modern English Education*, 19(2), 30-41.
- Kohen, Z., & Kramarski, B. (2012). Developing self-regulation by using reflective support in a video-digital microteaching environment. *Journal for Education Research International*, 3, 1-35. DOI: 10.1155/2012/10524.
- Kormos, J. (2020). *Supporting every teacher: Creative online language learning tasks for lockdown learning #1*. Cambridge, UK: Cambridge University Press.
- Kuh, G. D. (2009). The national survey of student engagement: Conceptual and empirical foundations. *New Directions for Institutional Research*, 2009(141), 5-20. DOI: 10.1002/ir.283.
- Laird, T. F., Shoup, R., & Kuh, G. D. (2005). Measuring deep approaches to learning using the national survey of student engagement. *The Annual Meeting of the Association for Institutional Research*, 1-28.
- Lindblom-Ylänne, S., Trigwell, A., Nevgi, & Ashwin. (2006). How approaches to teaching are affected by discipline and teaching context. *Studies in Higher Education*, 31(3), 285-298.
- Loan, N.T. (2019). Reflective teaching in an EFL writing instruction course for Thai pre-service teachers. *The Journal of Asia TEFL*, 16(2) 561-575.
- Louis, K. S. & Smith, B. (1991). Restructuring, teacher engagement and school culture: perspectives on school reform and the improvement of teacher's

- work 1. *School Effectiveness and School Improvement*. 2(1), 34-52. DOI: 10.1080/0924345910020104.
- Louis, K.S., & Smith, B. (1992). Cultivating teacher engagement: Breaking the iron law of social class. In Newmann, F.M. (Ed.), *Student engagement and achievement in American secondary schools* (pp. 119–152). New York: Teachers College Press.
- Lundy, A. D., & Stephens, A. E. (2015). Beyond the literal: Teaching visual literacy in the 21st century classroom. *Procedia - Social and Behavioral Sciences* 174, 1057-1060. doi:10.1016/j.sbspro.2015.01.794
- Manen, V.M. (2014). *Phenomenology of practice: Meaning giving methods in phenomenological research and writing*. Walnut Creek, CA: Left Coast Press.
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative Research in Practice: Examples for Discussion and Analysis*. New Jersey: John Wiley & Sons.
- Meskill, C., & Anthony, N. (2010). *Teaching Languages Online*. UK: University of Oxford.
- Miller, R. B., & Brickman, S. J. (2004). A model of future oriented motivation and self-regulation. *Educational Psychology Review*, 16(1), 9-33.
- Mishra, L., Gupta, T., & Shree, A. (2020). Online Teaching-Learning in Higher Education during Lockdown Period of COVID-19 Pandemic. *International Journal of Educational Research Open*. DOI:10.1016/j.ijedro.2020.100012
- Muftah, M., & Rafic-Galea, S. (2013). Language learning motivation among Malaysian pre-university students. *English Language Teaching*, 6(3), 92–103. doi:10.5539/elt.v6n3p92
- Murtiningsih, S.R., & Rahmawati, F. (2018). A CALL-mediated course to enhance EFL pre-service teachers' engagement. *IGI Global*, 170-186. DOI: 10.4018/978-1-5225-2933-0.ch010
- Nation, P. (2003). The role of the first language in foreign language learning. *Asian EFL Journal*, 5(2), 1-8.
- Nguyen, T. (2015). The effectiveness of online learning: Beyond no significant difference and future horizons. *MERLOT Journal of Online Learning and Teaching*, 11(2), 309–319.
- Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge: Cambridge University Press.
- Nuriyah, N. (2016). Evaluation of learning: A Study of Theory. *Social & Economic Education*, 3(1).

- Oroujlou, N., & Vahedi, M. (2011). Motivation, attitude, and language learning. *Procedia Social and Behavioral Sciences*, 29, 994–1000. doi:10.1016/j.sbspro.2011.11.333
- Parsonson, B. S. (2012). Evidence-based classroom behavior management strategies. *Kairaranga*, 13(1), 16-23.
- Picciano, A. G., Seaman, J., & Allen, I. E. (2010). Educational transformation through online learning: To be or not to be. *Journal of Asynchronous Learning Networks*, 14(4), 17-35.
- Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology*, 95(4), 667-686.
- Pollard, V. (2008). Ethics and reflective practice: Continuing the conversation. *Reflective Practice*, 9(4), 399-407.
- Reeve, J., Bolt, E., & Cai, Y. (1999). Autonomy-supportive teachers: How they teach and motivate students. *Journal of Educational Psychology*, 91(3).
- Richards, J., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4<sup>th</sup> ed.). Harlow: Pearson Education.
- Rose, M. A. (2007). Perceptions of technological literacy among science, technology, engineering, and mathematics leaders. *Journal of Technology Education*, 19(1). DOI:10.21061/jte.v19i1.a.3
- Sandars, J., Correia, R., Dankbaar, M., De Jong, P., Goh, P. S., Hege, I., Masters, K., Oh, S. Y., Patel, R., Premkumar, K., Webb, A., & Pusic, M. (2020). Twelve tips for rapidly migrating to online learning during the COVID-19 pandemic. *MedEdPublish*, 9(1), 82.
- Sarıçoban, A. & Kirmizi, Ö. (2021). Investigating the relation between pre-service EFL teachers' epistemic cognition, instructional preferences and perceived engagement beliefs. *Journal of Language and Linguistic Studies*, 17(2), 979-993.
- Scagnoli, N. (2009). A review of online learning and its evolution in Latin America. *Policy Futures in Education*, 7(5), 555–565.
- Schunk, D. H., & Ertmer, P. A. (2000). *Self regulation and academic learning: Self-efficacy enhancing interventions*. Indiana: Academic Press.
- Schunk, D. H., Pintrich, P. R., & Meece, J. (2008). *Motivation in education: Theory, research and applications* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Scrivener, J. (2005). *Learning Teaching*. Oxford: MacMillan.

- Simamora, RM (2020). The challenges of online learning during the COVID-19 pandemic: An essay analysis of performing arts education students. *Studies in Learning and Teaching*, 1(2), 86-103.
- Smaldino, E. S., Lowther, L. D., & Russell, D. J. (2011). *Instructional technology and media for learning*. Boston, MA: Allyn & Bacon.
- Sullivan, J. H. (2011). Taking charge: Teacher candidates' preparation for the oral proficiency interview. *ForeignLanguage Annals*, 44(2), pp. 441-457. doi: 10.1111/j.1944-9720.2011.01129.x
- Sutarto, S., Sari, D. P., & Faturrochman, I. (2020). Teacher strategies in online learning to increase students' interest in learning during Covid-19 pandemic. *Indonesian Institute for Counseling Education, and Therapy*, 8(3), 129-137.
- Sutherland, K. S., Lewis-Palmer, T., Stichter, J., & Morgan, P. L. (2008). Examining the influence of teacher behaviour and classroom context on the behavioural and academic outcomes for students with emotional or behavioural disorders. *Journal of Special Education*, 41(4), 223-233.
- Taylor, L., & Parsons, J. (2011). Improving Student Engagement. *Current Issues in Education*, 14(1), 1-32.
- Thompson, A. S., & Erdil-Moody, Z. (2016). Operationalizing multilingualism: Language learning motivation in Turkey. *International Journal of Bilingual Education and Bilingualism*, 19(3), 314-331.
- Weiner, C. (2003). Key ingredients to online learning: Adolescent students study in cyberspace the nature of the study. *International Journal on e-Learning*, 2(3), 44-50.
- Willms, J. (2003). *Student engagement at school a sense of belonging and participation results from PISA 2000*. Paris: OECD
- Wong, M. S. L. (2010). Beliefs about language learning: A study of Malaysian pre-service teachers. *RELC Journal*, 41, 123-136.
- Wyatt, M., & Dikilitas, K. (2016). English language teachers becoming more efficacious through research engagement at their Turkish university. *Educational Action Research*, 24(4), 550-570.
- Yeh, H., & Cheng, Y. (2010). The influence of the instruction of visual design principles on improving pre-service teachers' visual literacy. *Computers and Education*, 54(1), 244-252. doi:10.1016/j.compedu.2009.08.008
- Yin, H, Wang, W.&Han, J. (2016). Chinese undergraduates' perceptions of teaching quality, approaches to studying and course satisfaction. *Higher Education* 71(1): 1-19.

- Yu, B. (2019). The predicting roles of approaches to learning, L2 learning motivation, L2 learning strategies and L2 proficiency for learning outcomes: A comparison between Mainland and Hong Kong Chinese students. *Educational Studies*, 45(4), 520–532.
- Yulia, Y. (2013). Teaching challenges in Indonesia: Motivating students and teachers' classroom language. *Indonesian Journal of Applied Linguistics*, 3(1), 1-16.
- Zhang, Z., & Hyland, K., (2018). Student engagement with teacher and automated feedback on L2 writing. *Assessing Writing*, 36, 90-102.
- Zhou, L., Wu, S., Zhou, M. & Li, F. (2020). School's out, but class' on', the largest online education in the world today: Taking China's practical exploration during the COVID-19 epidemic prevention and control as an example. *SSRN Papers*, 4(2), 501-519.
- Zubaşcu, F. (2021). *Universities in lockdown: The good, the bad and the ugly of online teaching*. UK: Science Business.

