## **REFERENCES**

- Adams, N., Little, T. D., & Ryan, R. M. (2017). Self-determination theory. In Development of self-determination through the life-course (pp. 47-54). Springer, Dordrecht. doi: 10.1007/978-94-024-1042-6\_4
- Adnan, M., & Anwar, K. (2020). Online Learning amid the COVID-19 Pandemic: Students' Perspectives. *Online Submission*, 2(1), 45-51. doi: 10.33902/JPSP. 2020261309
- Agbele, A. T., & Oyelade, E. A. (2020). Impact of COVID-19 on the Nigerian educational system: Strengths and challenges of online/virtual education. *Asian Journal of Education and Social Studies*, 26-35. doi: 10.9734/AJESS/2020/v13i130322
- Aydin, H., & Kaya, Y. (2017). The educational needs of and barriers faced by Syrian refugee students in Turkey: a qualitative case study. *Intercultural Education*, 28(5), 456-473. doi: 10.1080/14675986.2017.1336373
- Ayoub. J (2019). Effective Use of Zoom Sessions (a Synchronous Learning Strategy) to Foster Success and Motivation of Lebanese University Students in Bekaa: A Case Study.
- Beluce, A. C., & Oliveira, K.L.D. (2015). Students' motivation for learning in virtual learning environments. *Paidéia (Ribeirão Preto)*, 25(60), 105-113. doi: 10.1590/1982-43272560201513.
- Benhima, M., & Benabderrazik, Y. (2020). The Role of Using Information Communication Technology in the Motivation of Moroccan English Department Students during COVID-19 Quarantine. *The Journal of Quality in Education*, 10(16), 22-47.
- Bekleyen, N., & Selimoglu, F. (2016). Learner Behaviors and Perceptions of Autonomous Language Learning. *Tesl-ej*, 20(3), n3.

- Bieg, S., Rickelman, R. J., Jones, P., & Mittag, W. (2013). The role of teachers' care and self-determined motivation in working with students in Germany and the United States. *International Journal of Educational Research*, 60, 27-37. doi: 10.1016/j.ijer.2013.04.002
- Braun, V., & Clarke, V. (2006). Using Thematic Analysis in psychology.

  \*Qualitative research in psychology, 3(2), 77I101. doi: 10.1191/1478088706qp063oa
- Brown, B., Schroeder, M., & Eaton, S. E. (2016). Designing Synchronous Online Interactions and Discussions. *Online Submission*.
- Bowers, J., & Kumar, P. (2015). Students' perceptions of teaching and social presence: A comparative analysis of face-to-face and online learning environments. *International Journal of Web-Based Learning and Teaching Technologies (IJWLTT)*, 10(1), 27-44. doi: 10.4018/ijwltt.2015010103
- Castleberry, A., & Nolen, A. (2018). Thematic analysis of qualitative research data: Is it as easy as it sounds? *Currents in Pharmacy Teaching and Learning*, 10(6), 807-815. doi.org/10.1016/j.cptl.2018.03.019
- Chen, K. C. (2007). Self-determination theory: Implications for motivation in online learning. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education* (pp. 6745-6750). Association for the Advancement of Computing in Education (AACE).
- Chen, K. C., & Jang, S. J. (2010). Motivation in online learning: Testing a model of self-determination theory. *Computers in Human Behaviour*, 26(4), 741-752. doi: 10.1016/j.chb.2010.01.011
- Chung, E., Subramaniam, G., & Dass, L. C. (2020). Online Learning Readiness among University Students in Malaysia amidst COVID-19. *Asian*

- Journal of University Education, 16 (2), 46-58. doi: /10.24191/ajue.v16i2.10294.
- Correa, R. Y. (2015). Skype<sup>TM</sup> conference calls: A way to promote speaking skills in the teaching and learning of English. *Profile Issues in Teachers Professional Development*, 17(1), 143-156. doi: 10.15446/profile.v17n1.41856
- Daniel, S. J. (2020) Education and the COVID-19 pandemic. *Prospects*, 1-6.
- Dixson, M. D. (2010). Creating Effective Student Engagement in Online Courses: What Do Students Find Engaging?. *Journal of the Scholarship of Teaching and Learning*, 10(2), 1-13.
- Dung, D. T. (2020). The advantages and disadvantages of virtual learning. *IOSR Journal of Research & Method in Education*, 10(3), 45-48. doi: 10.9790/7388-1003054548.
- Dincer, A., & Yesilyurt, S. (2017). Motivation to Speak English: A Self-Determination Theory Perspective. *PASAA: Journal of Language Teaching and Learning in Thailand*, 53, 1-25.
- Dirjal, A. H., Ghapanchi, Z., & Ghonsooly, B. (2020). Role of Social Media Application in Promoting Motivation and Listening Skill of Iraqi EFL Learners: A Skype-Based Study. *Asian Social Science*, *16*(8). doi: 10.5539/ass.v16n8p20
- Eaton, S. E. (2010). How to use Skype in the ESL/EFL classroom. *The Internet TESL Journal*, 16(11), 1-14.
- Erzen, E. (2017). The effect of anxiety on student achievement. In *The factors* effecting student achievement (pp. 75-94). Springer, Cham. doi: 10.1007/978-3-319-56083-0\_5

- Escobar, P., & Morrison, A. (2020). Online teaching placement during the COVID-19 pandemic in Chile: challenges and opportunities. *European Journal of Teacher Education*, 43(4), 587-607. doi:10.1080/02619768.2020.1820981
- Farrell, T. S., & Kennedy, B. (2019). Reflective practice framework for TESOL teachers: One teacher's reflective journey. *Reflective Practice*, 20 (1), 1-12. doi: 10.1080/14623943.2018.1539657
- Fryer, L. K., & Boyee, H. N. (2016). Supporting students' motivation for elearning: Teachers matter on and offline. *The Internet and Higher Education*, *30*, 21-29. doi: 10.1016/j.iheduc.2016.03.003.
- Gedera, D., Williams, J., & Wright, N. (2015). Identifying factors influencing students' motivation and engagement in online courses. In *Motivation, leadership and curriculum design* (pp. 13-23). Springer, Singapore. doi: 10.1007/978-981-287-230-2\_2
- Ghazal, S., Samsudin, Z., & Aldowah, H. (2015). Students' perception of synchronous courses using skype-based video conferencing. *Indian Journal of Science and Technology*, 8(30), 1-9. doi:10.17485/ijst/2015/v8i30/84021
- Gregersen, T. S. (2005). Nonverbal cues: Clues to the detection of foreign language anxiety. *Foreign language annals*, *38*(3), 388-400.
- Hamzah, W. M. A. F. W., Ali, N.H., Saman, M. Y. M., Yusoff, M. H., & Yacob, A. (2015). Influence of gamification on students' motivation in using elearning applications based on the motivational design model. *International Journal of Emerging Technologies in Learning (iJET)*, 10(2), 30-34.
- Harandi, S. R. (2015). Effects of e-learning on Students' Motivation. *Procedia-Social and Behavioral Sciences*, 181(2015), 423-430. doi: 10.1016/j.sbspro.2015.04.905
- Hartnett, M. (2012). Relationships between online motivation, participation and achievement: More complex than you might think. *Journal of Open, Flexible, and Distance Learning, 16*(1), 28-41.

- Hartnett, M. (2016). The importance of motivation in online learning. In *Motivation* in online education (pp.5-32). Springer, Singapore. doi: 10.1007/978-981-10-0700-2\_2
- Hartnett, M., St George, A., & Dron, J. (2011). Examining motivation in online distance learning environments: Complex, multifaceted, and situation dependent. *International Review of Research in Open and Distributed Learning*, 12(6), 20-38. doi: 10.19173/irrodl.v12i6.1030
- Hashemi, M., & Azizinezhad, M. (2011). The capabilities of Oovoo and Skype for language education. *Procedia-Socia; and Behavioral Sciences*, 28, 50-53. doi: 10.1016/j.sbspro.2011.11.010
- Hernández, S. S. F., & Flórez, A. N. S. (2020). Online Teaching During Covid-19: How to Maintain Students Motivated in an EFL Class. *Linguistics and Literature Review*, 6(2), 157-171. doi: 10.32350/llr.62.14
- Hidayati, A. N., Ramalia, T., & Abdullah, F. (2021). Leveraging Skype-based webinars as an English language learning platform. *AL-ISHLAH: Jurnal Pendidikan*, *13*(1), 10-20. doi: 10.35445/alishlah.v13i1.420
- Hsu, H. C. K., Wang, C. V., & Bristol, C. L. (2019). Reexamining the impact of self-determination theory on learning outcomes in the online learning environment. *Education and Information Technologies*, 24(3), 2159-2174. doi: 10.1007/s10639-019-09863-w
- Huang, Y. C., Backman, S. J., Backman, K. F., Mc Guire, F. A., & Moore, D. (2019). An investigation of motivation and experience in virtual learning environments: a self-determination theory. *Education and Information Technologies*, 24(1), 591-611. doi.org/10.1007/s10639-018-9784-5
- Hyder, K., Kwinn, A., Miazga, R., & Murray, M. (2007). *Synchronous e-learning:*The eLearning Guild.

- Jones, I. M. (2011). Can you see me now: Defining teaching presence in the online classroom through building a learning community. *J. Legal Stud. Educ.*, 28, 67. doi: 10.1111/j.1744-1722.2010.01085.x
- Kalpokaite, N., & Radivojevic, I. (2020). Teaching qualitative data analysis software online: a comparison of face-to-face and e-learning ATLAS. ti courses. *International journal of research & method in education*, 43(3), 296-310. doi.org/10.1080/1743727X.2019.1687666
- Kim, K. J., & Frick, T. W. (2011). Changes in student motivation during online learning. *Journal of Educational Computing Research*, 44(1), 1-23.
- Komiyama, R., & McMorris, A. (2017) Examining International Students' Motivation to Read in English from a Self-Determination Theory Perspective. *CATESOL Journal*, 29 (2), 61-80.
- Lee, C. Y. (2000). Student motivation in the online learning environment. *Journal of Educational Media & Library Sciences*, *37*(4), 367-375.
- Legault, L. (2016). Intrinsic and extrinsic motivation.
- Levak, N., & Son, J. B. (2016) Facilitating second language learners' listening comprehension with Second Life and Skype. *ReCALL the Journal of EUROCALL*, 29(2), 200. doi: 10.1017/S0958344016000215
- Lin, H. M., Chen, W. J., & Nien, S. F. (2014). The study of achievement and motivation by e-learning-a case study. *International Journal of information and education technology*, 4(5), 421.doi: 10.7763/IJIET.2014.V4.442
- Marwan, A. (2016). Investigating students' foreign language anxiety. *Malaysian Journal of ELT research*, 3(1), 19.
- Mustafa, E. N. E. (2018). The impact of YouTube, Skype and WhatsApp in improving EFL learners' speaking skills. *International Journal of Contemporary Applied Researches*, 5(5), 18-31.

- Nelson, B., Pettitt, A. K., Flannery, J., & Allen, N. (2020). Psychological and Epidemiological Predictors of COVID-19 Concern and Health-Related Behaviors.
- Newcomer, K. E., Hatry, H. P., & Wholey, J. S. (2015). Conducting semi-structured interviews. *Handbook of practical program evaluation*, 492.
- Núñez, J. L., & León, J. (2015). Autonomy support in the classroom. *European Psychologist*. doi: 10.1027/1016-9040/a000234
- Ojokheta, K. O. (2010). A Path-Analytic Study of Some Correlates Predicting Persistence and Student's Success in Distance Education in Nigeria. *Turkish Online Journal of Distance Education*, 11(1), 181-192.
- 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.
- Punar, N., & Uzun, L. (2019). The Effect of the Skype [TM] Conference Call on English Speaking Anxiety. *International Online Journal of Education and Teaching*, 6(2), 393-403.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, 25(1), 54-67. doi: 10.1006/ceps.1999.1020
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, *61*, 101860. doi: 10.1016/j.cedpsych.2020.101860
- Saadé, R. G., Kira, D., Mak, T., & Nebebe, F. (2017, June). Anxiety & performance in online learning. In *I n SITE 2017: Informing Science+ IT Education Conferences: Vietnam* (pp. 147-157).

- Salbego, N. N., & Tumolo, C. H. S. (2015). Skype Classes: Teachers and students' perceptions on synchronous online classes in relation to face-to-face teaching and learning. *International Journal of Language and Applied Linguistics*, 1(3), 36-45.
- Schunk, D. H. (2008). Attributions as motivators of self-regulated learning. *Motivation and self-regulated learning: Theory, research, and applications*, 245-266.
- Shirai, M. (2007). Possibilities of Language Learning Through Skype.
- Subakthiasih, P., & Putri, I. G. A. V. W. (2020). An Analysis of Students' Motivation in Studying English During Covid-19 Pandemic. *Linguistic, English Education and Art (LEEA) Journal*, *4*(1), 126-141. doi: 10.31539/leea.v4i1.1728
- Tello, A. E. (2015). Enhancing the Online Class: Effective Use of Synchronous Interactive Online Instruction. *Journal of Instructional Pedagogies*, 17.
- Tichavsky, L. P., Hunt, A. N., Driscoll, A., & Jicha, K. (2015). "It's Just Nice Having a Real Teacher": Student Perceptions of Online versus Face-to-Face Instruction. *International Journal for the Scholarship of Teaching and Learning*, 9(2), n2.
- Wagner, E. D. (2005). Enabling mobile learning. *EDUCAUSE review*, 40 (3), 41-42.
- Watson, J. (2008). Blended Learning: The Convergence of Online and Face-to-Face Education. Promising Practices in Online Learning. *North American Council for Online Learning*.
- Wright, B. M. (2017). Blended learning: Student perception of face-to-face and online EFL lessons. *Indonesian journal of applied linguistics*, 7(1), 64-71.

- Xie, U. I., Debacker, T. K., & Ferguson, C. (2006). Extending the traditional classroom through online discussion: The role of student motivation. *Journal of Educational Computing Research*, 34 (1), 67-89.
- Yen, Y. C., Hou, H. T., & Chang, K. E. (2015). Applying role-playing strategy to enhance learners' writing and speaking skills in EFL courses using Facebook and Skype as learning tools: A case study in Taiwan. *Computer Assisted Language Learning* 28(5), 383-406. doi: 10.1080/09588221.2013.839568
- Yulandari, E. S. (2020). Students' perception On Daring Learning While Quarantine: A Qualitative Case Study. *Journal of Languages and Language Teaching*, 8(3), 315-322.doi: 10.33394/jollt.v%vi%i.2722
- Zhao, C., & Mei, Z. (2016). A Case Study of American and Chinese College Students' Motivation Differences in Online Learning Environment. *Journal of Education and Learning*, *5*(4), 104-112. doi: 10.5539/jel.v5n4p104