REFERENCES

- Ajmal, M., & Ahmad, S. (2019). Exploration of Anxiety Factors among Students of Distance Learning: A Case Study of Allama Iqbal Open University. *Bulletin of Education and Research*, 41(2), 67-78.
- Alawamleh, M., Al-Twait, L. M., & Al-Saht, G. R. (2020). The effect of online learning on communication between instructors and students during Covid-19 pandemic. *Asian Education and Development Studies*.
- Albelbisi, N. A., & Yusop, F. D. (2019, July 29). Factors Influencing Learners' Self–Regulated Learning Skills in a Massive Open Online Course (MOOC) Environment. *Turkish Online Journal of Distance Education*, 1–16. <u>https://doi.org/10.17718/tojde.598191</u>
- Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambunan, A. R. S. (2020). The perceptions of primary school teachers of online learning during the COVID-19 pandemic period: A case study in Indonesia. *Online Submission*, 7(2), 90-109.
- Anwar, K., & Louis, R. (2017). Factors Affecting Students' Anxiety in Language Learning: A Study of Private Universities in Erbil, Kurdistan. *International Journal of Social Sciences & Educational Studies*, 4(3), 160.
- Arkorful, V. & Abaidoo, N. (2014). The role of e-learning, the advantages, and disadvantages of its adoption in Higher Education. International Journal of Education and Research, 2(12). 398-410.
- Al Haq, V. (2020). Effect of Learning Motivation and Learning Environment Against Student Learning Achievement. *Early Childhood Research Journal* (*ECRJ*), 3(1), 6–11. <u>https://doi.org/10.23917/ecrj.v3i1.11728</u>
- Azhari, S. C., Rosali, E. S., Firmansyah, M. F., & Maulana, H. Z. (2022). Investigating Family and Peer Support on Learning Habits and Achievements in Online Learning. *JINOTEP (Jurnal Inovasi dan Teknologi*)

Pembelajaran): Kajian dan Riset Dalam Teknologi Pembelajaran, 9(2), 136-144.

- Bączek, M., Zagańczyk-Bączek, M., Szpringer, M., Jaroszyński, A., & Wożakowska-Kapłon, B. (2021). Students' Perception of Online Learning during the COVID-19 Pandemic: A Survey Study of Polish Medical Students. Medicine, 100, e24821. https://doi.org/10.1097/MD.00000000024821
- Barrett, D., & Twycross, A. (2018). Data collection in qualitative research. *Evidence-based nursing*, *21*(3), 63-64.
- Bashori, M., van Hout, R., Strik, H., & Cucchiarini, C. (2020). Web-based language learning and speaking anxiety. *Computer Assisted Language Learning*, 1-32.
- Beluce, A. C., & Oliveira, K. L. D. (2015). Students' Motivation for Learning in Virtual Learning Environments. *Paidéia (Ribeirão Preto)*, 25(60), 105–113. <u>https://doi.org/10.1590/1982-43272560201513</u>
- Bhardwaj, P. (2019). Types of sampling in research. *Journal of the Practice of Cardiovascular Sciences*, *5*(3), 157. <u>https://doi.org/10.4103/jpcs.jpcs_62_19</u>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77– 101. <u>https://doi.org/10.1191/1478088706qp0630a</u>
- Bulturbayevich, M. B., Rahmat, A., & Murodullayevich, M. N. (2021). Improving Teacher-Student Collaboration and Educational Effectiveness By Overcoming Learning Challenges. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 7(1), 153-160.
- Çalık, E. O. & Altay, I. F. (2021). Analysis of English Lesson Broadcasts During Emergency Remote Teaching from Pedagogical, Instructional, and

Technical Aspects. International Journal of Education, Technology and Science, 1(2), 71-87

- 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 Behavior*, 26(4), 741– 752. https://doi.org/10.1016/j.chb.2010.01.011
- Chen, Y. H., & Keng, C. J. (2019). Utilizing the Push-Pull-MooringHabit framework to explore users' intention to switch from offline to online realperson English learning platforms. Internet research. https://doi.org/10.1108/IntR-09-2017-0343
- Chou, M. H. (2018). Speaking anxiety and strategy use for learning English as a foreign language in full and partial English-medium instruction contexts. *Tesol Quarterly*, *52*(3), 611-633.
- Cook, D. A., & Artino Jr, A. R. (2016). Motivation to learn: an overview of contemporary theories. *Medical education*, 50(10), 997-1014.
- Creswell, J. W. (2012). Educational research: planning, conducted and evaluating quantitative and qualitative research. Boston, MA: Pearson.
- Cropley, A. J. (2021). Qualitative research methods: A practice-oriented introduction for students of psychology and education. DOI: 10.13140/RG.2.1.3095.6888
- Daniel, S. J. (2020) Education and the COVID-19 pandemic. Prospects, 1-6.
- Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. New York: Plenum.

- Dewi, Y. N., Zaim, M., & Rozimela, Y. (2022). Interactive Learning Using E-Learning Module in Learning English for Senior High School: A Review of Related Articles. *JELITA: Journal of Education, Language Innovation, and Applied Linguistics*, 1(2), 125-134.
- Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. Journal of Educational Technology Systems, 49(1), 5–22
- 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.
- Dishman, R. K., McIver, K. L., Dowda, M., Saunders, R. P., & Pate, R. R. (2015). Motivation and behavioral regulation of physical activity in middle-school students. *Medicine and science in sports and exercise*, 47(9), 1913.
- Dmoshinskaia, N., Gijlers, H., & de Jong, T. (2022). Giving feedback on peers' concept maps as a learning experience: does quality of reviewed concept maps matter? *Learning environments research*, 25(3), 823-840.
- Dworkin, S. L. (2012). Sample size policy for qualitative studies using in-depth interviews [Editorial]. Archives of Sexual Behavior, 41(6), 1319– 1320. https://doi.org/10.1007/s10508-012-0016-6
- Ehsan, N., Vida, S., & Mehdi, N. (2019). The impact of cooperative learning on developing speaking ability and motivation toward learning English. *Journal of language and education*, 5(3 (19)), 83-101.
- Erzen, E. (2017). The effect of anxiety on student achievement. In *The factors affecting student achievement* (pp. 75-94). Springer, Cham. DOI: 10.1007/978-3-319-56083-0_5
- Escobar Fandiño, F. G., Muñoz, L. D., & Silva Velandia, A. J. (2019). Motivation and E-Learning English as a foreign language: A qualitative study. *Heliyon*, 5(9), e02394. <u>https://doi.org/10.1016/j.heliyon.2019.e02394</u>

- 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
- Famularsih, S. (2020). Students' experiences in using online learning applications due to COVID-19 in English classrooms. *Studies in Learning and Teaching*, 1(2), 112-121.
- Fandiño, F. G. E., Muñoz, L. D., & Velandia, A. J. S. (2019). Motivation and E-Learning English as a foreign language: A qualitative study. *Heliyon*, 5(9), e02394.
- Farabi, M., Hassanvand, S., & Gorjian, B. (2017). Using guided oral presentation in teaching English language learners' speaking skills. *Journal of Applied Linguistics and Language Learning*, 3(1), 17-24.
- Fawaz, M., Al Nakhal, M., & Itani, M. (2022). COVID-19 quarantine stressors and management among Lebanese students: A qualitative study. *Current Psychology*, 41(11), 7628-7635.
- Feassler, L., & Sichau, D. (2017). The Challenges and Benefits of Regular Face-to-Face Interactions at Large-Scale Blended Learning Courses. *Proceedings of EdMedia: World Conference on Educational Media and Technology*, 1276– 1285. <u>https://www.learntechlib.org/primary/p/178447/</u>.
- Fishbach, A., & Woolley, K. (2022). The structure of intrinsic motivation. Annual Review of Organizational Psychology and Organizational Behavior, 9, 339-363.
- Gam, H. A., & Lynch, R. (2020). A Correlational–Comparative Study of Motivation and Perceived Parental Encouragement for Learning English as a Foreign Language of Grades 10 and 11 Students at Maija Yang High School, Kachin State, Myanmar. *Scholar: Human Sciences*, 12(2), 47-62.

- Garn, A. C., Matthews, M. S., & Jolly, J. L. (2012). Parents' role in the academic motivation of students with gifts and talents. *Psychology in the Schools*, 49(7), 656-667.
- Göçen, G. (2019). The effect of creative writing activities on elementary school students' creative writing achievement, writing attitude and motivation. *Journal of Language and Linguistic Studies*, 15(3), 1032-1044.
- Goldman, C., & Karam, R. (2020). Coronavirus forces colleges online. Will learning ever be the same? Rand Corporation. Retrieved from <u>https://www.rand.org/blog/2020/03/coronavirus-forces-colleges-online-</u> <u>will-learning-ever.html</u>
- Gregersen, T. S. (2005). Nonverbal cues: Clues to the detection of foreign language anxiety. *Foreign language annals*, *38*(3), 388-400.
- Gusmuliana, P., Apriani, E., & Syafryadin, S. (2021). Improving Students Speaking Motivation by Using Role Play Technique at Institute Islamic in Indonesia.
- Gustiani, S., Ardiansyah, W., & Simanjuntak, T. (2022, February). Motivation in online learning amidst Covid-19 pandemic era: Students' intrinsic and extrinsic factors. In 5th FIRST T3 2021 International Conference (FIRST-T3 2021) (pp. 168-175). Atlantis Press.
- Hamilton, B. (2015). Integrating Technology in The Classroom. Tools to Meet the Needs of Every Student. International Society for Technology in Education. <u>https://www.goodreads.com/en/book/show/26088145-integrating-technology-in-the-classroom</u>
- Harnett, M. (2016). Motivation in online education. Singapore: Springer Nature. doi:10.1007/978-981-10-0700-2.
- 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

- Hayikaleng, N., Nair, S. M., & Krishnasamy, H. N. (2016). The Student's Motivation on English Reading Comprehension. Utara Malaysia University: Malaysia.
- Helmie, J., Halimah, H., & Hasanah, A. (2020). Code mixing in college students' presentation: a case in an intercultural communication class. *Indonesian Journal of EFL and Linguistics*, 5(2), 403-417.
- Howard, J. L., Bureau, J., Guay, F., Chong, J. X., & Ryan, R. M. (2021). Student motivation and associated outcomes: A meta-analysis from selfdetermination theory. *Perspectives on Psychological Science*, 16(6), 1300-1323.
- 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.
- Hsu, J. Y., Chen, C. C., & Ting, P. F. (2018). Understanding MOOC continuance: An empirical examination of social support theory. *Interactive Learning Environments*, 26(8), 1100-1118.
- Kapur, R. (2018). Factors influencing the student's academic performance in secondary schools in India. The *University Of Delhi*, 575-587.
- Kaufmann, R., Tatum, N. T., & Frey, T. K. (2017). Current tools and trends of new media, digital pedagogy, and instructional technology. *New media and digital pedagogy: Enhancing the twenty-first-century classroom*, 1(1), 147-168.
- Krettenauer, T., & Curren, R. (2020, July 2). Self-determination theory, morality, and education: introduction to the special issue. *Journal of Moral Education*, 49(3), 275–281. <u>https://doi.org/10.1080/03057240.2020.1794173</u>
- Lawless, B., & Chen, Y. W. (2019). Developing a method of critical thematic analysis for qualitative communication inquiry. *Howard Journal of Communications*, 30(1), 92-106.

- Lee, C. Y. (2000). Student motivation in the online learning environment. *Journal* of Educational Media & Library Sciences, 37(4), 367-375.
- Lee, Y., Stringer, D., & Du, J. (2017). What determines students' preference for online to F2F classes? Business Education Innovation Journal, 9(2), 97–102
- Legault, L. (2016). Intrinsic and extrinsic motivation.
- Lester, J. N., Cho, Y., & Lochmiller, C. R. (2020). Learning to do qualitative data analysis: A starting point. *Human Resource Development Review*, 19(1), 94–106. <u>https://doi.org/10.1177/1534484320903890</u>
- Locke, E. A., & Schattke, K. (2019). Intrinsic and extrinsic motivation: Time for expansion and clarification. *Motivation Science*, *5*(4), 277.
- Lubis, W. M. (2019). Reward and Punishment in English Foreign Language Classroom. Journal of Education, Linguistics, Literature and Language Teaching, 2(01), 41-54.
- Lutfi, A. A., Sutopo, D. & Rukmini, D. (2018). The effectiveness of simulation and role-play in teaching speaking for students with different levels of motivation. English Education Journal, 8(4), 489-498. <u>https://doi.org/10.22460/ej.v3i2p%25p.127</u>
- Madsen, T. (2018). The Conception of Laziness and the Characterisation of Others as Lazy. *Human Arenas*, *1*(3), 288-304.
- Maguire, M., & Delahunt, B. (2017). Doing a thematic analysis: A practical, stepby-step guide for learning and teaching scholars. *All Ireland Journal of Higher Education*, 9(3).
- Markus, N. P., Vida, M., Garrett, J. L., & Eccles, J. S. (2007). Parents' expectations and students' achievement in two western nations. *International Journal of Behavioral Development*, 31(6), 594-602.

- Mario, C. (2019). Theories of Self-determination. Global Encyclopedia of Public Administration, Public Policy, and Governance, 1–6. <u>https://doi.org/10.1007/978-3-319-31816-5_3710-1</u>
- Martin, F. & Bolliger, D.U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online Learning* 22(1), 205- 222. doi:10.24059/olj.v22i1.1092
- Meşe, E. & Sevilen, Ç. (2021). Factors influencing EFL students' motivation in online learning: A qualitative case study. Journal of Educational Technology & Online Learning, 4(1), 11-22.
- Mo, C. Y., Hsieh, T. H., Lin, C. L., Jin, Y. Q., & Su, Y. S. (2021). Exploring the critical factors, the online learning continuance usage during the COVID-19 pandemic. *Sustainability*, 13(10), 5471.
- Mukhtar, K., Javed, K., Arooj, M., & Sethi, A. (2020). Advantages, Limitations, and Recommendations for Online Learning during COVID-19 Pandemic Era. Pakistan Journal of Medical Sciences, 36, S27. https://doi.org/10.12669/pjms.36.COVID19-S4.2785
- Muñoz, J. G. S., León, M. A. C., Rubio, B. C. L., Baños, S. M., & Encinas, I. D. (2019). Experience in the use of rewards to help increase the motivation and participation of university students. In 2019 XIV Latin American Conference on Learning Technologies (LACLO) (pp. 142-148). IEEE.
- Murad, D. F., Hassan, R., Heryadi, Y., Wijanarko, B. D., & Titan. (2020). The Impact of the COVID-19 Pandemic in Indonesia (Face to face versus Online Learning). *Third International Conference on Vocational Education and Electrical Engineering (ICVEE)*, 1–4. https://doi.org/10.1109/ICVEE50212.2020.9243202
- Namaziandost, E., Hashemifardnia, A., & Shafiee, S. (2019). The impact of opinion-gap, reasoning-gap, and information-gap tasks on EFL learners' speaking fluency. Cogent Social Sciences, 5, pp 57-59.

- Nartiningrum, N., & Nugroho, A. (2020). Online learning amidst global pandemic:
 EFL students' challenges, suggestions, and needed materials. ENGLISH
 FRANCA: Academic journal of English language and education, 4(2), 115-140.
- Nasution, A. K. P., Surbakti, A. H., Zakariya, R., Wahyuningsih, S. K., & Daulay,
 L. A. (2021). Face to Face Learning vs Blended Learning vs Online
 Learning (Student Perception of Learning). *Journal of Physics: Conference Series*, 1–6. <u>https://doi.org/10.1088/1742-6596/1783/1/012112</u>
- Nelson, B. W., Pettitt, A., Flannery, J. E., & Allen, N. B. (2020, November 11).
 Rapid assessment of psychological and epidemiological correlates of COVID-19 concern, financial strain, and health-related behavior change in a large online sample. *PLOS ONE*, *15*(11), e0241990. https://doi.org/10.1371/journal.pone.0241990
- Ntoumanis, N., Ng, J. Y., Prestwich, A., Quested, E., Hancox, J. E., Thøgersen-Ntoumani, C., ... & Williams, G. C. (2021). A meta-analysis of selfdetermination theory-informed intervention studies in the health domain: Effects on motivation, health behavior, physical, and psychological health. *Health psychology review*, 15(2), 214-244.
- Núñez, J. L., and J. León. 2015. "Autonomy Support in the Classroom: A Review from SelfDetermination Theory." European Psychologist 20 (4): 275–283. doi:10.1027/1016-9040/a000234.
- Prasasti, T. I., Solin, M., & Hadi, W. (2019). The Effectiveness of Learning Media Folklore Text of North Sumatera Based on Blended Learning by 10th Grade Students of Vocational High SchoolHarapan Mekar-1 Medan. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 2(4), 480-490.
- Purnama, N. A., Rahayu, N. S., & Yugafiati, R. (2019). Students' Motivation in Learning English. Professional Journal of English Education, 2(4).

- Putri, N., & Refnaldi, R. (2020). Rewards And Punishments Given By The Teacher In Teaching English As Foreign Language In Indonesian Context. *Journal* of English Language Teaching, 9(1), 75-85.
- Qalzum, S. I. (2021). Indonesian Students' Motivation in Learning English Using Skype as a Synchronous Online Learning Platform: A View From Selfdetermination Theory (Doctoral dissertation, Universitas Siliwangi).
- Rahmat, A. (2022). A Comparative Analysis between Online and Offline English Learning in Covid-19 Pandemic Era: Students' View. J-SHMIC: Journal of English for Academic, 9(2), 39-54.
- Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online university teaching during and after the Covid-19 crisis: Refocusing teacher presence and learning activity. *Postdigital science and education*, 2(3), 923-945.
- Reeve, J., & Lee, W. (2018). A neuroscientific perspective on basic psychological needs. Journal of personality. Advanced online publication. doi:10.1111/jopy.12390
- Reeve, J. (2012). A self-determination theory perspective on student engagement. In *Handbook of research on student engagement* (pp. 149-172).
- Rebolj. A. B. (2013). The case study as a type of qualitative research. *Journal of Contemporary Educational Studies, 1.*
- Rini, T. A., & Cahyanto, B. (2020). Supporting elementary students' creative writing skills with assessment as learning. In 2nd Early Childhood and Primary Childhood Education (ECPE 2020) (pp. 51-57). Atlantis Press.
- Riswanto, A., & Aryani, S. (2017). Learning motivation and student achievement: description analysis and relationships both. *Couns-Edu: International Journal of Counseling and Education*, 2(1), 42–47. <u>https://doi.org/10.23916/002017026010</u>

- Russell, V. (2020). Language anxiety and the online learner. *Foreign Language* Annals, 53(2), 338-352.
- Ryan, R. M., & Deci, E. L. (2019). Brick by brick: The origins, development, and future of self-determination theory. In *Advances in motivation science* (Vol. 6, pp. 111-156). Elsevier.
- 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 selfdetermination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, *61*, 101860. doi: 10.1016/j.cedpsych.2020.101860
- Ryan, R.M & Deci, E.L. (2009). Promoting self-determined school engagement: Motivation, learning, and well-being, In Wentzel, K.R & Wigfield, A. (Eds), Handbook on motivation at school New York: Routledge, 171-196.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68.
- Sakineh, J., & Ali, A. (2020). Predicting students' academic achievement based on the classroom climate, the mediating role of teacher-student interaction, and academic motivation. Интеграция образования, 24(1 (98)), 62-74.
- Sidin, S. A. (2021, March). The Application of Reward and Punishment in Teaching Adolescents. In *Ninth International Conference on Language and Arts (ICLA 2020)* (pp. 251-255). Atlantis Press.
- Singh, J., Singh, L., & Matthees, B. (2022, March). Establishing Social, Cognitive, and Teaching Presence in Online Learning—A Panacea in COVID-19 Pandemic, Post Vaccine and Post Pandemic Times. *Journal of Educational*

- Singh, V., & Thurman, A. (2019). How Many Ways Can We Define Online Learning? A Systematic Literature Review of Definitions of Online Learning (1988-2018). American Journal of Distance Education, 33(4), 289–306. <u>https://doi.org/10.1080/08923647.2019.1663082</u>
- Sowell, J. (2017). Good instruction-giving in the second-language classroom. English Teaching Forum, 55(3), 10–19.
- 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
- Stauffer, B. (2020). What's the difference between online learning and distancelearning?TheAppliedEducationSystem.https://www.aeseducation.com/blog/online-learning-vs-distance-learning
- Svilarova, E. (2022, May 1). Teaching English Online in the Virtual Classroom -Part 1: Beginners. VEDAMO. https://www.vedamo.com/knowledge/teaching-english-online-virtualclassroom-1/
- Syakir, A., & Nurwahyuni, R. (2022). Students' Motivation in Offline Learning Post Covid-19. International Seminar of Education, Technology, and Art, (1), 101-105. <u>https://doi.org/10.33654/iseta.v1i0.1831</u>
- Syrewicz, C. C. (2022). The motivations that improve the creative writing process: what they might be and why we should study them. *New Writing*, 1-23.
- Tang, C. M., & Chaw, L. Y. (2013). Readiness for Blended Learning: Understanding Attitude of University Students. *International Journal of Cyber Society and Education*, 6(2), 79–100. <u>https://doi.org/10.7903/ijcse.1086</u>

- Thohir, L. (2017). Motivation in a Foreign Language Teaching and Learning. Journal for Language and Foreign Language Learning, 6(1), 20-28.
- 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.
- Ullah, A., Ashraf, M., Ashraf, S., & Ahmed, S. (2021). Challenges of online learning during the COVID-19 pandemic encountered by students in Pakistan. *Journal of Pedagogical Sociology and Psychology*, 3(1), 36–44. https://doi.org/10.33902/jpsp.2021167264
- Uyulgan, M. A., & Akkuzu, N. (2014). Öğretmen adaylarının akademik içsel motivasyonlarına bir bakış. *Kuram ve Uygulamada Eğitim Bilimleri*, *14*(1), 7-32.
- Vân, P. T. T., Tiên, C. T. C., & Khang, N. D. (2022). The Effectiveness of Role-Play Techniques in Improving English as a Foreign Language Learners' Speaking Skills. Specialusis Ugdymas, 1(43), 2522-2534.
- Van Wart, M., Ni, A., Medina, P., Canelon, J., Kordrostami, M., Zhang, J., & Liu, Y. (2020). Integrating students' perspectives about online learning: a hierarchy of factors. *International Journal of Educational Technology in Higher Education*, 17(1), 1-22.
- Vasconcellos, D., Parker, P. D., Hilland, T., Cinelli, R., Owen, K. B., Kapsal, N., & Lonsdale, C. (2020). Self-determination theory applied to physical education: A systematic review and meta-analysis. *Journal of Educational Psychology*, 112(7), 1444.
- Vitaliivna, T. S. (2020). Interactive Learning and Teaching. *Pedagog-Andragog in Terms of Interactive Learning*. BBK 79,221.
- Wang, H., Feng, L., Zhang, Y., Zhang, F., Fu, J., Wang, M., Wu, D., Feng, Q., Liu,X., Fan, C., Wang, J., Gao, W., McDonough, D. J., & Gao, Z. (2021).

Changes in Chinese Adults' Physical Activity Behavior and Determinants before and during the COVID-19 Pandemic. *Journal of Clinical Medicine*, *10*(14), 3069. <u>https://doi.org/10.3390/jcm10143069</u>

- Wang, S., & Lee, C. I. (2019). The Gap between Teachers' and Students' Perceptions of Motivation in Chinese EFL Classrooms: A Study Based on Self-Determination Theory and the 5Ts Framework. *The Journal of Asia TEFL*, *16*(4), 1084–1102. <u>https://doi.org/10.18823/asiatefl.2019.16.4.2.1084</u>
- Wang, Z., Gong, S. Y., Xu, S., & Hu, X. E. (2019). Elaborated feedback and learning: Examining cognitive and motivational influences. *Computers & Education*, 136, 130-140.
- Wigfield, A. L. L. A. N., Rosenzweig, E., & Eccles, J. (2017). Achievement values. *Handbook of competence and motivation: Theory and application*, 116.
- Wilson, K. (2016). Critical reading, critical thinking: Delicate scaffolding in English for Academic Purposes (EAP). *Thinking Skills and Creativity*, 22, 256-265.
- Wu, Y., & Schunn, C. D. (2020). When peers agree, do students listen? The central role of feedback quality and feedback frequency in determining uptake of feedback. *Contemporary Educational Psychology*, 62, 101897.
- Yu, J. (2018). L2 Motivations and Self-identities of Chinese Learners of English (Doctoral dissertation, ResearchSpace@ Auckland).
- Yu, J., Huang, C., Han, Z., He, T., & Li, M. (2020). Investigating the influence of interaction on learning persistence in online settings: Moderation or mediation of academic emotions? *International Journal of Environmental Research and Public Health*, 17(7), 2320.

Yulandari, E. S. (2020). Students' perception Of 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