References

A. Al Fadda, H. (2020). Implementation of the Sheltered Instructional Observation Protocol (SIOP) Model in the Saudi Classroom: EFL Teachers' Perspectives. *Arab World English Journal*, *11*(2). https://doi.org/10.24093/awej/vol11no2.24

Bai, B., & Lo, C. K. (2018). The Barriers of Technology Integration in Hong Kong Primary School English Education: Preliminary Findings and Recommendations for Future Practices. *International Journal of Languages, Literature and Linguistics*, *4*(4), 290–297. https://doi.org/10.18178/ijlll.2018.4.4.189

Bates, C. C. (2015). Virtual literacy coaching. *Literacy Research, Practice and Evaluation*, 5, 313–331. https://doi.org/10.1108/S2048-045820150000005022

Bautista, A., & Oretga-Ruiz, R. (2017). Teacher Professional Development: International Perspectives and Approaches. *Psychology, Society, & Education*, *7*(3). https://doi.org/10.25115/psye.v7i3.1020

Biggs, J., & Tang, C. (2013). Teaching for quality learning at university: What the Student Does. In *Innovations in Education and Teaching International*.

Bilik, M. O. (2020). The issue of teachers' professional competence and pedagogical competence in English teaching-learning process. *English Teaching Journal: A Journal of English Literature, Linguistics, and Education*, *8*(1).

Carlisle, J. F., & Berebitsky, D. (2011). Literacy coaching as a component of professional development. *Reading and Writing*, *24*(7). https://doi.org/10.1007/s11145-009-9224-4

Castillo-Montoya, M. (2016). Preparing for interview research: The interview protocol refinement framework. *Qualitative Report*.

Chambers Cantrell, S., David Burns, L., & Callaway, P. (2009). Middle- and high-school content area teachers' perceptions about literacy teaching and learning. *Literacy Research and Instruction*, *48*(1), 76–94. https://doi.org/10.1080/19388070802434899

Chen, J., Zhang, Y., Wei, Y., & Hu, J. (2019). Discrimination of the Contextual Features of Top Performers in Scientific Literacy Using a Machine Learning Approach. *Research in Science Education*. https://doi.org/10.1007/s11165-019-9835-y

Chen, Y., Chen, N. S., & Tsai, C. C. (2009). The use of online synchronous discussion for web-based professional development for teachers. *Computers and Education*, *53*(4), 1155–1166. https://doi.org/10.1016/j.compedu.2009.05.026

Cheung, A. (2021). Language Teaching during a Pandemic: A Case Study of Zoom Use by a Secondary ESL Teacher in Hong Kong. *RELC Journal*. https://doi.org/10.1177/0033688220981784

Cilliers, J., Fleisch, B., Mohohlwane, N., Taylor, S., & Thulare, T. (2020). Can Virtual Replace In-person Coaching ? Experimental Evidence on Teacher Professional Development and Student Learning in South Africa. *Research on Improving Systems of Education (RISE)*, *September*.

Cirocki, A., & Farrell, T. S. C. (2019). Professional development of secondary school EFL teachers: Voices from Indonesia. *System*, *85*. https://doi.org/10.1016/j.system.2019.102111

Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. In *Educational Research*.

Cutrer-Párraga, E. A., Heath, M. A., & Caldarella, P. (2020). Navigating Early Childhood Teachers Initial Resistance to Literacy Coaching in Diverse Rural Schools. *Early Childhood Education Journal*. https://doi.org/10.1007/s10643-020-01037-5

Darling-Hammond, L., Hyer, M.E., & Gardner, M. (2017). Effective Teacher Professional Development (research brief). *Effective Teacher Professional Development (Research Brief)*, *June*.

Davis, M. H., McPartland, J. M., Pryseski, C., & Kim, E. (2018). The effects of coaching on English teachers' reading instruction practices and adolescent students' reading comprehension. *Literacy Research and Instruction*, *57*(3), 255–275. https://doi.org/10.1080/19388071.2018.1453897

Di Domenico, P. M., Elish-Piper, L., Manderino, M., & L'Allier, S. K. (2018). Coaching to Support Disciplinary Literacy Instruction: Navigating Complexity and Challenges for Sustained Teacher Change. *Literacy Research and Instruction*, *57*(2), 81–99. https://doi.org/10.1080/19388071.2017.1365977

Dong, X., & Hu, J. (2019). An Exploration of Impact Factors Influencing Students' Reading Literacy in Singapore with Machine Learning Approaches. *International Journal of English Linguistics*, *9*(5), 52. https://doi.org/10.5539/ijel.v9n5p52

Douglas V. Reeves. (2010). Transforming Professional Development into Student Results. In *ASCD Alexandra, Virginia*.

Echevarría, J., Vogt, M., & Short, D. J. (2012). Making Content Comprehensible for English Language Learners: The SIOP Model (Book). *Modern Language Journal*, *17*(3).

Echevarria, J., Vogt, M. E., & Short, D. J. (2008). Making content comprehensible for non-native speakers of English: The SIOP model. *The SIOP Model. Boston, New York Usw.: Pearson*, *14*(11).

Echevarria, Jana, Vogt, M., & Short, D. (2018). Making Content Comprehensible for Secondary English Learners: The SIOP Model. In *TESL Reporter*.

Finkelstein, C. (2019). Doing Our Part: Trust and Relational Dynamics in Literacy Coaching. *Literacy Research and Instruction*, *58*(4), 317–337. https://doi.org/10.1080/19388071.2019.1655684

Gao, L. X., & Zhang, L. J. (2020). Teacher Learning in Difficult Times: Examining Foreign Language Teachers' Cognitions About Online Teaching to Tide Over COVID-19. *Frontiers in Psychology*, *11*(September), 1–14. https://doi.org/10.3389/fpsyg.2020.549653

Garet, M. S., Cronen, S., Eaton, M., Kurki, A., Ludwig, M., Jones, W., Uekawa, K., Falk, A., Bloom, H. S., Doolittle, F., Zhu, P., & Sztejnberg, L. (2008). The Impact of Two Professional Development Interventions on Early Reading Instruction and Achievement. In *National Center for Education Evaluation and Regional Assistance*.

Gay, L. R., Mills, G. E., & Airasian, P. (2011). *Educational Research: Competencies for Analysis and Applications (10th Edition)* (10th ed.). Pearson.

Gay, L. R., Mills, G. E., & Airasian, P. (2012). *EDUCATIONAL RESEARCH Competencies for Analysis and Applications*.

Gustine, G. G. (2018). a Survey on Critical Literacy As a Pedagogical Approach. *Indonesian Journal of Applied Linguistics*, *7*(3), 531–537.

Hakim, A. (2015). Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) On the Performance of Learning. *The International Journal Of Engineering And Science*, *4*(2).

Hakim, B. (2020). Technology Integrated Online Classrooms and the Challenges Faced by the EFL Teachers in Saudi Arabia during the COVID-19 Pandemic. *International Journal of Applied Linguistics and English Literature*, *9*(5). https://doi.org/10.7575/aiac.ijalel.v9n.5p.33

Hebebci, M. T., Bertiz, Y., & Alan, S. (2020). Investigation of Views of Students and Teachers on Distance Education Practices during the Coronavirus (COVID-19) Pandemic. *International Journal of Technology in Education and Science*, *4*(4), 267–

282. https://doi.org/10.46328/ijtes.v4i4.113

Hill, H. C. (2007). Learning in the teaching workforce. *Future of Children*, *17*(1). https://doi.org/10.1353/foc.2007.0004

Hindman, A. H., & Wasik, B. A. (2012). Unpacking an Effective Language and Literacy Coaching Intervention in Head Start. *The Elementary School Journal*, *113*(1). https://doi.org/10.1086/666389

Howard, E. R., Sugarman, J., & Coburn, C. (2006). *Adapting the Sheltered Instruction Observation Protocol (SIOP) for Two-Way Immersion Education: and Introduction to the TWIOP*. *August*, 1–58.

Hunt, C. S. (2019). Professional Learning as Breaking Away: Discourses of Teacher Development Within Literacy Coaching Interactions. *Literacy Research and Instruction*, *58*(3), 123–141. https://doi.org/10.1080/19388071.2019.1588436

Irmawati, D. K. (2014). Models of TEFL teachers' professional development. *TEFLIN International Conference*, 1254–1257.

Jabri, U. (2017). THE PROFILE OF ENGLISH TEACHERS' PROFESSIONAL COMPETENCE AND STUDENTS' ACHIEVEMENT AT SMA NEGERI 1 ENREKANG. *Edumaspul: Jurnal Pendidikan*, *1*(1). https://doi.org/10.33487/edumaspul.v1i1.45

Ko, M. Y. (2013). A case study of an EFL teacher's critical literacy teaching in a reading class in Taiwan. *Language Teaching Research*, *17*(1). https://doi.org/10.1177/1362168812457537

Koehler, M. J., Mishra, P., & Cain, W. (2013). What is Technological Pedagogical Content Knowledge (TPACK)? *Journal of Education*, *193*(3). https://doi.org/10.1177/002205741319300303

König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*, *43*(4), 608–622. https://doi.org/10.1080/02619768.2020.1809650

Kotze, J., Fleisch, B., & Taylor, S. (2019). Alternative forms of early grade instructional coaching: Emerging evidence from field experiments in South Africa. *International Journal of Educational Development*, *66*(September), 203–213. https://doi.org/10.1016/j.ijedudev.2018.09.004

Kraft, M. A., Blazar, D., & Hogan, D. (2018). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. *Review of Educational Research*, *88*(4). https://doi.org/10.3102/0034654318759268

Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T., & Hachfeld, A. (2013). Professional competence of teachers: Effects on instructional quality and student development. *Journal of Educational Psychology*, *105*(3). https://doi.org/10.1037/a0032583

L'Allier, S., Elish-Piper, L., & Bean, R. M. (2010). What Matters for Elementary Literacy Coaching? Guiding Principles for Instructional Improvement and Student Achievement. *The Reading Teacher*, *63*(7), 544–554. https://doi.org/10.1598/rt.63.7.2

Lapada, A. A., Miguel, F. F., Robledo, D. A. R., & Alam, Z. F. (2020). Teachers' Covid-19 Awareness, Distance Learning Education Experiences and Perceptions towards Institutional Readiness and Challenges. *International Journal of Learning, Teaching and Educational Research*, *19*(6), 127–144. https://doi.org/10.26803/ijlter.19.6.8

Lillge, D. (2019). Improving professional development relationships that support teacher learning. *English Teaching*, *18*(3), 365–381. https://doi.org/10.1108/ETPC-12-2018-0121

Lumbantobing, P. A. (2020). The Contribution of Lecturer Pedagogical Competence,

Intellectual Intelligence and Self-Efficacy of Student Learning Motivation. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, *3*(1). https://doi.org/10.33258/birle.v3i1.852

Manalo, E., & Sheppard, C. (2016). How might language affect critical thinking performance? *Thinking Skills and Creativity*, *21*. https://doi.org/10.1016/j.tsc.2016.05.005

Maryann, M., Salas, S., Mercado, L., & Dikotla, M. (2016). Teaching Better, Together: Literacy Coaching as Collaborative Professional Development. In *English Teaching Forum* (Vol. 54, Issue 4).

Matsumura, L. C., Correnti, R., Walsh, M., Bickel, D. D. P., & Zook-Howell, D. (2019). Online content-focused coaching to improve classroom discussion quality. *Technology, Pedagogy and Education*, *28*(2), 191–215. https://doi.org/10.1080/1475939X.2019.1577748

Mayuni, I., Leiliyanti, E., Agustina, N., Yulianti, V., Chen, Y., & Chu, F. I. (2020). School literacy movement and its implications towards students' learning: A comparative case study in Jakarta and Taiwan. *International Journal of Advanced Science and Technology*, *29*(4 Special Issue), 1555–1569.

Mbau, A. T., & Sugeng, B. (2019). Critical Literacy for ELT in Indonesia: What EFL Teachers should be Aware of. *Journal of English Language Teaching and Linguistics*, *4*(2), 143. https://doi.org/10.21462/jeltl.v4i2.255

Meng, L., Muñoz, M., King Hess, K., & Liu, S. (2017). Effective teaching factors and student reading strategies as predictors of student achievement in PISA 2009: the case of China and the United States. *Educational Review*, *69*(1), 68–84. https://doi.org/10.1080/00131911.2016.1155537

Mohammadi, M., & Moradi, K. (2017). Exploring Change in EFL Teachers' Perceptions of Professional Development. *Journal of Teacher Education for Sustainability*, *19*(1). https://doi.org/10.1515/jtes-2017-0002

Niemi, H. M., & Kousa, P. (2020). A Case Study of Students' and Teachers' Perceptions in a Finnish High School during the COVID Pandemic. *International Journal of Technology in Education and Science*, *4*(4), 352–369. https://doi.org/10.46328/ijtes.v4i4.167

Novianti, N., Thomas, A., & To, V. (2020). Addressing challenges in the practice of critical literacy in EFL classrooms: A new framework. *Indonesian Journal of Applied Linguistics*, *10*(1), 206–217. https://doi.org/10.17509/IJAL.V10I1.25049

Oller, T. J. (2019). *VIRTUAL SCHOOL LITERACY COACHES IN FLORIDA : A STUDY OF PERCEPTIONS OF EFFICACY AND Time Invested in Literacy Coaching Activities*. 177.

Pittman, R. T., Zhang, S., Binks-Cantrell, E., Hudson, A., & Joshi, R. M. (2020). Teachers' knowledge about language constructs related to literacy skills and student achievement in low socio-economic status schools. *Dyslexia*, *26*(2), 200–219. https://doi.org/10.1002/dys.1628

Powell, C. G., & Bodur, Y. (2019). Teachers' perceptions of an online professional development experience: Implications for a design and implementation framework. *Teaching and Teacher Education*, *77*, 19–30. https://doi.org/10.1016/j.tate.2018.09.004

Powell, D. R., Diamond, K. E., & Koehler, M. J. (2010). Use of a Case-Based Hypermedia Resource in an Early Literacy Coaching Intervention With Pre-Kindergarten Teachers. *Topics in Early Childhood Special Education*, *29*(4). https://doi.org/10.1177/0271121409353610

Ravhuhali, F., Kutame, A. P., & Mutshaeni, H. N. (2015). Teachers' Perceptions of the Impact of Continuing Professional Development on Promoting Quality Teaching and Learning. *International Journal of Educational Sciences*, *10*(1), 1–7.

https://doi.org/10.1080/09751122.2015.11890332

Reichenberg, J. S. (2020). Literacy Coaching With Teachers of Adolescent English Learners: Agency, Sustainability, and Transformation for Equity. *Journal of Adolescent and Adult Literacy*, *64*(1), 57–66. https://doi.org/10.1002/jaal.1056

Renandya, W. A., Hamied, F. A., & Nurkamto, J. (2018). English language proficiency in Indonesia: Issues and prospects. *Journal of Asia TEFL*, *15*(3). https://doi.org/10.18823/asiatefl.2018.15.3.4.618

Sandvold, A., & Baxter, M. (2008). *The fundamentals of literacy coaching*. https://ebookcentral.proquest.com/lib/wmichlib-ebooks/reader.action?docID=342374&query=

Schachter, R. E., Weber-Mayrer, M. M., Piasta, S. B., & O'Connell, A. (2018). What Happens During Language and Literacy Coaching? Coaches' Reports of Their Interactions With Educators. *Early Education and Development*, *29*(6), 852–872. https://doi.org/10.1080/10409289.2018.1487222

Sherfinski, M. (2020). "Confidence" problems and literacy coaching: How a suburban kindergarten divided "good" and "bad" teachers in the accountability shove-down. *Journal of Early Childhood Literacy*. https://doi.org/10.1177/1468798420980085

Sims, S., & Fletcher-Wood, H. (2021). Identifying the characteristics of effective teacher professional development: a critical review. *School Effectiveness and School Improvement*, *32*(1). https://doi.org/10.1080/09243453.2020.1772841

Smiley, A., Cao, Y., Moussa, W., Dooley, B., & Sullivan, J. (2020). Examining "best practices" for literacy coaching and monitoring: Evidence from Northern Nigeria and Ghana. *Social Sciences & Humanities Open*, *2*(1), 100014. https://doi.org/10.1016/j.ssaho.2020.100014

Song, K. (2016). Applying an SIOP-Based Instructional Framework for Professional Development in Korea. *TESL-EJ*, *20*(1).

Soussi, K. (2016). An Exploration of Teachers' and Learners' Perceptions and Use of ICT in EFL. *Arab World English Journal (AWEJ)*, *3*, 79–86.

Stephens, D., Morgan, D. N., Donnelly, A., DeFord, D., Young, J., Seaman, M., Crowder, K., Hamel, E., Cibic, R., Gallant, D., Hao, S., Johnson, R., & Meyer, P. (2007). The South Carolina Reading Initiative: NCTE's Reading Initiative as a statewide staff development project. *National Council of Teachers of English*. http://www.ncte.org/magazine/perspectives

Stinson-dioguardi, E. J. (2020). *What specific strategy teachers perceive in the online literacy coaching program?* [Seton Hall University Dissertations and Theses (ETDs)]. https://scholarship.shu.edu/dissertations/2793

Sumaryanta, Mardapi, D., Sugiman, & Herawan, T. (2018). Assessing Teacher Competence and Its Follow-up to Support Professional Development Sustainability. *Journal of Teacher Education for Sustainability*, *20*(1). https://doi.org/10.2478/jtes-2018-0007

Toll, C. A. (2014). Why Coaching? In *Mindful LeaderThe Literacy Coach's Survival Guide: Essential Questions and Practical Answersship Coaching* (pp. 9–15). International Reading Association. https://doi.org/10.1057/9781137382337_7

Tsai, C. W. (2015). Investigating the effects of web-mediated design thinking and co-regulated learning on developing students' computing skills in a blended course. *Universal Access in the Information Society*, *14*(2), 295–305. https://doi.org/10.1007/s10209-015-0401-8

Vanderburg, M., & Stephens, D. (2010). The Impact of Literacy Coaches: What Teachers Value and How Teachers Change. *The Elementary School Journal*, *111*(1), 141–163. https://doi.org/10.1086/653473

Vernon-Feagans, L., Bratsch-Hines, M., Varghese, C., Bean, A., & Hedrick, A. (2015). The

Targeted Reading Intervention: Face-to-Face vs. Webcam Literacy Coaching of Classroom Teachers. *Learning Disabilities Research and Practice*, *30*(3), 135–147. https://doi.org/10.1111/ldrp.12062

Walpole, S., & McKenna, M. C. (2004). *The literacy coach's handbook: a guide to research-based practice* (First). The Guilford Press.

Wang, H. chun, & Chen, C. W. yu. (2020). Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube. *Innovation in Language Learning and Teaching*, *14*(4). https://doi.org/10.1080/17501229.2019.1607356

Wardoyo, C., Satrio, Y. D., & Ratnasari, D. A. (2013). An analysis of teachers' pedagogical and professional competencies in the 2013 Curriculum with the 2017-2018 revision in accounting subject. *REiD (Research and Evaluation in Education)*, *6*(2).

Weber-Mayrer, M. M., Piasta, S. B., Ottley, J. R., Justice, L. M., & O'Connell, A. A. (2018). Early childhood literacy coaching: An examination of coaching intensity and changes in educators' literacy knowledge and practice. *Teaching and Teacher Education*, *76*, 14–24. https://doi.org/10.1016/j.tate.2018.07.013

Yadav, N., Gupta, K., & Khetrapal, V. (2018). Next Education: Technology Transforming Education. *South Asian Journal of Business and Management Cases*, *7*(1). https://doi.org/10.1177/2277977918754443

Yang, S. C., & Liu, S. F. (2004). Case study of online workshop for the professional development of teachers. *Computers in Human Behavior*, *20*(6). https://doi.org/10.1016/j.chb.2004.02.005

Yurkofsky, M. M., Blum-Smith, S., & Brennan, K. (2019). Expanding outcomes: Exploring varied conceptions of teacher learning in an online professional development experience. *Teaching and Teacher Education*, *82*. https://doi.org/10.1016/j.tate.2019.03.002

Zein, M. S. (2017). Professional development needs of primary EFL teachers: perspectives of teachers and teacher educators. *Professional Development in Education*, *43*(2). https://doi.org/10.1080/19415257.2016.1156013

Zhang, S., Liu, Q., Chen, W., Wang, Q., & Huang, Z. (2017). Interactive networks and social knowledge construction behavioral patterns in primary school teachers' online collaborative learning activities. *Computers and Education*, *104*, 1–17. https://doi.org/10.1016/j.compedu.2016.10.011

Zhang, S., Liu, Q., & Wang, Q. (2017). A study of peer coaching in teachers' online professional learning communities. *Universal Access in the Information Society*, *16*(2), 337–347. https://doi.org/10.1007/s10209-016-0461-4

Zulaiha, S., Mulyono, H., & Ambarsari, L. (2020). An investigation into EFL teachers' assessment literacy: Indonesian teachers' perceptions and classroom practice. *European Journal of Contemporary Education*, *9*(1), 189–201. https://doi.org/10.13187/ejced.2020.1.189