

BIBLIOGRAPHY

- Al-Jarf, R. (2024). Multimodal teaching and learning in the EFL college classroom. *Journal of English Language Teaching and Applied Linguistics*, 6(4), 68-75.
<https://papers.ssrn.com/sol3/Delivery.cfm?abstractid=5055532> Apriani, E.,
- Azizah, U. A., Morgana, R., & Syafryadin, S. (2021). Multimodal resources to enrich meaning construction by EFL teacher. *Journal of English Education and Teaching*, 5(1), 123-137.
<https://www.academia.edu/download/92311489/7198.pdf>
- Apriani, S., Sugirin, Handane, F., & Cahayani, N. (2024). Digital Multimodal to Promote 21st-Century Learning Skills for English Young Learners: Teachers' Perspective . *Library Progress International*, 44(3), 24302-24311
<https://bpasjournals.com/library-science/index.php/journal/article/view/3075/2885>
- Bicalho, R. N. D. M., Coll, C., Engel, A., & Lopes de Oliveira, M. C. S. (2023). Integration of ICTs in teaching practices: propositions to the SAMR model. *Educational technology research and development*, 71(2), 563-578.
<https://link.springer.com/content/pdf/10.1007/s11423-022-10169-x.pdf>
- Bouchey, B., Castek, J., & Thygeson, J. (2021). Multimodal learning. In *Innovative learning environments in STEM higher education: Opportunities, challenges, and looking forward* (pp. 35-54). Cham: Springer International Publishing.
https://link.springer.com/content/pdf/10.1007/978-3-030-58948-6_3.pdf
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). Pearson Education.
https://books.google.co.id/books/about/Teaching_by_Principles.html?id=ZE4CAgAACAAJ&redir_esc=y
- Çeken, B., & Taşkın, N. (2022). Multimedia learning principles in different learning environments: A systematic review. *Smart Learning Environments*, 9(1), 19.
<https://link.springer.com/content/pdf/10.1186/s40561-022-00200-2.pdf>

- Corres, A., Ruiz-Mallén, I., & Rieckmann, M. (2024). Educators' competences, motivations and teaching challenges faced in education for sustainable development: what are the interlinkages?. *Cogent Education*, 11(1), 2302408. <https://www.tandfonline.com/doi/pdf/10.1080/2331186X.2024.2302408>
- Duc, D. H. (2026). Operationalizing SAMR Redefinition in EFL Reading: AI as a Mediating Tool for Literacy Innovation. *Digital Technologies Research and Applications*, 66-82. <http://ojs.ukscip.com/index.php/dtra/article/download/1900/1266>
- Ekawati, E., Mulyati, T., & Halim, A. (2020). A Descriptive Study on the Implementation of SAMR Model in English Language Teaching of Eleventh Grade Students in Banyuwangi Senior High Schools. In *LUNAR* (Vol. 4, No. 1, pp. 139-144). <https://ejournal.unibabwi.ac.id/index.php/lunar/article/download/1444/972>
- Gregory, R. J. (2004). *Psychological testing: History, principles, and applications*. Pearson Education India. https://www.academia.edu/download/64464492/Robert_J._Gregory_-_Psychological_Testing_History_Principles_and_Applications-Pearson_2014.pdf
- Günther, J., Muster, S., Kaiser, K., & Rieckmann, M. (2024). A multi-stakeholder perspective on the development of key competencies for sustainability in Education for Sustainable Development at school. *Environmental Education Research*, 30(10), 1651-1667. <https://www.tandfonline.com/doi/pdf/10.1080/13504622.2024.2349934>
- Harmer, J. (2007). *How to teach English* (2nd ed.). Pearson Longman. <https://basicedu.uodiyala.edu.iq/wp-content/uploads/2025/07/how-to-teach-eng-1.pdf>
- Hebibi, F., Runge, I., & Lazarides, R. (2026). To plan or not to plan: Technology integration in student teachers' lesson plans and their relation to dimensions of instructional quality. *Teaching and Teacher Education*, 173,

105410.

<https://www.sciencedirect.com/science/article/pii/S0742051X26000302>

Hendrawaty, N., Sakhiyya, Z., Wahyuni, S., & Yuliati, Y. (2024). The multimodal approach in English language teaching: a systematic review. *Proceedings of Fine Arts, Literature, Language, and Education*, 477-492.
<https://proceedings.unnes.ac.id/icoella/article/download/3712/3547>

Herdiawan, R. D., Nurhidayah, Y., Asteka, P., Pamungkas, T., & Agustin, H. M. (2025). *Discursive practices in teachers' lesson plan documents: A critical discourse analysis study of pedagogy and ideology in learning*. *Journal of English Education and Teaching*, 9(2), 356–373. <https://doi.org/10.33369/jeet.9.2.356-373>

Huang, Y., Zhang, Z., Yu, J., Liu, X., & Huang, Y. (2022). English phrase learning with multimodal input. *Frontiers in Psychology*, 13, 828022.
<https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2022.828022/full>

Iftanti, E., & Maunah, B. (2021). Belief, Perception, and Challenges of Non-English Department Students to Learn English in Globalization Era. *Indonesian EFL Journal*, 7(1), 1-12.
<https://journal.uniku.ac.id/index.php/IEFLJ/article/view/3985/2452>

Insan, N., & St Asriati, A. M. (2024). SUBSTITUTION, AUGMENTATION, MODIFICATION AND REDEFINITION (SAMR) MODEL TO TECHNOLOGY INTEGRATION FOR ENGLISH TEACHERS AT SMP NEGERI 2 SUNGUMINASA. *Journal of Computer Interaction in Education*, 7(1), 19-32.
<https://jurnal.fkip.unismuh.ac.id/index.php/jcie/article/download/619/503>

Iqbal, M. H., Siddiqie, S. A., & Mazid, M. A. (2021). Rethinking theories of lesson plan for effective teaching and learning. *Social Sciences & Humanities Open*, 4(1), 100172.
<https://www.sciencedirect.com/science/article/pii/S2590291121000681>

Jaelani, A., Muliastuti, L., & Setiadi, S. (2025, July). TEACHERS'NEEDS IN MULTIMODAL ENGLISH TEACHING MODEL FOR JUNIOR HIGH

- SCHOOL LEVEL. In *International Seminar on Humanity, Education, and Language* (pp. 727-736).
<https://journal.unj.ac.id/unj/index.php/ishel/article/download/56491/20635>
- Jakobsen, I. K., & Tønnessen, E. S. (2018). A design-oriented analysis of multimodality in English as a foreign language. *Designs for Learning*, 10(1), 40-52. <https://files.eric.ed.gov/fulltext/EJ1235530.pdf>
- Kessler, M. (2022). Multimodality. *ELT Journal*, 76(4), 551-554, <https://doi.org/10.1093/elt/ccac028>
- Kihoza, P., Zlotnikova, I., Bada, J., & Kalegele, K. (2016). Classroom ICT integration in Tanzania: Opportunities and challenges from the perspectives of TPACK and SAMR models. *International Journal of Education and Development using ICT*, 12(1). <https://www.learntechlib.org/d/173436/>
- Korobkova, O. K., Galchenko, N. A., Orekhovskaya, N. A., Drozdova, E. A., Zakharova, O. V., & Lobuteva, A. V. (2025). A scoping review of contemporary frameworks, challenges, and future directions on educational technology for digital generations. *Contemporary Educational Technology*, 17(4), ep611. <https://www.cedtech.net/download/a-scoping-review-of-contemporary-frameworks-challenges-and-future-directions-on-educational-17517.pdf>
- Latifa, H., Ratih, K., & Maryadi, M. (2024). JUNIOR HIGH SCHOOL ENGLISH TEACHERS' PLANNING ON MERDEKA CURRICULUM. *English Review: Journal of English Education*, 12(1), 203-212. <https://journal.uniku.ac.id/index.php/ERJEE/article/view/8832/3997>
- Lim, F. V. (2018). Developing a systemic functional approach to teach multimodal literacy. *Functional Linguistics*, 5(1), 13. <https://link.springer.com/content/pdf/10.1186/s40554-018-0066-8.pdf>
- Luo, W. (2025). The Practice and Evaluation of Multimodal Teaching Method in English Reading in Senior High School. *Journal of Integrative Education Studies*, 1(2), 29-38. <https://jies.cultechpub.com/index.php/jies/article/download/14/12>

- Mayer, R. E. (2024). The past, present, and future of the cognitive theory of multimedia learning. *Educational Psychology Review*, 36(1), 8.
<https://link.springer.com/content/pdf/10.1007/s10648-023-09842-1.pdf>
- Meiristiani, N., & Mar'atussolikha, M. A. (2019). The Implementation of Scientific Approach in Teachers' Lesson Plans for Teaching English at Junior High School. *English Focus: Journal of English Language Education*, 3(1), 21-31.
<https://englishfocus.upstegal.ac.id/index.php/efj/article/download/70/33>
- Merriam, S.B., & Tisdell, E.J. (2016). *Qualitative Research: A guide to design and implementation* (4th ed.). San Francisco, CA: Jossey-Bass.
- Nuraeni, C., Setyarini, S., & Purnawarman, P. (2025). From Augmentation to Redefinition: ICT-Integrated EFL Learning Tasks Based on SAMR Framework. *Elsya: Journal of English Language Studies*, 7(2), 116-139.
<http://journal.unilak.ac.id/index.php/elsya/article/download/26002/7725>
- Nurkomala, R., & Pujiono, S. (2026). Implementation of Multimodal Text in Critical Reading Learning at Superior High School in Sukabumi Regency. *Journal of Educational Sciences*, 10(6), 366-385.
<https://jes.ejournal.unri.ac.id/index.php/JES/article/download/2312/1313>
- OECD (2020), *What Students Learn Matters: Towards a 21st Century Curriculum*, OECD Publishing, Paris, <https://doi.org/10.1787/d86d4d9a-en>
- Rahmanu, I. W. E. D., & Molnár, G. (2024). Multimodal immersion in English language learning in higher education: A systematic review. *Heliyon*, 10(19).
[https://www.cell.com/heliyon/pdf/S2405-8440\(24\)14388-5.pdf](https://www.cell.com/heliyon/pdf/S2405-8440(24)14388-5.pdf)
- Richards, J. C. (1998). *What's the use of lesson plans?* In *Beyond Training* (pp. 103–121). Cambridge University Press.
- Ryoo, J., & Winkelmann, K. (Eds.). (2021). *Innovative learning environments in STEM higher education: Opportunities, challenges, and looking forward*.
https://file.siu.edu.vn/Thuvien/tai-lieu-so-khoa-KT-KHMT/44_Innovative%20Learning%20Environments%20in%20STEM%20Higher%20Education%20Opportunities,%20Challenges,%20and%20Looking%20Forward.pdf

- Trifonova, M., & Kiryakova, G. (2025). Multimodal Learning Resources: A Way to Engage Students' Senses. *Engineering Proceedings*, 103(1), 13. <https://www.mdpi.com/2673-4591/103/1/13>
- Tunnadia, E. M., & Rashid, N. S. B. M. (2025). Examining English Teachers' Lesson Plans: A Content Analysis of Higher-Order Thinking Skill Integration. *MATCHA: Journal of Modern Approaches to Communication, Humanities, and Academia*, 1(2). <https://journal.akademimerdeka.com/ojs/index.php/matcha/article/download/199/78>
- UNESCO, P. (2021). *Reimagining our futures together: A new social contract for education* (pp. 1-186). Paris: unesco. <https://www.unesco.org/en/futures-education/report-resources>
- Vancova, H. (2025). Technology Use in English Language Teaching: Insights from TPACK, SAMR, and TAM Frameworks. *Computer-Assisted Language Learning Electronic Journal*, 26(6), 124-145. <https://callej.org/index.php/journal/article/download/716/490>
- Wahyuni, S., Mujiyanto, J., Rukmini, D., & Fitriati, S. W. (2020, June). Teachers' technology integration into English instructions: SAMR model. In *International Conference on Science and Education and Technology (ISET 2019)* (pp. 546-550). Atlantis Press. <https://www.atlantispress.com/article/125941408.pdf>
- Westerlin, S., & Vogt, S. (2022). Transformative Technology in the PK-12 Classroom. *Educational Research: Theory and Practice*, 33(1), 68-72. <https://files.eric.ed.gov/fulltext/EJ1352352.pdf>
- Yang, D. (2026). Implementation of Multimodal Learning Model in Personalized Teaching of English Listening and Speaking Courses. <https://ingegneriasismica.com/articles/2026/IS-HL001.pdf>
- Yolandari, C. (2022). An analyze Relevancy of Intern English Teacher's Lesson Plan in Senior High School Of Malang. *Journal of English Teaching, Literature, and Applied Linguistics*, 6(1), 1-6. <https://journal.umg.ac.id/index.php/jetlal/article/download/3745/2224>

Zamri, M. T., & Mohamad, S. A. (2025). Technology integration in education: A review and analysis of SAMR model. *International Journal of Research and Innovation in Social Science*, 8(3), 6195-6200.
https://www.researchgate.net/profile/Mohd-Zamri/publication/388002093_Technology_Integration_in_Education_A_Review_and_Analysis_of_SAMR_Model/links/67a57c22461fb56424cca6bb/Technology-Integration-in-Education-A-Review-and-Analysis-of-SAMR-Model.pdf
<https://kspstendik.kemendikdasmen.go.id/storage/uploads/file-panduan/1710991287.pdf> [https://www.britishcouncil.org/future-of-english?](https://www.britishcouncil.org/future-of-english?https://www.battelleforkids.org/insights/p21-resources)
<https://www.battelleforkids.org/insights/p21-resources>

