PROGRAM BOOK

The 67th

TEFLIN
International Conference
and The 9th
ICoELT

"English Language Teaching and Learning Beyond the Border:
Humanity, Innovation, Technology, and Communication"

Padang, 9-11 September 2021

English Language and Literature Department
Faculty of Languages and Arts
Universitas Negeri Padang

The Association of Teaching English as a Foreign Language in Indonesia
and
Universitas Negeri Padang

proudly present

The 67th TEFLIN International Conference
and the 9th the International Conference on English Language and Teaching (ICoELT)

"English Language Teaching and Learning beyond the Border: Humanity, Innovation, Technology, and Communication"

PROGRAM BOOK

Supported by:

Conference Secretariat
English Department
Faculty of Languages and Arts Universitas Negeri Padang
Website: http://teflinic2020.fbs.unp.ac.id/

TABLE OF CONTENTS

WELCOMING MESSAGES

From Rector of Universitas Negeri Padang

Welcome to the 67th TEFLIN and 9th ICOELT conference 2021. Through this prestigious virtual conference, I would like to express my warm regard and appreciation to the keynote and invited speakers for their acceptance to participate in this conference: 1).Prof. Beverly Derewianka from Australia, 2).Dr. Bradley Horn from USA, 3).Dr. Willy Renandya from Singapore, 4). Prof. Jihyeon Jeon from South Korea. 5).Prof. Susan Gaer from USA, 6).Prof. Jirada Wudhatayagom from Thailand, 7).Dr. Subhan Zein from Australia, 8).Colm Downes from British Council, 9).Prof. Joko Nurkamto from Indonesia, 10).Prof. Suwarsih Madya from Indonesia, 11).Prof. Ali Saukah from Indonesia, 12).Dr. Gumawang Jati from Indonesia and 13).Prof. Yenni Rozimela M.Ed. PhD from Indonesia.

As the rector of Universitas Negeri Padang, I thank you all for your participation and contribution in making this conference possible to happen. This big conference is indeed, a great opportunity for scholars from all over the world, to exchange knowledge and experiences in order to strengthen not only respective expertise in the field of language teaching especially English but also our worldly friendship. With the theme English Language Teaching And Learning beyond the Border : Humanity, Innovation, Technology and Communication I am sure this conference will open up access for English scholars who join this conference to some new and interesting ideas to appropriate the research and the teaching of English that will suit the emerging condition of the world's today. The advancement of technology has certainly enabled scholars in the world to work collaboratively to implement new ways of learning, teaching and also researching English that will be beneficial for making the world a better place to live for our young generation.

Please also allow me to express my gratitude to the TEFLIN Board, the committee of this conference, presenters of the parallel sessions, teacher and student participants and all the supporting partners who have all contributed in making this conference happen today amid the Covid 19 pandemic. I hope that we all will be mindful to always apply the Covid health protocols. Let's continue to pray and do our best to stop the spread of this pandemic.

Prof. Ganefri, Ph.D

Rector of Universitas Negeri Padang

From Dean of Faculty of Language and Arts Universitas Negeri Padang

As the Dean of Faculty of Languages and Arts, I would like to welcome all speakers and participants who are participating in the 67th TEFLIN International Conference and the 9th International Conference on Language and Teaching (the 9th ICOELT) who will present from all parts of Indonesia and some other countries. Unlike the previous eight ICOELTs, this year is particularly special and this is also an honour for us as we are given the opportunity to host the 67th TEFLIN International Conference in collaboration with the 9th ICOELT, despite the Covid-19 pandemic that is still going on around us.

Therefore, please allow me to extend my congratulations to the English Language and Literature Department of Faculty of Languages and Arts of Universitas Negeri Padang that has successfully conducted these two international conferences simultaneously. Then, I would like to express my appreciation to the conference organizing committee members who have devoted their tremendous and endless efforts and time to make this great event possible.

"English Language Teaching and Learning Beyond the Border: Humanity, Innovation, Technology and Communication" is the theme of the conferences which I find really relevant to the needs of current and future situation. In the era of IR 4.0, English teachers are not only demanded to be innovative but also to embrace the knowledge and skill of information, technology and communication. The ICT skills are especially essential during this pandemic. All of these knowledge and skills should then be transferred to their students who are expected to master them for their lives now and after.

These international conferences enable all speakers to present their research, experience and ideas related to the above theme. Through the presentations and discussions, issues around the theme would be able to be explored and problems encountered by the English teachers and practitioners would be exposed and resolved. I hope that the discussions during these three days will result in the improved English teaching and research; particularly in the specified sub-themes. I hope everyone will find them inspiring, enriching, and insightful.

While it is not possible for us to shake hands or sit down on a conference table side by side, I believe that our minds and hearts are still warm with the sights and smiles from each other through the computer screen. Finally, I thank you all and wish you a successful conference.

Prof. Dr. Ermanto,M.Hum.

Dean of Faculty of Languages and Arts

Welcome everyone to the joint 67th TEFLIN and the 9th ICOELT Conference 2021, in Universitas Negeri Padang. This was the first time that the TEFLIN conference was held virtually due to the Covid-19 pandemic that first hit the world in 2019. It is such an honor that this year 67th TEFLIN Conference can collaborate with our 9th ICOELT conference to accommodate classroom practitioners, researchers and academics from all over the world to exchange best practices, research ideas and experiences. Under the theme " English Languag e Teaching And Learning beyond the Border : Humanity, Innovation, Technology and Communication "

We hope that this conference can become an arena for language researchers and academics to find ways together to appropriate the teaching and research of English that suits the emerging conditions of life in the 21st century.

I would like to thank the Rector and the Vice Rectors of Universitas Negeri Padang, TEFLIN Board, The Dean and Vice Deans of the Faculty of Languages and Arts, British Council and all of other supporting partners and fellow committee members for their cooperation and hard work. Without such great teamwork, this conference would not have been possible.

To all conference participants, presenters and distinguished invited speakers of the 67th TEFLIN and the 9th ICOELT Conference 2021, I wish you all a successful conference, new insights and renewed inspiration from colleagues around the world. Enjoy the conference!

Desvalini Anwar, S.S, M.Hum, PhD.

Head of English Language and Literature Department

From the Chair of Organizing Committee

On behalf of the conference organizing committee, I am pleased to welcome you all to the 67th TEFLIN International Conference and 9th International Conference on English Language and Teaching (ICoELT) hosted by the English Department, Faculty of Languages and Arts, Universitas Negeri Padang.

The theme "English Language Teaching and Learning beyond the Border: Technology, Innovation, Communication, and Humanity." This theme is based on the Industrial Revolution 4.0 in education in Indonesia.

The four educational domains in the 21st century, namely technology, innovation, communication, and humanity, are essential to facilitating contemporary language learning. In addition, the core of this theme selection is also based on the desire to adapt to the dynamic educational paradigm. We anticipate the researchers, teachers, students, and professionals from around the globe who will benefit from the informative presentations to be delivered during the three-day conference.

This conference will focus mainly, but not exclusively, on the notion of "English language teaching and learning beyond the border" to make innovations get through the border. Living in this 21st century for two decades, at least four important domains have changed with significant implications for education: technology, innovation, communication, and humanity. In each of these domains, there is hope for a better future in the world of education where the world is more globally connected, efficient, and equal; in the world where learning and teaching can be done anywhere and anytime through various resources available in both online and offline mode without neglecting the sense of humanity.

We thank the board committee of TEFLIN, keynote and plenary speakers, featured speakers, and parallel speakers, participants, session chairs, abstract reviewing team, and sponsors for helping us to create this memorable and exciting conference program. We will make any possible effort to ensure that all presenters and participants will find this conference experience academically rewarding and can yield considerable knowledge and practical ideas for future application.

Prof. Dr. M. Zaim, M.Hum

The Chair of Organizing Committee

As the president of TEFLIN, I am pleased to welcome you all to the 67th TEFLIN International Conference, hosted by Universitas Negeri Padang. The theme of the conference this year is "English Language Teaching and Learning beyond the Border: Humanity, Innovation, Technology, and Communication". The theme implies that learning English (and other areas of discipline) nowadays is much easier than that in the past. Today's society cannot be separated from the idea of digital technology. Human interaction has been borderless through the setting of more interconnected spaces facilitated by the high-tech innovation of communication technology.

The unexpected pandemic within the last two years adds a significant factor for us and the education world, in general, to consider digital technology as the most effective and efficient method to keep practicing the health protocols amidst the pandemic. The teaching and learning process has been forced to shift to a more digital model.

Consequently, our field, English Language Teaching, and Learning must adapt to the digital-based setting. It provides opportunities and challenges at the same time. Digital technology provides us with opportunities to teach beyond borders enhanced by technological development. Digital technology also offers various modes of teaching and learning, which is even possible to be conducted massively through interconnected technology. Developing innovative methods that align with the new setting is the challenge of today's era. Within the Indonesia setting, technological supports could also be a challenge in some remote areas. I do hope that this conference could provide innovative ideas, thoughts, and practical references on how to develop English Language Teaching and learning align with those opportunities and challenges.

On behalf of the National TEFLIN Board, I would like to take this opportunity to express my sincere appreciation to the Honourable Rector of Universitas Negeri Padang, the Dean of the Faculty of Language and Art, and the Head of the English Department, for their willingness and availability to host this conference. In addition, I also wish to convey my deepest gratitude to the conference committee for all their hard work which has enabled the success of this conference.

I would also like to take this opportunity to extend my appreciation to our invited speakers: (1) Prof. Beverly Derewianka, University of Wollongong, Australia, (2) Prof. Yenni Rozimela, M.Ed, Ph.D., UNP Padang, Indonesia (3) Dr. Bradley Horn, RELO Jakarta, (4) Prof. Suwarsih Madya, M.A., Ph.D., UNY Indonesia, (5) Prof. Ali Saukah, Ph.D., Universitas Muhammadiyah Kalimantan Timur, Indonesia (6) Dr. Jihyeon Jeon, ASIA TEFL, South Korea, (7) Colm Downes, British Council Jakarta, (8) Ass. Prof. Dr. Jirada Wudthayagorn, Chulalangkorn University, Thailand, (9) Prof, Dr. Joko Nurkamto, M.Pd., Sebelas Maret University, Indonesia, (10) Prof. Susan Gaer, USA, (11) Dr. Willy A. Renandya, Nanyang Technological University, Singapore, (12) Subhan Zein, Ph.D., University of Queensland, Australia, and (13) Dr. Gumawang Jati, M.A., ITB Bandung, Indonesia.

My special thanks also goes to the featured speakers, representing TEFLIN's loyal partner organizations. They are (1) Dr Adrian Raper (Clarity), (2) Dr. Joel Meniado (RELC, Singapore), (3) Asst. Prof. Thanis Tangkitjaroenkun (ThaiTESOL, Thailand), (4) Down Lucovich (JALT, Japan), (5) Dra. Dewi Rochsantiningsih, M.Ed., Ph.D. (TEFLIN, Indonesia), (6) Mr. Tharich Puttarak (ThaiTESOL, Thailand), (7) Assoc. Prof. Datin Dr. Cynthia Yolanda Doss SFHEA (MELTA, Malaysia), (8) Dr. Mian Md. Naushaad Kabir (BELTA, Bangladesh), (9) Dr. Xavier Pradheep Singh (ELTAI, India), (10) Park, Jihyun (ALAK, South Korea), (11) Michelle Avelena (EnglishScore), (12) Prof. H. Fuad Abdul Hamied, MA, Ph. D (TEFLIN, Indonesia). I am most grateful for your participation at every TEFLIN conference. It is our hope that these good working relations will become stronger in the future.

Last but not least, I want to thank participants of the conference for taking the opportunity to be a part of this conference.

Distinguished guests, ladies and gentlemen. I wish you all a very successful conference and a wonderful time learning from one another.

Prof. Dr. Joko Nurkamto, M.Pd.

TEFLIN President

THEME

"English Language Teaching and Learning beyond the Border: Humanity, Innovation, Technology, and Communication"

SUB-THEME

1. Innovation in Language Teaching and Learning 2.

ICT Based Language Teaching and Learning

3. Ecological Teaching and Learning

4. Cross-Cultural Communication

5. Teacher Professional Development

6. Teaching and Learning Language Skills

7. ESP/EAP/CLIL

8. Curriculum and Material Deve lopment

9. Linguistics in Language Learning

10. Literature in Language Learning

11. Language Assessment

12. Critical Discourse

PROFILE OF SPEAKERS

PROFILE OF KEYNOTE AND PLENARY SPEAKERS

Beverly Derewianka is an Emeritus Professor at the University of Wollongong, Australia. She has worked in the field of Language Education at the primary, secondary and tertiary levels and has spent over thirty years as a literacy/TESOL teacher educator at the university. She has acted as consultant to various curriculum bodies nationally and internationally, advising on syllabus development and national assessment policy. Her research interests include literacy development across the years of schooling, and in particular improving students' academic writing across all areas of the curriculum. Currently retired, she spends her time working with teachers on implementing whole-school literacy programs in all states of Australia and overseas. Her publications include Exploring How Texts Work, A Grammar Companion for Teachers, School Discourse: Learning to Write across the Years of Schooling (with Frances Christie) and Teaching Language in Context (with Pauline Jones).

JOKO NURKAMTO is a Professor of TESOL in the Department of English Language Education, the Faculty of Teacher Training and Education at Sebelas Maret University, Indonesia. He is currently the President of TEFLIN (The Association for the Teaching of English as a Foreign Language in Indonesia). His professional and research interests include language curriculum development and teacher professional development.

Susan Gaer wears many hats. She is a retired professor, President of CATESOL, Subject Matter Expert for the Outreach Technical Assistance Center, and a partner in World Education. She has published many articles and is a co-editor of the Project Success Series (Pearson). She is passionate about the power of technology in student learning and wrote an article about the Triple E Framework for Adult Education. Another article, on this framework is pending for the Adult Literacy Journal. She has two Master's degrees. One is in English: TESOL San Francisco State University and the other is in Educational Technology from Pepperdine University.

PROFILE OF KEYNOTE AND PLENARY SPEAKERS

	Colm Downes **–** Colm has been involved in language education for over 20 years across Europe, the Middle East and East Asia. He is currently the Director English at the British Council Indonesia
	Dr Willy A Renandya is a language teacher educator with extensive teaching experience in Asia. He currently teaches applied linguistics courses at the National Institute of Education, Nanyang Technological University, Singapore. He is a frequent plenary speaker at ELT international conferences and has published extensively in the area of second language education. His publications include *Language Teaching Methodology: An anthology of current practice* (2002, Cambridge University Press), *Student-centred cooperative learning* (2019, Springer International), and a recently published book chapter *Growing Our Research Impact* (2020, Springer International). He maintains a large language teacher professional development forum called Teacher Voices
	Jihyeon Jeon is a professor at Ewha Woman's University, Seoul, Korea. She has served as the president of AsiaTEFL for finance and publication (2017-2020). Her recent publications appear in the English for Specific Purposes and TESOL Encyclopedia of ELT (2018). Her recent talks include teacher communication from the perspectives of interpersonal communication.
	Subhan Zein (PhD, Australian National University) teaches at the University of Queensland, Australia. He is the author of *Language Policy in Superdiverse Indonesia* (Routledge, 2020). He is Asia TEFL Director of Research Publications and Principal Investigator of the British Council's *English across ASEAN Education Systems Scoping Research* (2020-2021). He is the lead editor of *Early Language Learning Policy in the 21st Century: An International Perspective* (Springer, 2021), *Early Language Learning and Teacher Education: International Research and Practice* (Multilingual Matters, 2019) and *English Language Teacher Preparation in Asia: Policy, Research and Practice* (Routledge, 2018), and he is also the editor of *Teacher Education for English as a Lingua Franca: Perspectives from Indonesia* (Routledge, 2018). His articles have appeared in refereed journals including *Language Teaching, Professional Development in Education, Journal of Education for Teaching: International Research and Pedagogy, Applied Linguistics Review*, and *Asian Englishes*

Jirada Wudthayagorn is a full-time lecturer at Chulalongkorn University Language Institute and a co-president of the Asian Association of Language Assessment (AALA). She received the Royal Thai Government scholarship and earned her Ph.D. in Applied Linguistics, specializing in instruction and learning from the University of Pittsburgh, USA. Her research interests include language policy and assessment, quantitative research, and sociolinguistics. She can be reached at jirada.w@chula.ac.th.

Prof. Dra. Yenni Rozimela, M.Ed., Ph.D. is Professor in English Language Teaching at English Language Education Program of Faculty of Languages and Arts, Universitas Negeri Padang, Indonesia. She is currently served as the director of Post Graduate Program, Universitas Negeri Padang.

Ali Saukah is a senior professor at the doctorate program in English Language Teaching (ELT) of State University of Malang. His research interests include English teaching education, assessment, teacher professional development, and journal publication writing.

Dr. Anuncius Gumawang Jati, M.A. is a lecturer at Bandung Institute of Technology ITB · Humanities. He is currently served as The President of i-TELL (Indonesia Technology Enhanced Language Learning) Association). He is an an experienced English Lecturer with a demonstrated history of working in the higher education industry. Skilled in English as a Second Language (ESL), Intercultural Communication, Lecturing, Educational Technology, and Instructional Design. Strong information technology professional with a Doctorate focused in ICT for Education from Universitas Pendidikan Indonesia.

PROFILE OF KEYNOTE AND PLENARY SPEAKERS

Suwarsih Madya has been an English language teacher educator since 1977. With a range of experiences in international cooperation and language teacher education, she now views language teaching from multi-perspectives by relating it to other important matters such as character education, identity formation, and world peace establishment. Her research interest is around teacher and instructional developments with emphasis on autonomous learning. She has written a number articles among others on self assessment, teacher standards, curriculum development, instructional model development in the TEFLIN Journal. Her recent publications are: Language Teaching Methodology: From the Pre-method to Post-method era (in the Indonesian language), Learning English Pronunciation Systematically: A Resource Book for Student Teachers and Teachers of English., and Penelitian Tindakan: Dari Teori ke Praktik (Action Research: Theory and Practice)

Brad Horn is the Regional English Language Officer (RELO) for U.S. Embassy in Jakarta, Indonesia. In the course of his career as a diplomator (a diplomat and educator), Brad has worked with teachers and students of English in Poland, Hungary, Turkey, Jordan, Morocco, Algeria, the United States, and, most recently, South America. He holds an M.A. in Teaching English as a Second Language from Southern Illinois University, and a Ph.D. in Applied Linguistics from Northern Arizona University. His main areas of professional interest and expertise are language policy, assessment, technology-enhanced language learning, and writing and literacy instruction.

Dr. Joel Meniado is a language specialist at the SEAMEO Regional Language Centre in Singapore. He teaches courses in Teaching Reading and Writing, Technology-Enhanced Language Learning, Classroom-Based Research, and Language Assessment. His research interests include exploring innovative ways in teaching reading and writing, and using technologies to teach second language and assess language learning. For more than 20 years, he has worked as English language educator in the Southeast Asian and Arabian Gulf regions. Presently, he serves in the Membership Professional Council of the TESOL International Association in USA and as external reviewer for renowned international professional journals

Dr Adrian Raper has been studying, developing and deploying Artificial Intelligence since his PhD at Southampton University, UK in the 1980s. After lecturing at Southampton and the Massachusetts Institute of Technology, he worked as a programming manager in industry before switching to the field of education. He co-founded Clarity English where he is now Technical Director. His role is to manage development not just of the Clarity English programs themselves, but also the delivery and support systems. He is responsible for the successful implementation of millions of learning and testing sessions rolled out across the world each year.

Dr M. S. Xavier Pradheep Singh teaches English Language and Literature at St. Joseph's College, Tiruchirappalli, Tamilnadu, India. His interest in research lies in Technology Integrated Language Teaching, Teacher Development, and Assessment. He serves on the editorial board of the following journals: The MEXTESOL Journal (Mexico), Journal of Teaching English with Technology (Poland), Journal of English Language Teaching (India), Journal of Teaching and Research in English Literature (India), and Journal of Technology for ELT (India). He also trains teachers in the use of technology. He has been the resource person for more than eighty professional development programmes such as conferences, webinars, workshops, and faculty development programmes.

Dra. Dewi Rochsantiningsih, M.Ed, PhD. Teaches at the English Department of FKIP Universitas Sebelas Maret (UNS), Surakarta. She's been teaching more than 30 years, which also that long she has been supervising for thesis completion. She gained her graduate studies in Australia; from Sydney University for her M.Ed, and from Macquarie University for her Ph.D. She has major interests in the Classroom Action Research (CAR), Curriculum Development, and English for Specific Purposes (ESP). She has been carried out various research on these fields.

Tharich Puttarak graduated from Chiang Mai University with a B.A. in Philosophy and M.A. in English. He is currently an English teacher teaching at Wattanothaipayap School in Chiang Mai, Thailand. He is also an on-duty Thai Master Teacher (TMT) under Office of Basic Education Commission. His primary goal is to improve his students' English literacy and other needed skills as well as critical communication skills.

Ji-Hyun Park is an assistant professor in the Department of English Education at Gyeongin National University of Education. She received her Ph. D. in Second Language Studies from the Michigan State University. Her research interests include corpus linguistics, second language acquisition, L2 writing and assessment.
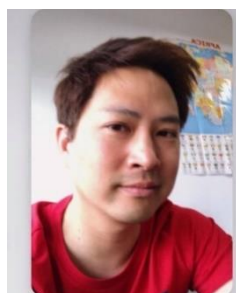
Thanis Tangkitjaroenkun is currently an assistant professor, teaching English language and literature for undergraduate and graduate programmes at King Mongkut's University of Technology Thonburi. He received his BA and MA in English from Chulalongkorn University (Thailand), BA in French from Ramkhamhaeng University (Thailand), MA in International Relations from University of Durham (UK) and MA in Portuguese from University of Bristol (UK). His research interests lie in postcolonial literature, sociolinguistics and linguistic landscape. He can be contacted at thanis.bun@kmutt.ac.th

Fuad Abdul Hamied, UPI professor, received his doctorate in Education in 1982 from SIUC, USA. In addition to being editor/reviewer in some other renowned international journals, he has been a former President of TEFLIN and of Asia TEFL, and now Editor-in-Chief of the Indonesian Journal of Applied Linguistics. His reports and articles on language education and policies are published among others by Cambridge University Press, Routledge, Nova, Springer, and Multilingual Matters.

Michelle Avelena is the Director of Global Development at British Council EnglishScore. She is an Indonesian professional in the English language testing industry, with work experiences in Cambridge English (Cambridge, UK), Paragon Testing (Vancouver, Canada), and most recently at British Council's EnglishScore (London, UK). Her experiences include championing the transition of a high-stakes English test from test-centre delivery to remote proctoring. She has a Beng (Hons) degree in Architectural Environment Engineering from the University of Nottingham, and a Master of Business Administration degree from the University of Cambridge.

PROFILE OF INVITED SPEAKERS

Dawn Lucovich is an American who was born in South Korea, and has lived and worked in the US, UK, Korea, and Japan. She is currently an Assistant Professor at The University of Nagano. As a Global Management faculty member at a brand-new university, she is committed to furthering international understanding and facilitating intercultural communication. She organizes the Global Language Table, a program which connects international visitors and residents of Japan with university students in Nagano. Her research interests include assessment, linguistic landscapes, and discourse communities. She is highly interested in how professional organizations can collaborate together for the benefit of their members, creating accessible and inclusive professional spaces, and the mentoring and orientation of new and early-career professionals.

Mian Md. Naushad Kabir is Assistant Professor of English Language at the Institute of Modern Languages, University of Dhaka. He has a PhD in English Language Education from The English and Foreign Languages University, Hyderabad. Currently, he is the Vice President of Bangladesh English Language Teachers Association (BELTA), and the Founder Executive Editor of BELTA Journal. He has co-edited The Routledge Handbook of English Language Education in Bangladesh, UK: Routledge (in press). He works in the areas of curriculum, materials, assessment, and multilingualism.

Assoc. Prof. Datin Dr Cynthia Yolanda Doss is the Director of the Post Graduate Certificate of Higher Education Programme at the University of Nottingham Malaysian Campus. She has taught ESP, Critical Thinking, Pragmatics, Cross-cultural Interaction and Proficiency. Her areas of research interest are Brain-based learning, Literacy, Cognitive mapping and Critical Thinking.

PROFILE OF BRITISH COUNCIL PANEL DISCUSSION SPEAKERS	
	Sheryl Cooke – *Director, East Asia Assessment Solutions Team* Sheryl Cooke leads a regional team that provides language assessment solutions for partners throughout East Asia including needs analysis, language assessment literacy training, test development, post-test services and teacher support.
	Trevor Breakspear – *Innovations Project Manager* Trevor Breakspear has 18 years of teaching and training experience within the Chinese ESL and EAP contexts and over 10 years of project management experience within xviiiayantixviiixviiiion and assessment fields. He is currently pursuing an MA in Language Testing with Lancaster University.
	Jan Langeslag – *Assessment Solutions Consultant* Jan Langeslag is an experienced language instructor, trainer and assessment expert, holding an MA in Language Testing. His expertise lies in the assessment of the productive skills and analysis of rater xviiiayantixviii. In his current post with the British Council in Guangzhou, Jan promotes assessment literacy among teachers and other stakeholders through workshops and conference presentations and also plays a role in product validation research
	William Bayliss – *Assessment Solutions Consultant (Facilitator of the Panel Discussion)* William Bayliss has worked in the field of language teaching and assessment for 10 years. Working as teacher and then academic manager in Chinese private language schools, before transitioning into the role of assessor, he has a wealth of experience in team management, programming and assessment delivery underpinned by an MSc in Applied Linguistics from Edinburgh University.

ABOUT BRITISH COUNCIL ENGLISHSCORE

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CONFERENCE ZOOM LINK

Meeting ID: 828 2745 1430
Passcode: 075499

- ✓ This is an occuring meeting ID and will be used for 3-day meetings, Thursday, September 9 until Saturday, September 11.

- ✓ For Plenary Sessions and British Council Panel's Discussion, all attendees will be automatically directed to a single main room.

- ✓ For Parallel Sessions, the zoom meeting will be splitted into 10 up to 11 separated breakout rooms, where participants can manually choose and enter any breakout rooms as they please; However, the parallel speakers must select the appointed breakout room. (Please refer to the conference timetable)

- ✓ Other participants who are not assigned as parallel speakers can return to the main room anytime then can select and go to another breakout room.

- ✓ One breakout room is designed for three parallel speakers and all breakout meetings will last approximately one hour before they are closed and all participants are returned back to the main room.

- ✓ All participants are expected to upgrade Zoom application to the latest version, and are reqired to sign in to anticipate any issues while using breakout room feature.

CONFERENCE TIMETABLE

Day 1, Thursday, 9 September 2021
*in Western Indonesia Time (WIB), Time zone in Jakarta (GMT+7)

TIME*	DESCRIPTION	VIRTUAL VENUE
09.00-10.00	**OPENING CEREMONY**	
09.00-10.00	1. Preparation 2. Tari Pasambahan "The Welcome Dance" 3. The National Anthem of the Republic of Indonesia "Indonesia Raya" 4. The Hymn of TEFLIN 5. Holy Quran Recitation 6. Welcoming speech by the Conference Chair 7. Welcoming speech by the President of TEFLIN 8. Opening speech by the Rector of Universitas Negeri Padang 9. Doa recitation	Main Room
PiC: Master of Ceremony		
10.00-11.30	**1st PLENARY SESSION**	
10.00-10.45 (13.00-13.45) in Australian Eastern Time, AET	**Prof. Beverly Derewianka (Keynote Speaker)** *(University of Wollongong)* Supporting Students' Writing through a Teaching and Learning Cycle	Main Room
10.45-11.30	**Prof. Yenni Rozimela, M.Ed, Ph.D** *(Universitas Negeri Padang)* Reflective Teacher, Reflective Learner	
Chair: Muhammad Taufik al Makmun, M.A.		
11.30-12.30	**1st PARALLEL SESSION**	
	Natalia Faradheta Putri, Giovanni Chun Long Ma **The Effect of Corrective Feedback on L2 Students' Writing Performance**	Breakout Room 1
	Dian Toar Y. G. Sumakul, Fuad Abdul Hamied, Didi Sukyadi **Students' perception of the use of AI in a writing class**	
	Lestari setyowati, Sari Karmina, Ahmad Heki sujiatmoko, Nova Ariani **Incorporating Environmental Education In EFL Writing Class: A Hope For A Better Future**	
	Siti Mafulah **The Effect of Direct and Indirect Corrective Feedback on Students' Writing Quality**	Breakout room 2

TIME*	DESCRIPTION	VIRTUAL VENUE
	Lira Hayu Afdetis Mana **The Development of Learning Material Model In Writing Scientific Papers By Using Guided Inquiry Method At Stkip PGRI Sumbar**	
	Winda Setia Sari, Anna Suryani Tambunan, Citra Anggia Putri, Juli Rachmadani Hasibuan **Globalizing Local Culture through Writing Haiku: A Postcolonial Creative Writing Strategy in English Poetry Classroom**	
	Ghina Zikra Winanda, Desvalini Anwar **Analysis Of The Implementation Higher Order Thinking Skills In Tasks And Test Of English Subject At Smk Negeri 2 Padang**	Breakout room 3
	Mike Okmawati **Alternative Assessments in Speaking Skill Applied by English Teacher at SMA N 10 Solok Selatan**	
	Gita Mutiara Hati, Wisma Yunita **English Teachers' Self-Assessment for Continuous Professional Development**	
	Delvi Wahyuni; Witri Oktavia; Leni Marlina; Ainul Addina **Wading in the Uncharted Waters: Indonesian Teachers' Experience in Teaching Literature in English**	Breakout room 4
	Desy Desmita Wulandari, Feni Munifatullah , Hery Yufrizal **Modified Flipped Classroom model to Enhance Students' Reading Comprehension**	
	Istanti Hermagustiana, Desy Rusmawaty **The Implementation of E-Learning through the Concerns-Based Adoption Model (CBAM): EFL Teachers' Experiences**	
	Luh Putu Artini **Teachers' adaptive strategies in teaching online during the covid-19 outbreak and the impact on learners' learning autonomy in English subject**	Breakout room 5
	Helena I. R Agustien **Cloud-Based Modelling in Foreign Language Teaching**	
	Agus Husein As Sabiq, Anisatul Khusna, Dhelvy Ulfa Shita Adifia, Siti Hariroh Arwi **Investigating Individual Differences, School Locality, and Management on the Indonesian Junior High School Students' Attitudes and Motivation toward EFL Learning**	
	Nuriyatul Hamidah, Ahmad Takhfif **English Students' Remote Learning Experience During The Covid-19 Pandemic**	Breakout room 6

TIME*	DESCRIPTION	VIRTUAL VENUE
	Zulafa Hayati Fauziyah, Dahlya Indra Nurwanti, Nia Kurniawati **The Analysis of HOTS in English Test Items Used in Junior High Schools during the COVID-19 Pandemic: An Indonesian Context**	
	Nurdevi Bte Abdul **Incorporating Synchronous And Asynchronous Learning Into English Language Activities (Ela): Strategies And Challenges In Covid-19 Pandemic Situation**	
	Merliyani Putri Anggraini, Bambang Yudi Cahyono, Mirjam Anugerahwati, Francisca Maria Ivone **Correlation Patterns between Online Reading Comprehension, Metacognitive Reading Strategy Awareness, Offline Reading Ability, and General English Proficiency**	Breakout room 7
	Andi Inayah Soraya, Muhammad Ridha Anugrah Latif, Hidayatullah Yunus **The Impact Of Reading Local Folklore In Improving Students Vocabulary Toward Indonesian Efl Learners**	
	Chuzaimah Dahlan Diem **Students' Reading Avidity: How Educational Contexts of Literacy and Gender Make a Difference**	
	Desi Rochmawati, Ika Fathin Resti Martanti **Enhancing English Speaking Skill By Using Aforn, An M-Learning Media For Nursing Students**	Breakout room 8
	Patrisius Istiarto Djiwandono **Implementing Merdeka Belajar (Independent Learning): Some Activities For English Department Students**	
	Ilham Hakim, Zul Amri **An analysis of students' speaking Ability in class presentation during covid-19 Pandemic at IAIN Padangsidimpuan**	
	Sumarni, Aries Utomo **Social Strategy In Language Learning Toward Online Platforms**	Breakout room 9
	Ririn Ovilia, Ainul Addinna **Students' paraphrasing strategies and Their Challenges in Paraphrasing**	
	Mukrim **Efl Teachers' Motivation In Collaborative Action Research Engagement: Self Determination Theory Perspectives**	
	Ahmad Sugianto **"Are they merely pictures?": Delineating the images represented in acrostic poems of a primary level EFL textbook**	Breakout room 10

TIME*	DESCRIPTION	VIRTUAL VENUE
	Sintha Tresnadewi, Ahmad Heki Sujiatmoko, Francisca Maria Ivone **Adding Meaning to Online Grammar Classes through Pedagogical Translation**	
	Titis Sulistyowati **Developing And Validating The Metacognitive Awareness Speaking Questionnaires**	
12.30-13.30	**BREAK TIME**	
13.30-15.45	**2nd PLENARY SESSION**	
13.30-14.15	**Dr. Bradley Horn** *(Regional English Language Office)* Relo Academic Writing Centres Program	Main Room
14.15-15.00	**Prof. Suwarsih Madya, M.A., Ph.D.** *(Universitas Negeri Yogyakarta)* Searching for an Appropriate Approach to Learning	
15.00-15.45	**Prof. Ali Saukah, M.A., Ph.D.** *(Universitas Muhammadiyah Kalimantan Timur)* The New Roles of Teachers in the Advancement of IT	
Chair: Mariam Kartika Tresni, M.M.		
15.45-16.30	**BREAK TIME**	
16.30-17.30	**2nd PARALLEL SESSION**	
	Aridah **The Role of Language Learning Strategies in the Efficacy of Focused and Unfocused Feedback in Enhancing EFL Writing Ability**	Breakout Room 1
	Asalia Iga Ambarinata, Irfan Rifai **my supervision process is like a hell period": Examining Supervisory Support to EFL Students during Writing an Undergraduate Thesis**	
	Zulkifli Tanipu, Novi Rusnarty Usu, Nurlaila Husain **Recurrent Multi-word Sequences in the Research Abstracts of EFL Learners and EFL Professional Writers in Indonesia: A-Corpus Based Study**	
	Liliana Harahap, Desvalini Anwar **Students' Ability in Writing Argumentative Essay at English Department of Universitas Negeri Padang**	Breakout room 2
	Annisa Salsabila, Christhoper Ariwinata, Khristina **Designing Writing Skill Of Law Students With English Specific Purpose On Public And Private University**	
	Nikmah Hayati Tanjung, Muhammad Al Hafizh **Undergraduate Students' Ability in Writing Argumentative Essay at Universitas Negeri Padang**	

TIME*	DESCRIPTION	VIRTUAL VENUE
	Mega Safitri, Anik Nunuk Wulyani, Suharyadi **The mismatch between students' expectation and the implementation of corrective feedback in the online class (Unheard voice from students toward assessment in online class)**	Breakout room 3
	Muhammad Yoga Prabowo, Sarah Rahmadian **Computer-Based English Competency Assessment for Scholarship Selection: Challenges, Strategies, and Implementation in the Ministry of Finance**	
	Miftahurrizki Habiburrahman, Edi Trisno **Evaluation Of Formative Assessment In The Textbook For Senior High School Grade Xi**	
	Atiqah Nurul Asri, Faiz Ushbah Mubarok, Aly Imron **The Implementation of Low-Cost Educational Videos in Teaching TOEIC ® Preparation for Non-English Department Students**	Breakout room 4
	Yentri Anggeraini **Exploring The Implementation Of Digital Tools In Online Classroom**	
	Faishol Hadi, Achmad Anang Darmawan **The Implementation of Virtual Board Games in Teaching Speaking to the Undergraduate Students**	
	Ni Made Wahyu Suganti Cahyani, Made Hery Santosa **Virtual Café: Equitizing Online Learning within Active and Meaningful Community of Learning in the EFL Content Subjects**	Breakout room 5
	Diah Kristina, Ni Luh Putu Setiarini, Bob Morison Sigalingging **ok (Recontextualizing English for Tourism in Indonesia: A Need Analysis Driven Approach)**	
	Siti Maulida Kamaliyah **Students' Speaking Activity On Zoom Application: A Need Analysis**	
	Dian Yurnita Sari, Yetti Zainil **The Implementation of Online Teaching During Pandemic Covid-19 and its problem in EFL Classrooms**	Breakout room 6
	Ni made Anggi Arlinaputri, Rizqi Akbarani **University Learners' Response toward English Online Learning during Covid-19 Pandemic**	
	Eunae Kim, Lewinna C.Aguskin **Teacher-Student Relationship In Promoting English Language Learners' Engagement For Online Learning During The Covid-19 Pandemic**	
	Brigitta Septarini Rahmasari **The Use Of Authentic Materials In Teaching Reading**	Breakout room 7
	Rengganis siwi Amumpuni **REAP (Read, Encode, Annotate, Ponder) Strategy in Teaching Reading**	

TIME*	DESCRIPTION	VIRTUAL VENUE
	Suyadi **Reading Difficulties In Narrative Text Online Learning "Edmodo" At Vocational High School In Jambi City**	
	Muflihatuz Zakiyah **An Alternative Way for Assessing Speaking in Online English Teaching and Learning**	Breakout room 8
	Syifa Fauziah Irsyad **Teachers' and Students' Needs for Authentic Assessment for Speaking Skills in Online Learning**	
	Zaiyana Putri, Sabrina, Marisa Yoestara, Septhia Irnanda, Nyak Mutia Ismail, Kamaliansyah Walil **The Constraints of Online Teaching: The Perspectives of English Teachers in Underdeveloped Rural Areas of Aceh**	
	Siti Muniroh **Reconceptualising critical thinking in EFL teacher education in an Indonesian university**	Breakout room 9
	IGA Lokita Purnamika Utami **Inquiring English teachers with Non-English Education Qualification in Bali: Do They Know How to Teach English?**	
	Utami Widiati, Yazid Basthomi, Utari Praba Astuti, Asih Santihastuti **Exploring Vocational High School Teachers' Critical Incidents: A Case Study**	
	Annisa Tasyakurna M, Hermawati Syarif **The Level Of Students' Ability In Translating Report Text From Indonesian Into English At Universitas Negeri Padang**	Breakout room 10
	Lafziatul Hilmi, Dian Safitri **Discovering English Students Perception On Translation; A Pilot Study Of Project Based Learning In Translation Course**	
	Arini Hidayah **The Vocabulary Selection Strategy In Donald Trump's Speech at A Public Event For The First Time Since After Covid-19 Diagnosis**	

Day 2, Friday, 10 September 2021
*in Western Indonesia Time (WIB), Time zone in Jakarta (GMT+7)

TIME*	DESCRIPTION	VIRTUAL VENUE
08.00-09.00	**FEATURED SESSIONS**	
08.00-08.30 (09.00-09.30) in Hong Kong, HKT (UTC +8)	**Dr Adrian Raper** *(Clarity)* Pronunciation - poor relation or golden child?	Breakout Room 1
08.30-09.00 (09.30-10.00) in Singapore, SGT (UTC +8)	**Dr. Joel Meniado** *(RELC)* Universal Design for Learning (UDL) in Online Language Classrooms: Strategies and Insights	
Chair: Dra. Yetty Zainil, MA, Ph.D		
08.00-08.30 (08.00-08.30) in Bangkok, Thailand (UTC +7)	**Asst. Prof. Thanis Tangkitjaroenkun** *(ThaiTESOL)* Multicultural literature as Tool to Develop Thai University Students' Global Competence: Practices, challenges and suggestions	Breakout Room 2
08.30-09.00 (21.30-22.00) in New York, NY, USA *EDT (UTC -4)	**Down Lucovich** *(JALT)* Designing and Doing: Professional Development in the Zoom Era	
Chair: Dr. Ratmanida, M.Ed		
08.00-08.30	**Dra. Dewi Rochsantiningsih, M.Ed., Ph.D.** *(TEFLIN)* Self-Study on Thesis Consultation: A Reflection as an Undergraduate Thesis Supervisor	Breakout Room 3
08.30-09.00 (08.30-09.00) in Bangkok, Thailand (UTC +7)	**Mr. Tharich Puttarak** *(ThaiTESOL)* Using an OBEC English Debate Approach as a Tool for Developing Critical Communication Skills	
Chair: Sitti Fatimah, SS, M.Ed., Ph.D		
09.00-10.00	**3rd PARALLEL SESSION**	
	Eliasanti Agustina **Utilizing Systemic Functional Linguistics (SFL) and Learning Management System (LMS) in EFL Writing Practice**	Breakout Room 1

TIME*	DESCRIPTION	VIRTUAL VENUE
	Dyah Sunggingwati **The opportunities and tensions in writing a summary of academic articles: The voices of student teachers in an EFL context**	
	Dessy Atika Suri Hutasuhut, Muhammad Al Hafizh **Graduate Students' Ability In Constructing Coherence In The Review Of Related Theories Of Thesis Proposal**	
	Yulina Oktaviani Harahap, Hermawati Syarief **Students' Anxiety In Writing Introduction Of Thesis Proposal At Universitas Muslim Nusantara Al Washliyah Medan**	Breakout room 2
	Futia Mursela, Ratmanida **Students' Perception In Using E-Learning For English Writing Activity**	
	Maria Safriyanti **Enhancing Students' English Listening Comprehension Using Clustering Technique**	
	Dennisya Marwa **The Washback Effect Of Minimum Competency Assessment (AKM) Test General Papers**	Breakout room 3
	Kiki Rizki Amelia, Fitri Novia **Investigating Students' Barriers In Young Adult Literature**	
	Hasnul Insani Djohar **Teaching Women's Literature of the Ummah at the English Department of Universitas Islam Negeri Syarif Hidayatullah Jakarta.**	
	M. Zaim, Refnaldi, Yetty Zainil, Syifa Fauziah Irsyad **The Implementation of Authentic Assessment for Assessing Students' Reading Skills at Senior High School**	Breakout room 4
	Heriyanti Tahang, Gerda Gustiana Gifelem, Yuliana A **Anagrams Technique: The Study Of Teaching Vocabulary To West Papuan Efl Students**	
	Ikhsanudin **Using Podaca To Evaluate Local Culture-Based Learning Materials Evaluation Instrument**	
	Adhan Kholis, Heni Dwi Iryanti **Integrating Digital Tools into ESP Teaching: A Need Analysis of a Business English Course**	Breakout room 5

TIME*	DESCRIPTION	VIRTUAL VENUE
	Asmi Rusmanayanti **Need Analysis on Indonesian Students' Language Technology and Language Learning Autonomy**	
	I Putu Indra Kusuma **"I know how to teach with technology": Online English Learning in Rural Areas during the COVID-19 Pandemic**	
	Nenden S.L. **EFL teaching and learning during the pandemic: Intricacies and challenges**	Breakout room 6
	Richmond Stroupe Stroupe, Sukristiningsih Sukristiningsih **English language education in West Papua Province: Challenges, successes, and recommendations for professional development**	
	Fitri Alfarisy, Girindra Putri Ardana Reswari **Learning English through Social Media: University Students Perspectives**	
	Tuminah Donie Fadjar Kurniawan, Noor Faridha **The Effectiveness of Story Telling Using Book Creator in Learning Reading**	Breakout room 7
	Wenny Elsara **Developing Sq3r Integrated With Digital Interactive Multimedia To Develop Students Reading Skill On Islamik Text At Smp Pmt Prof.Dr.Hamka 2 Padang**	
	Rohani Ganie, Tengku Silvana Sinar, Fikry Prastya Syahputra **Intrinsic Analysis and Types of Question Understanding in Solving Reading Comprehension Question**	
	Muzakki Bashori, Roeland Van Hout, Helmer Strik, Catia Cucchiarini **Reducing foreign language speaking anxiety through automatic speech recognition-based websites**	Breakout room 8
	Irka Maharani, Supriyono , Adin Fauzi **Patient's Complaint Jigsaw Card (Pcjc) To Teach Speaking Skill For Second Semester Nursing Students**	
	Sisri Ovalina **Assessing Speaking Ability of First-year Students of English Department at Graduate Program of Universitas Negeri Padang**	

TIME*	DESCRIPTION	VIRTUAL VENUE
	Syamdianita **The Voice of EFL Pre Service Teachers in Preparing Technology-Based Additional Teaching Materials**	Breakout room 9
	Diah Safithri Armin **Teacher Professional Development: An evaluation of Indonesian EFL novice teachers' perceived TPACK**	
	Khoiriyah, Utami Widiati, Bambang Yudi Cahyono **A Closer Look at Collaborative Lesson Planning in Online Teaching Practice Program: Shaping EFL Pre-service Teachers Professional Identity**	
	Nihta V.P Liando, Chris Caesar Pikirang, Fergina Lengkoan **Learner Autonomy in EFL Learning**	Breakout room 10
	Yulmiati, Muhammad Zaim, Atmazaki **Considering Students' Reading Interest in Developing Reading Assessment in Higher Education**	
	Atsushi Iida **Assessing second language poetry writing: Linking assessment, learning, and language use**	
10.00-11.30	**3rd PLENARY SESSION**	
10.00-10.45 12.00-12.45 in Seoul, South Korea (UTC +9)	**Dr. Jihyeon Jeon** *(Ewha Woman's University)* Developing Cooperative Principles for Communication: An Audience-Centered Approach for a Global Context	Main Room
10.45-11.30	**Colm Downes** *(British Council Indonesia)* Climate Action in Language Education: integrating environmental issues into English language teaching.	
	Chair: Chairil Anwar Korompot, Ph.D.	
11.30-13.30	**JUMAH BREAK TIME**	
13.30-15.00	**4th PLENARY SESSION**	
13.30-14.15 (13.30-14.15) in Bangkok, Thailand (UTC +7)	**Ass. Prof. Dr. Jirada Wudthayagorn** *(Chulalongkorn University Language Institute)* Investigating English language skills of grade 6 students in different English language learning programs	Main Room
14.15-15.00	**Prof. Dr. Joko Nurkamto, M.Pd** *(Universitas Sebelas Maret)* Interrogating The Discourse Of Teachers As Agents Of Change From An Agency Perspective	
	Chair: Dra. Dewi Rochsantiningsih, M.Ed., Ph.D.	

TIME*	DESCRIPTION	VIRTUAL VENUE
15.00-16.00	4th PARALLEL SESSION	
	Djatmika, Lastika Ary Prihandoko, Joko Nurkamto **A Survey on Indonesian EFL Students' Growth Mindset, Self-Efficacy, and Metacognition in Academic Writing Performance**	Breakout Room 1
	Yanti Sri Rezeki **Collaborative Writing during Remote Teaching: Challenges and Affordances for EFL Pre-service Teachers**	
	Wisma Yunita, Azhar Aziz Lubis, Mukhrizal **Features Of Efl Students' Difficulties In Writing Paragraphs At The Tertiary Education Level Context**	
	Epi Stiyo Pujowati, Afdal Ade Hendrayana **Indonesian Efl Learners' Relative Clauses Interference**	Breakout room 2
	Mirjam Anugerahwati, Sri Rachmajanti **A Profile Of Primary School Students' Literacy Through Emi In Clil Context**	
	Siti Patonah, Rifki Irawan **Bilingualism in English as a Foreign Language (EFL) Classroom Context**	
	Sisilia Setiawati Halimi **Materials Development for Teaching English to Young Learners: A Community Engagement Program**	Breakout room 3
	Ainun Fatimah, Rezky Ramadhani, Andi Inayah Soraya **Syntatic Accuracy: Efl Learners In Using Modals And Modality In Sikola Virtual Learning**	
	Erna Nawir **An Overview of Pedagogical Grammar Learning as a Second and/ or Foreign Language: Community Language Learning Method in an Open Learning Platform**	
	Arif Husein Lubis, Eri Rahmawati **Incorporating flipped learning in teaching English grammar for EFL students across proficiency levels**	Breakout room 4
	I Putu Yoga Purandina, Gusti Ayu Putu Diah Permata Sari AR **Engaging Early Childhood Learners of EFL through Balinese Folklore Picture Books during Distance Learning in Singaraja Bali**	

TIME*	DESCRIPTION	VIRTUAL VENUE
	Gusti Nur Hafifah, Francisca Maria Ivone, Bambang Yudi Cahyono **Developing a Teacher Cognition on ICT Instrument: Confirmatory Factor Analysis**	
	Ni Nyoman Padmadewi, Luh Putu Artini, Ni Made Ratminingsih, Putu Kerti Nitiasih **The Use Of Blended Shape Poem Technique As An Inovative Literacy Program Of Teaching English For Young Learners During Pandemic Outbreak**	Breakout room 5
	Yune Andryani Pinem, Andi Dian Rahmawa **Elements in Games, Songs, and Movie in Remote Teaching during Covid-19 Affecting Vocabulary Achievement.**	
	Kurniasih, Bambang Y.C, Utari Praba Astuti, Nunung Suryati **EFL Students' Writing Anxiety During Online Learning Environment During the Covid-19 Pandemic**	
	Darliza Listari, Yenni Rozimela **The Perception of Students in Using ICT in ESP Course at the Faculty of Mathematics and Science of Universitas Negeri Padang**	Breakout room 6
	Fadhilah, Hamzah **The Perceptions toward the Implementation of Online Learning: A Study on ESP Teachers and Students of UNP**	
	Murni Mahmud **Students' Voices In The Use Of Facebook And Instagram In The University Context**	
	Satyawati Surya, Dian Anggriyani **Think Aloud for Teaching Extensive Reading**	Breakout room 7
	Muhammad Iqbal Siregar **English for Specific Purpose: Exploring Current Issues in Vocational High School**	
	Jufri **The Effectiveness of Scaffolding Model in Teaching Reading towards the Students' Reading Ability at SMA in Padang City. 2018**	
	Pipit Rahayu, Yenni Rozimela, Jufrizal **Students' Public Speaking Assessment for Persuasive Speech**	Breakout room 8

TIME*	DESCRIPTION	VIRTUAL VENUE
	Herlina Daddi **A Case Study On Male And Female Lecturers' Strategies In Teaching Speaking Skill At Tertiary Education Context**	
	Fatin Amira, Zul Amri **Students' Speaking Ability On Youtube Based Video Project In Online Class During Covid19 Pandemic At Universitas Asahan**	
	sutarno, Novita Eka Tristiana **The Impact of Online Microteaching Class on Pedagogical Competence or EFL Pre-service Teachers in Indonesia**	Breakout room 9
	Susilo **Instructed comprehensible input as manifested in EFL virtual classes practiced by the pre-service teachers in the PPG**	
	Fadhil Ramadhani **English Teachers' Attitudes Towards Google Form as an Online Assessment Tool**	
	Richmond Stroupe, Priyatno Ardi, Maskota Delfi, Made Hery Santosa, Masitowarni Siregar **Effective educational leadership in the Indonesian context: Leaders in secondary schools**	Breakout room 10
	Anna Riana Suryanti Tambunan, Winda Setia Sari, Fauziah Khairani Lubis, Widya Andayani **Engaging Students into A Community of Practice to Support Students' Academic Writing: A Study in Higher Education**	
	Kurniawan **The Online Teaching and Learning Listening's Subject in higher Education During the COVID-19 Pandemic**	
16.00-16.30	**BREAK TIME**	
16.30-17.30	**BRITISH COUNCIL PANEL DISCUSSION**	
16.30-17.30	**Sheryl Cooke, Trevor Breakspear, Jan Langeslag** *(British Council)* Technology in Language Assessment: Impact on the Classroom	Main Room
	Chair: William Bayliss	

Day 3, Saturday, 11 September 2021
*in Western Indonesia Time (WIB), Time zone in Jakarta (GMT+7)

TIME*	DESCRIPTION	VIRTUAL VENUE
08.00-09.00	**FEATURED SESSIONS**	
08.00-08.30 (09.00-09.30) in Malaysia (UTC +8)	**Assoc. Prof. Datin Dr. Cynthia Yolanda Doss SFHEA** *(MELTA)* An Ecosystem Promoting English Language as a Positive Force for Intercultural Communication, Peace and Unity	Breakout Room 1
08.30-09.00 (07.30-08.00) in Dhaka, Bangladesh (UTC +6)	**Dr. Mian Md. Naushaad Kabir** *(BELTA)* Online assessment during COVID-19 at the tertiary level of education in Bangladesh: Current practices, challenges and choices	
Chair: Dr. Muhd. Al Hafizh, S.S.,M.A.		
08.00-08.30 (06.30-07.00) in India (UTC +5:30)	**Dr. Xavier Pradheep Singh** *(ELTAI)* Gamification – A Panacea for Engagement Crisis in ELT	Breakout Room 2
08.30-09.00 (10.30-11.00) in Seoul, South Korea (UTC +9)	**Park, Jihyun** *(ALAK)* A construction-based analysis of syntactic diversity across L2 proficiency levels	
Chair: Andi Muhammad Irawan, S.S., M.Hum., Ph.D		
08.00-08.30	**Michelle Avelena** *(EnglishScore)* Impact of COVID-19 in Accelerating Mobile Delivery for English Language Testing	Breakout Room 3
08.30-09.00	**Prof. H. Fuad Abdul Hamied, MA, Ph. D** *(TEFLIN)* Why and how much should English as a lingua franca be accommodated in the Indonesian context?	
Chair: Witri Oktavia, S.Pd, M.Pd.		
09.00-10.00	**5th PARALLEL SESSION**	
	Ni Luh Putu Setiarini **Focusing the Content of Articles, Yet Neglecting the Citation and Reference Style**	Breakout Room 1
	Dewi Sartika **Enhancing Students' Writing Skill Using Roundtable Technique**	

TIME*	DESCRIPTION	VIRTUAL VENUE
	Gita Sri 15ayanti, Yenni Rozimela **Using Contextual Teaching and Learning (CTL) strategy to improve Students' Writing Skill.**	
	Nahdhiyah **The Role of Learning Literary Work in Enhancing the Awareness of Loving Nature**	Breakout room 2
	Reimundus Raymond Fatubun **The Significance of George Orwel's Animal Farm in Contemporary Indonesian Socio-Political Situation and Its Pedagogical Implication for the EFL Classroom**	
	Richard J.Stockton **EAL learner identity research through fictional narrative: Cases in Indonesia TESOL**	
	Alber , Erna Nawir, Widya Syafitri, Marhamah, Yulianto , Arimuliani Ahmad **Media Based-Technology: Distraction Or Diversion? (A Review Of Digital Media As Instructional Aids To "Path" Teachers' Digital Competence)**	Breakout room 3
	Indah Muzdalifah **Analysis of Using Google Voice as Learning Media through Task-Based Learning Method**	
	Arif Suryo, Issy Yuliasri, Widhiyanto, Sri Suprapti **English Podcast As Media To Improve English Skillsin The Covid-19 Pandemic Situation In Higher Education**	
	Lia Agustina **A Case Study Method in Teaching ESP Course Enhance Students' Communication Skill**	Breakout room 4
	Seri Malini **Promoting Creative Thinking Of Students Through Literary Teaching**	
	Sumarsih **The Implementation of Lectora Inspire as Interactive Learning Media on Reading Narrative Text for the Eight Grade Students at SMP N 27 Medan**	
	Ahmad Ridho Rojabi **EFL Students' Experiences in Exploiting Microsoft Teams as a Videoconferencing System in Times of COVID-19**	Breakout room 5
	Lastika Ary Prihandoko, Djatmika, Joko Nurkamto **Challenges and Solutions to Undergraduate Thesis Supervision during the COVID-19 Pandemic in Indonesia: A Sequential Mixed Method**	

TIME*	DESCRIPTION	VIRTUAL VENUE
	A.ST.Aldilah Khaerana, Andi Inayah Soraya, Muh. Ridha Anugrah **Receptive And Productive Skills Online Learning During Covid-19 Pandemic**	
	Sri Yuliani **Webtoon Short Story In English Class: Students' Perception**	Breakout room 6
	Setyo Prasiyanto Cahyono **Register in Classroom Discourse: an SFL Perspective**	
	Aryuliva Adnan, Yosannia Arnaz, Ratmanida **Microteaching students' perception of discovery learning method**	
	Fitrawati, Hermawati Syarif, M.Zaim **Critical Reading Text Book Analysis: A Feasibility of Teaching Material Evaluation**	Breakout room 7
	Noor Rachmawaty, Weningtyas Parama Iswari, Effendi Limbong **Teaching English Remotely: Issues, Challenges and Opportunities**	
	Maulana Mualim, Indah Puspitasari **Examining Students' Self Efficacy Beliefs in Mobile Assisted Language Learning during the Emergency Remote Teaching**	
	Dian Misesani **Promoting Confidence To Communicate And Interact Through The Lecturer-Developed Academic Speaking Course Book**	Breakout room 8
	Fadel Nur Irsyad, Ratmanida **ELT Students' Communication Strategy on Speaking Performance Defined by Gender In Universitas Negeri Padang**	
	Yulinda Oktaviana Harahap, Yenni Rozimela **The Level Of Students'anxiety In Speech At Universitas Muslim Nusantara Al Washliyah Medan**	
	Yetti Zainil, Zul Amri, Ratmanida **EFL Teachers' Oral Questions at Junior High Schools: A Conversational Analysis and Stimulated Recall Interview**	Breakout room 9
	Nur Arifah Drajati **Production-Oriented Approach Enactment in Co-Designing Pedagogical Content Knowledge 21CL with Indonesian Teachers**	

TIME*	DESCRIPTION	VIRTUAL VENUE
	Untari Gunta Pertiwi, Evi Azizah Vebryanti, Dana Waskita, Lusia M Nurani **Teacher's Self-Efficacy on Designing Digital Material in E-learning: A Case Study in a Vocational School**	
	Rohfin Andria Gestanti **Translation Strategies in English Test: What Students Employ Beyond the Test.**	Breakout room 10
	Fatchul Muin **Interference of Students' Native Language in Their Oral Production of English**	
	Nyak Mutia Ismail **The Impacts Of Modelled-Reading Strategies On Students' Reasoning Skill Ability**	
	Hengki **Using Praat to see Error made by Fourth semester students of English study program in Pronouncing English Voiced and Unvoiced Dental Fricative**	Breakout room 11
	Mercya Christ Sita Dewi, Kenti Sugiyati, Widya Ratna Kusumaningrum **An Exploratory Case Study on Indonesian EFL Students Tendency on Virtual Classroom**	
10.00-10.45	**5th PLENARY SESSION**	
10.00-10.45 Friday, Sept 10, 20.00-20.45 in Santa Ana, CA, USA	**Prof. Susan Gaer** *(Catesol)* The Triple E Framework:Integrating Technology into Instruction	Main Room
10.45-11.30 (11.45-12.30) in Singapore, SGT (UTC +8)	**Dr. Willy A. Renandya** *(Nanyang Technological University, Singapore)* How to improve proficiency via extensive reading and listening	
	Chair: Dr. Ikhsanuddin	
11.30-12.30	**6th PARALLEL SESSION**	
	Yeli Eka Sintya, Muhammad Al Hafiz **Undergraduate Students' Ability In Constructing Cohesion In The Background Of The Problem Of Thesis**	Breakout Room 1
	Fitri Novia, Eva Saptarina, Lestari **Process Writing Approach (Pwa): The Correlation Between Writing Habit And Students' Writing Achievement**	

17

TIME*	DESCRIPTION	VIRTUAL VENUE
	fitri handayani **Utilizing Essay Punch in Teaching Essay Writing: EFL University Students' Perception**	
	Eripuddin , Jufrizal, Agustina **Thanking Expressions in Teaching and Learning Process at English Department of Pasir Pengaraian University**	Breakout room 2
	Nuriska Noviantoro, Didi Suherdi, Pupung Purnawarman **Reconstructing Learners' Engagement in an ESP-based MOOCs: Learners' Perspectives**	
	Winny Berliana **An Analysis of Using PISA, AKM and UN**	
	Muflihatuz Zakiyah **English Language Needs of Boarding Students**	Breakout room 3
	Nurhadianty Rahayu, Hikmah Pravitasari **Critical Meaning-making through SFL-Informed TBLT Instructions: A Design-Based Research**	
	Hidayatullah Yunus, A.ST. Aldilah Khaerana, Rezky Ramadhani **Implementing Student-Centred Learning in Indonesian Higher Education: Exploring Indonesian English Language Lecturers' Perception**	
	Harumi Manik Ayu Yamin **Teaching a Public Speaking Course to a Deaf Student**	Breakout room 4
	Dewi Andriani **Critically applying Krashen's Comprehensible input in the language classroom**	
	Yuli Tiarina, Yenni Rozimela, Aryuliva Adnan **Encountering Prospective Teachers' And Lecturers' Lesson Study For Learning Community (Lslc) Experience In Microteaching Class**	
	Eka Sustri Harida **Flipped classroom learning: a current issue in English language teaching in pandemic era (A study on the teachers' perspectives)**	Breakout room 5
	Elok Putri Nimasari, Rohfin Andria Gestanti, Kaukabilla Alya Parangu, Eliasanti Agustina, Arief Budiono, Setya Yuwana Sudikan, Sumarwan **English For Mechanical Engineering Online Learning In The Midst Of Covid-19 Pandemic: Students' Perspectives**	

TIME*	DESCRIPTION	VIRTUAL VENUE
	Liya Astarilla Dede Warman **Students' Perception on the Use of Google Classroom in Flipped English Learning during the COVID-19 Pandemic**	
	Maria Hidayati, Willy A. Renandya **Extensive Reading: A synthesis of current research**	Breakout room 6
	Rezky Ramadhani, Ainun Fatimah, A.ST.Aldilah Khaerana **Stay Motivated: Innovative Learning Tools Given by the Lecturers in Online English Reading Classes**	
	Abidin Pammu, Sitti Sahraeny, Rosmiaty **University Students' Perceptions of Extensive Reading: Evidence from Hasanuddin University, Indonesia**	
	Jufrizal, Lely Refnita **GERUND IN ENGLISH: A Morpho-Semantic Note for EFL Learners in Indonesia**	Breakout room 7
	Lailan Syafrina Dewi **Semantic Analysis of Hyponymy in the Short Story "My Hero is You (How Kids Can Fight Covid-19)" By IASC**	
	Dedy Subandowo **The Perspective of Academic ESL/EFL Writing in A Non-Native English Speaking Environment**	
	Entusiastik **Exploring Challenges and Strategies for Classroom Interaction**	Breakout room 8
	Senorica Yulia Sari, Sitti Fatimah, Nofrina Eka Putri **How relevant is offline peer observation within the increasing online teaching and learning?**	
	Ratna Nery, Fitri Novia **Exploring Students' Difficulties In Comprehending Exposition Text Towards Poe Strategy**	
	Giovanni Oktavinanda, Syafni Yelvi Siska, Kartika Harda Putri **English for Mariners Course Book: How does the readability formula rate the readability level of texts?**	Breakout room 9
	Dzulfia Eka Putri, Jufrizal **Textbook Evaluation of English Learning Material at SMKN 1 Lembah Melintang Textbook Evaluation of English Learning Material at SMKN 1 Lembah Melintang**	
	Zahrina Ulfa, Edi Trisno **Evaluation Of Learning Material In The Textbook For Senior High School Grade Xi**	

TIME*	DESCRIPTION	VIRTUAL VENUE
	Suyono **Negotiating Indonesian Address Terms among Indonesian EFL Teachers in Cross Cultural Communication: A Co-Cultural Perspective**	Breakout room 10
	Andi Dian Rahmawan, Yune Andryani Pinem **Inferential Thinking To Develop Students' Techniques To Paraphrase Research Paper**	
	Dinovia Fannil Kher, Yati Aisya Rani, Carbiriena Solusia **E-Learning2 UNP: The Teaching Solution for Large English Classes at Universitas Negeri Padang**	
		Breakout room 11
12.30-13.30	**BREAK TIME**	
13.30-15.00	**6th PLENARY SESSION**	
13.30-14.15 (16.30-15.15) in Brisbane, Australia AEST (UTC +10)	**Subhan Zein, Ph.D.** *(The University of Queensland)* TEFLIN in the 21st century: Towards national frameworks of teachers' English proficiency	Main Room
14.15-15.00	**Dr. Gumawang Jati, M.A.** *(Institut Teknologi Bandung)* Foreseeing the Partnership with Artificial Intelligence in ELT	
	Chair: Harumi Manik Ayu Yamin, S.Hum., M.Hum.	
15.00-16.00	**CLOSING CEREMONY**	
15.00-16.00	1. A Report by the Chair of the Committee 2. The Ceremony of Handing the TEFLIN Gong to the Host of the 2022nd TEFLIN Conference, Universitas Negeri Malang 3. Promotional Presentation by the Host of the 2022nd TEFLIN Conference, 4. Closing remark by the President of TEFLIN 5. Closing speech by Dean of the Faculty of Languages and Arts	Main Room

DAFTAR NAMA PENULIS PRSIDING TEFLIN & ICOELT 2021

No	Paper title	Author 1 (last name)	Author 1 (first name)
001	The Implementation of Authentic Assessment for Assessing Students' Reading Skills at Senior High School	Zaim	*M.*
002	Syntatic Accuracy: EFL Learners in using Modals and Modality in Sikola Virtual Learning	Fatimah	*Ainun*
003	The Level of Students' Ability in Translating Report Text from Indonesian into English at Universitas Negeri Padang	M	*Annisa Tasyakurna.*
004	Donald Trump's Vocabulary Selection Strategy in a Public Speech for the First Time Since Covid-19 Diagnosis	Hidayah	*Arini*
005	Exploring English Vocational High School Teachers' Critical Incidents: A Case Study	Santihastuti	*Asih*
006	Inquiring English Teachers with Non-English Educational Backgrounds in Bali: Do They Know How to each English?	Utami	*I.G.A. Lokita Purnamika*
007	The Perception of Students in Using ICT in ESP Course at the Faculty of Mathematics and Science of Universitas Negeri Padang	Listari	*Darliza*
008	Enhancing English Speaking Skill by Using AFORN, An M-Learning Medium for Nursing Students	Rochmawati	*Desi*
009	Graduate Students' Ability in Constructing Coherence in the Review of Related Theories of Thesis Proposal	Hutasuhut	*Dessy Atika Suri*
010	Flipped Classroom Model to Enhance Students' Reading Comprehension	Wulandari	*Desy Desmita*
011	Students' Perceptions of the Use of AI in a Writing Class	Sumakul	*Dian Toar Y. G.*
012	The Implementation of Online Teaching during Pandemic and Its Problems in EFL Classrooms	Sari	*Dian Yurnita*
013	Textbook Evaluation of English Learning Material at SMKN 1 Lembah Melintang	Putri	*Dzulfia Eka*
014	Incorporating Flipped Learning in Teaching English Grammar for EFL Students across Proficiency Levels	Lubis	*Arif Husein*
015	The Role of the Teacher-Student Relationship in Promoting English Language Learners' Engagement for Online Learning during the Covid-19 Pandemic	*Kim*	*Eunae*

016	ELT Students' Communication Strategy on Speaking Performance Defined by Gender in Universitas Negeri Padang	Irsyad	*Fadel Nur*
017	The Perceptions toward the Implementation of Online Learning: A Study on ESP Teachers and Students of UNP	Fadhilah	*Fadhilah*
018	Students' Speaking Ability on YouTube Video Project in Online Class during Covid19 Pandemic at Universitas Asahan	Amira	*Fatin*
019	Intrinsic Analysis and Types of Question Understanding in Solving Reading Comprehension Question	Ganie	*Rohani*
020	Students' Perception in Using E-Learning for English Writing Activity	Mursela	*Futia*
021	Analysis of the Implementation Higher Order Thinking Skills in Tasks and Test of English Subject at SMK Negeri 2 Padang	Winanda	*Ghina Zikra*
022	Using Contextual Teaching and Learning (CTL) Strategy to Improve Students' Writing Skill	Jayanti	*Gita Sri*
023	Developing a Teacher Cognition on ICT Instrument: A Confirmatory Factor Analysis	Hafifah	*Gusti Nur*
024	Engaging Early Childhood Learners of EFL through Balinese Folklore Picture Books during Distance Learning in Singaraja Bali	Purandina	*I Putu Yoga*
025	An Analysis of Students' Speaking Ability in Class Presentation during Covid-19 Pandemic at IAIN Padangsidimpuan	Hakim	*Ilham*
026	Webtoon Short Story in English Online Class: Students' Perception	Yuliani	*Sri*
027	A Closer Look at Collaborative Lesson Planning: Shaping Pre-Service Teachers Professional Identity in the Teaching Practice Program	Khoiriyah	*Khoiriyah*
028	Investigating Students' Barriers in Young Adult Literature	Amelia	*Kiki Rizki*
029	EFL Students' Writing Anxiety in Online Learning Environment during the Covid-19 Pandemic	Kurniasih	*Kurniasih*
030	The Students' Writing Ability of Argumentative Essay at English Department of Universitas Negeri Padang	Harahap	*Liliana*
031	Students' Perception of the Use of Google Classroom in Flipped English Learning during the COVID-19 Pandemic	Warman	*Liya Astarilla Dede*

032	Correlation Patterns among Online Reading, Offline Reading, Metacognitive Reading Strategy Awareness, and General English Proficiency	Anggraini	*Merliyani Putri*
033	Evaluation of Formative Assessment in the Textbook for Senior High School Grade XI	Habiburrahman	*Miftahurrizki*
034	Undergraduate Students' Ability in Writing Argumentative Essay at Universitas Negeri Padang	Tanjung	*Nikmah Hayati*
035	EFL Students' Remote Learning Experience During The Covid-19 Pandemic Outbreak	Hamidah	*Nuriyatul*
036	Exploring Students' Difficulties in Comprehending Exposition Text towards POE Strategy	Nery	*Ratna*
037	Think Aloud for Teaching Extensive Reading	Surya	*Satyawati*
038	The Effect of Direct and Indirect Corrective Feedback on Students' Writing Quality	Mafulah	*Siti*
039	Students' Speaking Activity on Zoom Application: A Need Analysis	Kamaliyah	*Siti Maulida*
040	Developing and Validating the Metacognitive Awareness Speaking Questionnaire	Sulistyowati	*Titis*
041	Teacher's Self-Efficacy on Designing Digital Material in E-Learning: A Case Study in a Vocational School	Pertiwi	*Untari G.*
042	Undergraduate Students' Ability in Constructing Cohesion in the Background of the Problem of Thesis	Sintya	*Yeli Eka*
043	Students' Anxiety in Writing Introduction of Thesis Proposal at Universitas Muslim Nusantara Al- Washliyah Medan	Harahap	*Yulina Oktaviani*
044	The Level of Students' Anxiety in Speech at Universitas Muslim Nusantara Al- Washliyah Medan	Harahap	*Yulinda Oktaviana*
045	Thanking Expressions in Teaching and Learning Process at English Department of Pasir Pengaraian University	Eripuddin	*Eripuddin*
046	Exploring the Implementation of Digital Tools in Online Classroom	Anggeraini	*Yentri*
047	Considering Student's Reading Interest in Developing Blended Reading Assessment in Higher Education	Yulmiati	*Yulmiati*
048	Students' Public Speaking Assessment for Persuasive Speech	Rahayu	*Pipit*
049	Complexities of Online Thesis Supervision during the Covid-19 Pandemic: EFL Lecturers' Perceptions	Prihandoko	*Lastika Ary*

050	Lecturer Supervisors' Perspectives on Challenges in Online Thesis Supervision	Djatmika	*Djatmika*
051	Evaluation of Learning Material in the Textbook for Senior High School Grade XI	Ulfa	*Zahrina*
052	The Implementation of Virtual Board Games in Teaching Speaking to the Undergraduate Students	Hadi	*Faishol*
053	Critical Meaning Making through SFL-Informed TBLT Instructions: A Design-Based Research	Rahayu	*Nurhadianty*
054	Teachers' and Students' Needs for Authentic Assessment for Speaking Skills in Online Learning	Irsyad	*Syifa Fauziah*
055	Microteaching Students' Perception of Discovery Learning Method	Adnan	*Aryuliva*
056	The Role of Learning Literary Work in Enhancing the Awareness of Loving Nature	Nahdhiyah	*Nahdhiyah*
057	Semantic Analysis of Hyponymy in the Short Story "My Hero is You (How Kids Can Fight Covid-19)" By IASC	Dewi	*Lailan Syafrina*
058	Virtual Café: Equitizing Online Learning within Active and Meaningful Community of Learning in the EFL Content Subjects	Cahyani	*Ni Made Wahyu Suganti*
059	Reading Difficulties in Narrative Text through "Edmodo" at Vocational High School	Suyadi	*Suyadi*
060	A Case Study on Male and Female Lecturers' Strategies in Teaching Speaking Skill at Tertiary Education Context	Daddi	*Herlina*
061	Critical Reading Text Book Analysis: A Feasibility of Teaching Material Evaluation	Fitrawati	*Fitrawati*
062	Reading-Based Writing: A Model to Foster EFL Learners' Academic Writing Skill	Rozimela	*Yenni*
063	An Analysis of Platforms in Blended Learning during Covid-19 Pandemic to Improve Speaking Skill in ELT Classroom	Berliana	*Winny*

Developing a Teacher Cognition on ICT Instrument: A Confirmatory Factor Analysis

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ABSTRACT
Teachers' cognition (knowledge, belief, attitude, and self-efficacy) regarding ICT in ELT needs to be revealed to gain a more comprehensive understanding of their perspective and understanding of incorporating ICT into their everyday instructional activities. This study aims to create Teacher Cognition on ICT (TC-ICT) scales that can be used to assess their cognition level. The paper describes the processes of building the instrument, from domain definition and delimitation to instrument construction. This survey research used an online questionnaire to collect data from 54 respondents and then conducted a confirmatory factor analysis to analyze the results. The validity of the 68 items with a loading factor of more than 6.0 and the AVE score exceeded 5.0 was confirmed by the study. Furthermore, all five factors (knowledge of ICT, belief in ICT, attitude toward ICT, ICT self-efficacy, and ICT perceived use in ELT) had a composite reliability value of better than 0.7. As a result, all indicators used to measure the variables were found to be reliable. Furthermore, all variables' Cronbach's Alpha values were better than 0.6. Thus, the instrument items were shown to be valid and reliable in assessing the essential variables, and they may be utilized in teacher cognition dimensions and scales studies.

Keywords: TC-ICT Instrument, ELT, Confirmatory Factor Analysis

1. INTRODUCTION

Researching teacher cognition (TC) is concerned with the unobservable dimension of the teaching-teachers mental state of mind that played a role in their instructional choices. It is important to see how the processes of cognition occur entirely in the teachers' minds that might affect their decision and attitude during teaching activities. [1], [2] Borg states that researchers need to study teachers from their psychological processes to recognize the motive behind their teaching work. Thus, it is essential to thoroughly examine what is within the teachers' minds to better understand their teaching behavior in classroom practices.

Cognition is a psychological action or process of acquiring knowledge and understanding through thought, experience, and the senses. It is the thinking process inside the human brain from sensing actions, experiencing events, and gaining information, resulting in ideas or concepts. One's perception and thoughts about one thing are influenced by the information one knows, believes, and feels. Teacher cognition toward teaching is determined by their schooling or educational background, professional coursework, contextual factors, and teaching experiences in classroom practice [3], [4]. Figure 1.1 visualizes Borg's conceptual framework of teacher cognition that includes *belief, knowledge, attitudes, assumption, conception, and perception* about instructional activities, learning, students, curricula, and materials in teaching.

Studies on teacher cognition in ICT use need to be carried out to understand to what extent teachers use ICT in their English language teaching and how each aspect of cognition significantly contributes to their use of ICT. For example, it is confirmed that knowledge, belief, and attitude are parts of teacher cognition that drive their behavior reflected on their teaching performances [1], [2], [5]–[8]. Similarly, some studies reveal that besides teachers' beliefs and attitudes, their knowledge of technology plays a crucial role in determining their self-efficacy in incorporating technology into teaching [9]–[12].
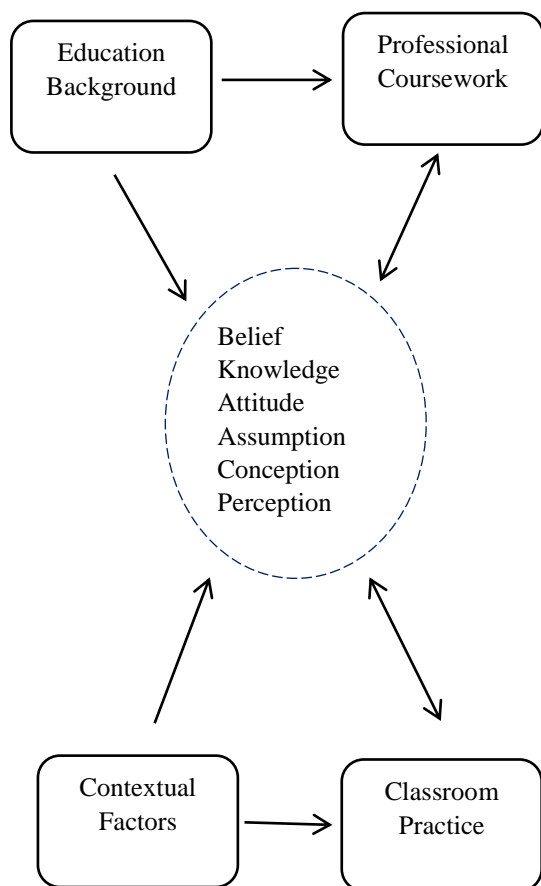
Figure 1. Borg's Conceptual Framework of Teacher Cognition (2003)

Inner connections exist among cognitive factors, according to evaluations of numerous studies on the theoretical framework above. Teachers' understanding of ICT influences their attitude, belief, self-efficacy, and use of ICT. Teachers' ICT self-efficacy adds to their knowledge and experiences with ICT, whereas their belief in ICT contributes to their positive attitude and practices. To summarise, teacher cognition has a major impact on the use of ICT in the classroom.

As only a few instruments have been created to assess teacher cognition and its relationship to ICT in the ELT setting, there are pressing needs to look at the possible factors of teacher cognition that influence teacher use of ICT in ELT. The goal of this research is to develop Teacher Cognition on ICT (TC-ICT) measures that can be used to assess teachers' cognition. It specifically looks at four aspects of teacher cognition: knowledge, belief, attitude, and self-efficacy. Each variable is measured through a questionnaire with different scales of measurements.

Some previous studies and theories were reviewed and analyzed as the basis of this research instrument construction. Four variables of teacher cognition, i.e., knowledge, belief, attitude, and self-efficacy, were identified as the potential aspects that formed teacher cognition. The following research questions are proposed in order to build a valid and reliable

instrument that can be used to measure teacher cognition about ICT in an ELT context.

(1) What are the steps of constructing valid and reliable instruments?
(2) Are the questionnaire items constructed valid and reliable to measure the variables of Teacher Cognition on ICT (TC-ICT)?

2. METHOD

The instrument was constructed by analyzing prior teacher cognition studies and theories and constructing a blueprint of study factors, dimensions, and indicators. Following that, the blueprint was used to create questionnaire items and scales, which were then validated and revised by experts. The questionnaire was disseminated using *Google Form*, and the results were statistically analyzed using confirmatory factor analysis. The study's participants were 54 English lecturers with a master's degree who taught at the university level.
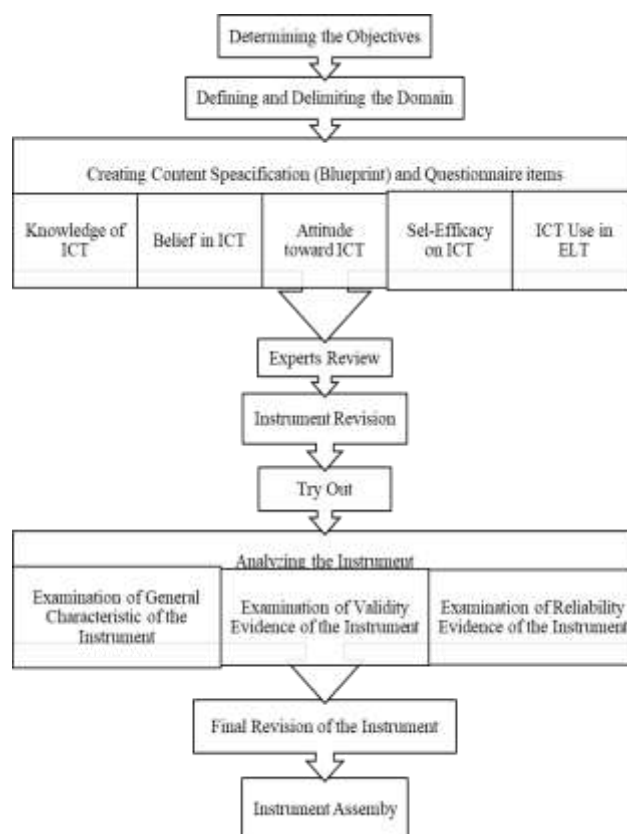
Figure 2. Instrument Construction Procedure

Procedures of Instrument Construction

Figure 2. visualizes the procedures of constructing the questionnaire to create a valid and reliable instrument for data collection [13]. Nine steps were completed till the instrument is ready to use. The first step is *Determining the Objective*. This step is critical since the instrument developed for this study was created to meet the research goal of examining elements of teacher cognition and their links to ICT use. The second step is *Defining and Delimiting the Domain*. At this stage, the theoretical framework was developed to include the idea of teacher cognition and its relation to

teachers' ICT practices in ELT, resulting in a hypothesis model of relationship. The dimensions of each study variable were then established and delimited in a methodical manner. In this research, the study of teacher cognition was focused on the following cognition variables: knowledge, belief, attitude, self-efficacy, and the usage of ICT in the ELT setting. Meanwhile, some aspects of teacher cognition, such as assumption, conception, and perception, were not studied.

The third step is *Content Specification* (*Blueprint*). As a preliminary analysis, the content specification of each variable was developed to build the questionnaire items. Variables, dimensions, indicators, item numbers, the total number of items for each variable, and the item percentage were all included in the blueprint table. Knowledge, belief, attitude, self-efficacy, and ICT use were the five variables studied. Each variable was divided into many dimensions, each of which included several indicators. Finally, item statements were generated based on the indicators, which were classified into some reflecting indicators that represent the latent variables' real state.

The fourth step, *Experts Review, and Validation* was used to check the instrument's content and construct validity before using it on a few samples. The instrument and design were evaluated and verified by three experts with various areas of competence (ICT in ELT, assessment, and educational psychology) and at least doctoral credentials. The validation instruments were supplied to all three experts in the form of three documents, i.e., questionnaire blueprint, questionnaire, and expert validation sheet.

Based on the assessment sheet supplied individually and independently from other experts, each expert reviewed and verified the questionnaire. The expert validation rubric was used to assess the questionnaire's content, format, language, and timeliness, using four scales of measurement (suitable, pretty appropriate, somewhat appropriate, and inappropriate). The extent to which the questionnaire adequately and thoroughly reflected the substance of the variables necessary to assess, relevant to the survey goals, was tested for content validity.

References and a summary of the theoretical framework were supplied to the experts for them to assess the content appropriateness of the construct definition from the conceptual background. To generate more qualifying items, they assessed the questionnaire using the teacher cognition design and conceptual framework and linked them to the instrument's variables, dimensions, and indicators. They also checked to see if the instrument could assess particular qualities related to teacher cognition and referred to the theory that underpins this research. The instrument was revised several times until it fulfilled the proper scale of assessment requirements. The review and validation procedures were completed in one month.

Instrument Revision is the fifth phase in the instrument construction procedure. At this stage, the instrument was revised in response to the experts' comments that highlighted the need for minor changes to its content and format. Because they were excessively lengthy or confusing, some questionnaire item statements were modified and shortened. From the original 87 items, only 83 remained after the revision. The revised instrument was discussed with experts many times until no more changes were needed and the instrument met the standards of the evaluation sheet; it was then suitable to use to gather data.

Trying Out the Instrument is the sixth stage. The tryout was carried out to determine the empirical validity and reliability of the research instrument (questionnaire) for it to accurately gather data for teacher cognition study. The redesigned instrument was tested on several samples of English teachers at the university level. The tryout participants received the questionnaire via email. The tryout was held to discover issues with technical aspects such as the clarity of each item being tested, the clarity of the instruction, and the allocation of time.

Analyzing the Instrument is the eighth stage. It was designed to test the instrument's empirical validity and reliability in three phases: An assessment of the instrument's general features, an evaluation of the instrument's validity evidence, and an analysis of the instrument's reliability measurement. Confirmatory factor analysis was utilized in the validity and reliability analysis. Meanwhile, respondents were requested to provide feedback on the questionnaire by filling out a respondent evaluation form, which was used to examine the instrument's overall features. To determine if the respondents experienced difficulties or found the survey inconvenient, the *Lawshe* scale was used, which ranged from agreeing, slightly agreeing, not sure, somewhat disagreeing, and disagreeing. The overall evaluation and feedback from the respondents provided useful input for the questionnaire's general characteristics. It may also be classified as part of the 'face validity' stage, which is concerned with the entire look of the questionnaire as judged by the respondents as viewers. Their suggestions were used as a reference for revising the instrument.

The eighth step is *Final Revision*. In this stage, the instrument was revised based on the validity and reliability test result. Some items that are neither valid nor reliable were removed. The final step is *Instrument Assembly*. It involves creating and structuring the valid and reliable questionnaire items into a fixed instrument in a word document and then converting them to an online questionnaire format (*Google Form*).

3. RESULTS AND DISCUSSION
Confirmatory Factor Analysis: Validity and Reliability Measurement.

Confirmatory Factor Analysis (CFA) was employed to measure the construct validity of the instrument. CFA enabled the researchers to determine whether the instrument was a valid measurement model or not. This analysis was also able to confirm which indicators were

valid and properly constructed based on the theoretical concepts. Furthermore, CFA evaluated whether the indicators of the questionnaires were able to represent the dimensions and measure the latent variables. The analysis was to assure that each variable was tested and appropriately suitable with the blueprint.

Table 1. The Criteria of Validity Measurement of the Instrument [14]

Measures	Criteria
Convergent Validity	The convergent validity for the instrument is achieved if the loading factor score of each item is positive and greater than 0.6 or when all values of AVE exceed 0.50.
Discriminant Validity	The Discriminant Validity is achieved when each item has a loading factor score greater than the correlation score between the indicators and other variables, then the item is valid in measuring the corresponding variable.

The convergent and discriminant validity testing was conducted to examine whether each item was valid in measuring the variables. Eighty-three items were measuring four variables. There were 15 items with a loading factor score that was not greater than 0.6. The score means that the fifteen items were not valid in measuring the variables. Those invalid items were four items measuring knowledge of ICT variable (X.1.1.3, X.1.2.3, X.3.2.1, X. 3. 2.2), three items measuring belief in ICT variable (Z1.1.4, Z1.2.1.5, Z1.2.2.5), four items measuring self-efficacy variable (Z3.2.2, Z3.3.2, Z3.2.1, Z3.3.1) and four items measuring the perceived use of ICT variable (Y1.1, Y1.4, Y2.1, Y2.2). Finally, 68 items were considered valid in measuring the corresponding variables, as the loading factor was greater than 6.0 and the AVE score exceeded 5.0. These 68 items also fulfilled the discriminant validity criteria because the loading factor scores were greater than the correlation scores between the indicators and other variables.

The consistency of the answers collected from the questionnaire is referred to as reliability. The criteria listed in Table 2 were used to complete the CFA reliability procedures. Based on the reliability measurement in confirmatory factor analysis, the composite reliability score of all five variables (knowledge of ICT, belief in ICT, attitude toward ICT, ICT self-efficacy, and ICT perceived use in ELT) was more than 0.7. As a result, all of the indicators used to measure the variables were accurate. Furthermore, all variables' Cronbach's Alpha values were greater than 0.6. As a result, all indicators were accurate in measuring the factors that were present.

Table 2. The Criteria of Reliability Measurement of the Instrument [14]

Measures	Criteria
Cronbach's Alpha	Internal Reliability indicates how strong the measuring items are holding together in measuring the respective construct. This reliability is achieved when the value of Cronbach's Alpha exceeds 0.6.
Composite Reliability	The Composite Reliability indicates the reliability and internal consistency of a latent construct. A value of CR > 0.7 is required to achieve composite reliability for a construct.

The Items Scale

Six sections in the developed questionnaire measure four independent factors of teacher cognition and one dependent variable of ICT use in ELT. The first section of the questionnaire contains 22 items that reveal the research's independent variable, i.e., teachers' ICT knowledge. The second section has 14 questions that reveal the intervening variable, i.e., teachers' ICT belief. The third section consists of 15 questions that aim at determining teachers' attitudes toward ICT. The fourth section consists of nine questions designed to assess teachers' ICT self-efficacy. The dependent variable, teachers' perceived use of ICT in ELT, is established in the fifth section, which comprises eight items. For those five variables, all of the questionnaire items are in multiple-choice format. Respondents can only choose one of four possible answers, and each variable has a separate measurement scale. Finally, the demographic questions are addressed in the sixth part. Respondents are asked 10 demographic questions regarding their email addresses, city of residence, gender, age, teaching institution, teaching department, duration of teaching experience, educational background, last degree completed, and teachers' ICT implementation issues.

To round out the instrument, a few items regarding respondents' demographic data are included in the concluding section of the questionnaire. Categorical information about teachers' educational backgrounds, length of teaching experience, ICT or other technology application training experiences, institutions, geographical region, gender, and age is also included. The difficulties that teachers face while using ICT in ELT are also enquired. Technological issues, institutional support, timing, and facility are also included as indicators for implementation problems.

Knowledge of ICT Scale

Knowledge of ICT is defined as teachers' perceived knowledge and understanding of ICT integration in language teaching. The knowledge investigated in this study is not concerned with teachers' actual knowledge or competence of using ICT in language teaching, but on their perceived knowledge, namely the kinds of ICT applications they know, and how far they think they know and are capable of integrating them in their daily

teaching practice. The questionnaire uses the scale of measurement level starting from excellent, good, fair, and no idea to measure teachers' level of understanding or knowledge about ICT.

This first section covers questions that reveal teachers' perceived knowledge and understanding of ICT for language teaching. Upon reviewing previous studies' results in the theoretical framework, the questionnaire items in this section were constructed by adapting previous instruments exploring teachers' *Knowledge of ICT* [15]–[20]. Teachers' knowledge of ICT is measured using four scale options: excellent, good, fair, and no idea, to identify the teachers' level of understanding about ICT. In addition, the knowledge variable is measured based on four dimensions of knowledge, i.e., factual, conceptual, procedural, and metacognitive. This variable is to reveal teachers' level of understanding about ICT; teachers' familiarity toward ICT; types of ICT tools and applications (hardware, software, internet, audio-visual material, technological tasks); a variety of social software applications (e.g., blogs, *Facebook*, *YouTube*, *Google* tools, *Messenger*, *Skype*, E-learning materials, and others search engines), and kinds of ICT activities.

In contrast to the previous theory of knowledge of ICT, which is mainly based on the TPACK framework [21], [22], this study proposes new construct items to reveal teachers' technological knowledge of ICT based on the knowledge taxonomy [15]. As a result, the four aspects of ICT knowledge give a clearer picture of teachers' factual, conceptual, procedural, and metacognitive knowledge of ICT tools and applications used in ELT. However, there are no construct items that can measure teachers' ICT literacy's actual knowledge or capacity since the constructs used in the developed questionnaire measure teachers' perceived knowledge based on their perception.

Belief in ICT Scale

Belief in ICT is defined as teachers' belief and acceptance of the importance of ICT and the motives of integrating ICT in their teaching. The questionnaire items of teachers' beliefs are developed based on three dimensions: existential, evaluative, and prescriptive belief. This second section of the questionnaire is an adaptation of two previous studies [23], [24] exploring teachers' belief in ICT. The measurement scale employs a *Likert* scale which options ranging from strongly agree, agree, disagree, to strongly disagree. More specifically, the dimension of belief in ICT covers existential belief, evaluative belief, and prescriptive belief about ICT implementation for English language teaching at the higher education level.

Attitude toward ICT Scale

Attitude toward ICT is teachers' settled way of thinking or feeling about ICT implementation in ELT. Teachers' preferences, interest, and like/dislike about ICT are included in the questionnaire to determine whether teachers have a positive or negative attitude

toward ICT integration. The variable of attitude investigated in the third section of the questionnaire is adapted from several relevant studies [16], [18], [20], [25]–[27]. The measurement scale employed a *Likert* scale with the options ranging from strongly agree, agree, disagree, to strongly disagree. It uses the same scales as those in the belief in ICT section since it has similar characteristics with the *Belief in ICT* variables. The main difference is that the items in this section assess different dimensions of attitude that reveal teachers feeling about ICT for language teaching, such as their likes and dislikes about ICT or teachers' preferences and aversion to ICT and their feeling of necessity and willingness in applying ICT in their language teaching.

ICT Self-Efficacy Scale

ICT Self-Efficacy is the teachers' perception of their ability to integrate ICT into the English teaching-learning process. The questionnaire measures how well teachers are capable and confident in knowing, integrating, and solving the problem related to ICT use in their teaching. The fourth section of the questionnaire covers questions about teachers' self-efficacy on ICT which are adapted from several previous studies [10], [11], [28]–[31]. The self-efficacy variable is also measured by the same scale of strongly agree, agree, disagree, and strongly disagree to ease the respondents in answering the questionnaire items. However, the statement items in this section are designed to reveal teachers' confidence and perception of their ability in implementing ICT in their daily teaching based on three dimensions: the confidence in knowing self-ability, the confidence in doing or implementing ICT in language teaching, and the confidence in solving problems with or related to ICT use.

Furthermore, this study also contributes to a new valid and reliable construct to measure ICT self-efficacy. Many previous studies referred to Bandura's theory of self-efficacy, exploring four dimensions: successful performance attainment, vicarious experience, social influences and persuasions, and physiological or affective states [9], [31], [32]. Other studies focused on the three dimensions of self-efficacy related to the use of computer and smartphone acceptance: magnitude, strength, and generalisability in completing ICT tasks [33]–[35]. Based on the results of the present study, a new valid and reliable construct of ICT self-efficacy, which is developed based on the three new dimensions of self-efficacy: the confidence in knowing, doing, and solving problems related to the use of ICT in ELT, can be added to the results of previous studies.

ICT Use in ELT

ICT Perceived Use in ELT refers to claims made on all kinds of ICT activities, tools, and applications implemented in ELT in the higher education contexts. ELT in this study is not limited to the teaching of English as language skills and components but also to

the teaching of other subjects in the curriculum of the English department undergraduate programs. Kinds of ICT tools and applications in the instrument refer to ICT tools (e.g., computer, laptop, smartphones, LCD projectors, interactive whiteboard, flash-disks, scanner, printer, digital camera, loudspeaker, virtual reality glasses, to name a few) used in ELT. Meanwhile, kinds of ICT software and applications include the internet, websites, electronic resources, multimedia, online platform, learning management systems (LMS), educational games, social media, teleconferencing, net meeting, and other computer applications programs. ICT-supported activities for language teaching, such as finding teaching resources and materials, explaining lessons, giving an assignment, and monitoring students' progress and assessment, are also asked in the questionnaire items. The ICT use is measured based on the frequency of use in teaching activities. Thus, the questionnaire measures how often teachers apply ICT in ELT based on occurrences, i.e., a few times a week, few times a month, few times a semester, and never.

The items in the fifth section of the developed questionnaire are adapted from several relevant studies [28], [36], [37]. This section reveals information about teachers' ICT implementation in their teaching activities, based on two dimensions: types of ICT tools and applications and kinds of ICT activities in ELT. The four scales used in the options specifically measure the frequency of ICT use, i.e., a few times a week, few times a month, few times a semester, and never. The scales of measurement are constructed based on the duration of teaching activities in a higher education setting, in which lecturers teach specific courses weekly and end up in a semester.

4. CONCLUSIONS AND LIMITATIONS

The instrument developed in this study is shown to be valid and reliable for measuring teacher cognitive dimensions and scales. It measures four variables of teacher cognition and one variable of ICT use in ELT. The first variable is knowledge of ICT that consists of four dimensions and 22 items. The second variable is Belief in ICT that covers three dimensions and 14 items. The third variable is the attitude toward ICT that consists of three dimensions and 15 items. The fourth variable is ICT self-efficacy that covers three dimensions and nine items. The last variable is ICT use in ELT that covers two dimensions and eight items. The result indicates that all 68 items were valid and reliable in measuring the existing variables, and the instrument was appropriate to use to collect data for the research.

This study focuses on the four variables of teacher cognition: knowledge, belief, attitude, and self-efficacy. Some of the aspects of teacher cognition such as assumption, conception, and perception are not studied since there are limited previous studies that explored teachers' conception and assumption about ICT in ELT compared to the other cognition variables such as perception, knowledge, belief, attitude, and self–efficacy that are used as a theoretical basis for the present study. Moreover, there are also limited instruments that empirically measure teachers' assumptions, conceptions, and perceptions about ICT in ELT [36], [39]–[44].

Belief and attitude are primarily associated with assumption and perception, and conception is often equated with knowledge [45]–[48]. Furthermore, the difference between cognition and perception is also a point of contention. Perception is said to deal with the sensory process, whereas cognition is seen to deal with the human brain's thinking process, although numerous studies have called into question the distinctions between the two because they are so closely connected [49]–[52]. As a result, the examined variable excludes assumptions, conceptions, and perceptions. Because the focus of the tryout in this study is on university-level English teachers, future research needs to apply the instrument to a larger sample size to obtain a more valid and reliable conclusion.

AUTHORS' CONTRIBUTIONS

This publication is the outcome of a dissertation project in which the first author (GH) was the primary contributor in writing the text and gathering research data, while the co-authors (BYC) and (FMI) served as supervisors and contributed to the data analysis and review mechanisms. The final manuscript was reviewed and approved by all writers.

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