

DAFTAR PUSTAKA

- Ab Kadir, M. A. (2018). An inquiry into critical thinking in the Australian curriculum: examining its conceptual understandings and their implications on developing critical thinking as a “general capability” on teachers’ practice and knowledge. *Asia Pacific Journal of Education*, 38(4), 533–549. <https://doi.org/https://doi.org/10.1080/02188791.2018.1535424>
- Afshar, H. S., & Movassagh, H. (2014). On the relationship among critical thinking, language learning strategy use and university achievement of Iranian English as a foreign language majors. *The Language Learning Journal*, 45(3), 382–398. <https://doi.org/http://dx.doi.org/10.1080/09571736.2014.914238>
- Akyüz, H. I., & Samsa, S. (2009). The effects of blended learning environment on the critical thinking skills of students. *Procedia - Social and Behavioral Sciences*, 1(1), 1744–1748. <https://doi.org/https://doi.org/10.1016/j.sbspro.2009.01.308>
- Al-Emran, M., Mezhuyev, V., & Kamaludin, A. (2018). Technology Acceptance Model in M-learning context: A systematic review. *Computers and Education*, 125, 389–412. <https://doi.org/10.1016/j.compedu.2018.06.008>
- Al-Fadhli, S., & Khalfan, A. (2009). Developing critical thinking in e-learning environment: Kuwait University as a case study. *Assessment & Evaluation in Higher Education*, 34(5), 529–536. <https://doi.org/http://doi.org/10.1080/02602930802117032>
- Alnofaie, H. (2013). A framework for implementing critical thinking as a language pedagogy in EFL preparatory programmes. *Thinking Skills and Creativity*, 10, 154–158. <https://doi.org/http://doi.org/10.1016/j.tsc.2013.09.002>
- Aloqaili, A. S. (2012). The relationship between reading comprehension and critical thinking: A theoretical study. *Journal of King Saud University - Languages and Translation*, 24(1), 35–41. <https://doi.org/http://dx.doi.org/10.1016/j.jksult.2011.01.001>
- AlSaid, N., & Akhtar, F. (2021). Media students using mobile phones in the Arabian Gulf to improve English writing and video production skills. *Learning and Teaching in Higher Education: Gulf Perspectives*, 17(1), 4–15. <https://doi.org/10.1108/LTHE-09-2020-0038>
- Amin, D. I., & Ikhsan, J. (2021). Improving higher order thinking skills via semi second life. *European Journal of Educational Research*, 10(1), 261–274. <https://doi.org/https://doi.org/10.12973/eu-jer.10.1.261>
- Angeli, C., Valanides, N., & Bonk, C. J. (2003). Communication in a web-based conferencing system: The quality of computer-mediated interactions. *British Journal of Educational Technology*, 34(1), 31–44. <https://doi.org/http://doi.org/10.1111/1467-8535.d01-4>
- Arnold, W. (2010). A longitudinal study of the effects of a graded reader scheme for young learners in Hong Kong. In B. Tomlinson & H. Masuhara (Eds.), *Research for materials development in language learning*. Continuum International Publishing Group.
- Badea, M., & Iridon, C. (2015). Students' evaluation of a Romanian language textbook. *Procedia - Social and Behavioral Sciences*, 203, 303–309. <https://doi.org/10.1016/j.sbspro.2015.08.299>
- Bagdasarov, Z., Luo, Y., & Wu, W. (2017). The influence of tablet-based technology on the development of communication and critical thinking skills: An interdisciplinary

- study. *Journal of Research on Technology in Education*, 49(1–2), 55–72. <https://doi.org/10.1080/15391523.2017.1293576>
- Bai, H. (2009). Facilitating students' critical thinking in online discussion: An instructor's experience. *Journal of Interactive Online Learning*, 8(2), 156–164.
- Baleghizadeh, S., & Oladrostam, E. (2010). The effect of Mobile Assisted Language Learning (MALL) on grammatical accuracy of EFL students. *MEXTESOL Journal*, 34(2), 1–10.
- Bali, M. (2015). Critical thinking through a multicultural lens: Cultural challenges of teaching critical thinking. In M. Davies & R. Barnett (Eds.), *The Palgrave Handbook of Critical Thinking in Higher Education* (pp. 317–334). Palgrave MacMillan. https://doi.org/10.1007/978-1-37-37805-7_20
- Barnett, J. E., & Francis, A. L. (2012). Using higher order thinking questions to foster critical thinking : a classroom study. *Educational Psychology*, 32(2), 201–2011. <https://doi.org/http://dx.doi.org/10.1080/01443410.2011.638619>
- Barrett, N. E., Liu, G., & Wang, H. (2021). Student perceptions of a mobile learning application for English Oral Presentations : The case of EOPA. *Computer Assisted Language Learning*, 1–26. <https://doi.org/https://doi.org/10.1080/09588221.2021.1881975>
- Bataineh, R. F., & Zghoul, L. H. (2006). Jordanian TEFL graduate students' use of critical thinking skills (as measured by the Cornell Critical Thinking Test, Level Z). *International Journal of Bilingual Education and Bilingualism*, 9(1), 33–50. <https://doi.org/http://dx.doi.org/10.1080/13670050608668629>
- Bezanilla, M. J., Fernandez-Nogueira, D., Poblete, M., & Galindo-Domingues, H. (2019). Methodologies for teaching-learning critcl thinking in higher education: The teacher's view. *Thinking Skills and Creativity*, 1–18. <https://doi.org/10.1016/j.tsc.2019.100584>
- Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university* (Fouth). Open University Press.
- Birjandi, P., & Alizadeh, I. (2012). Manifestation of critical thinking skills in the English textbooks employed by language institutes in Iran. *International Journal of Research Studies in Language Learning*, 2(1), 27–38. <https://doi.org/10.5861/ijrsll.2012.100>
- Burgess, M. L. (2009). Using WebCT as a supplemental tool to enhance critical thinking and engagement among developmental reading students. *Journal of College Reading and Learning*, 39(2), 9–33. <https://doi.org/10.1080/10790195.2009.10850316>
- Cáceres, M., Nussbaum, M., & Ortiz, J. (2020). Integrating critical thinking into the classroom: A teacher's perspective. *Thinking Skills and Creativity*, 37, 100674. <https://doi.org/https://doi.org/10.1016/j.tsc.2020.100674>
- Çavdar, G., & Doe, S. (2012). Learning through writing: Teaching critical thinking skills in writing assignments. *PS - Political Science and Politics*, 45(2), 298–306. <https://doi.org/http://doi.org/10.1017/S1049096511002137>
- Chan, C. C., Tsui, M. S., Chan, M. Y. C., & Hong, J. H. (2002). Applying the Structure of the Observed Learning Outcomes (SOLO) taxonomy on student's learning outcomes: An empirical study. *Assessment and Evaluation in Higher Education*, 27(6), 511–527. <https://doi.org/http://dx.doi.org/10.1080/0260293022000020282>
- Chang, W. L., & Yeh, Y. chu. (2021). A blended design of game-based learning for motivation, knowledge sharing and critical thinking enhancement. *Technology, Pedagogy and Education*, 30(2), 271–286.

- <https://doi.org/https://doi.org/10.1080/1475939X.2021.1885482>
- Chen Hsieh, J. S., Huang, Y. M., & Wu, W. C. V. (2017). Technological acceptance of LINE in flipped EFL oral training. *Computers in Human Behavior*, 70, 178–190. <https://doi.org/http://dx.doi.org/10.1016/j.chb.2016.12.066>
- Chen, Hsu, H. M., Stamm, S. W., & Yeh, R. (2019). Creating an instrument for evaluating critical thinking apps for college students. *E-Learning and Digital Media*, 16(6), 433–454. <https://doi.org/http://doi.org/10.1177/2042753019860615>
- Chen, Y. L., & Hsu, C. C. (2020). Self-regulated mobile game-based English learning in a virtual reality environment. *Computers and Education*, 154(October 2019), 103910. <https://doi.org/https://doi.org/10.1016/j.compedu.2020.103910>
- Chou, T. L., Wu, J. J., & Tsai, C. C. (2019). Research trends and features of critical thinking studies in e-learning environments: A review. *Journal of Educational Computing Research*, 57(4), 1038–1077. <https://doi.org/http://doi.org/10.1177/0735633118774350>
- Christopher, M. M., Thomas, J. A., & Tallent-Runnels, M. K. (2004). Raising the bar: Encouraging high level thinking in online discussion forums. *Roeper Review*, 26(3), 166–171. <https://doi.org/http://dx.doi.org/10.1080/02783190409554262>
- Creswell, J. W. (2012). Educational research. Planning, conducting and evaluating quantitative and qualitative research. In *Pearson* (fourth).
- Dashtestani, R. (2016). Moving bravely towards mobile learning: Iranian students' use of mobile devices for learning English as a foreign language. *Computer Assisted Language Learning*, 29(4), 815–832. <https://doi.org/10.1080/09588221.2015.1069360>
- Davies, M., & Barnett, R. (2015). Introduction. In M. Davies & R. Barnett (Eds.), *The Palgrave handbook of critical thinking in higher education* (pp. 1–650). Palgrave MacMillan. <https://doi.org/10.1057/9781137378057>
- Defianty, M., & Wilson, K. (2019). Fostering critical thinking through questioning in EFL. In L. Li (Ed.), *Thinking skills and creativity in second language acquisition* (Issue 1, pp. 1–230). Rouledge.
- Derewianka, B. (2007). Developing electronic materials for language teaching. In B. Tomlinson (Ed.), *Developing materials for language teaching* (p. 2007). Continuum.
- DeWaelsche, S. A. (2015). Critical thinking, questioning and student engagement in Korean university English courses. *Linguistics and Education*, 32, 131–147. <https://doi.org/http://dx.doi.org/10.1016/j.linged.2015.10.003>
- Dewi, M. P. (2019). Students' ability in answering higher order thinking skill test on English subject. *Journal of English Language Pedagogy*, 4(2), 19–22.
- Dick, W., Carey, L., & Carey, J. O. (2015). *The systematic design of instruction*. Pearson.
- Duron, R., Limbach, B., & Waugh, W. (2006). Critical thinking framework for any discipline. *International Journal of Teaching and Learning in Higher Education*, 17(2), 160–166.
- Ebadi, S., & Rahimi, M. (2018). An exploration into the impact of WebQuest-based classroom on EFL learners' critical thinking and academic writing skills: a mixed-methods study. *Computer Assisted Language Learning*, 31(5–6), 617–651. <https://doi.org/https://doi.org/10.1080/09588221.2018.1449757>
- Elaish, M. M., Shuib, L., Ghani, N. A., & Yadegaridehkordi, E. (2019). Mobile English Language Learning (MELL): a literature review. *Educational Review*, 71(2), 257–276. <https://doi.org/https://doi.org/10.1080/00131911.2017.1382445>

- Ellederová, E. (2018). English for specific purposes materials development: Design-based research methodology. *Folio*, 18(2), 8–13. www.matsda.org/folio.html
- Ennis, R. H. (2015). Critical thinking: A streamlined conception. In M. Davies & R. Barnett (Eds.), *The Palgrave Handbook of Critical Thinking in Higher Education* (pp. 57–71). Palgrave MacMillan.
- Espey, M. (2018). Enhancing critical thinking using team-based learning. *Higher Education Research and Development*, 37(1), 15–29. <https://doi.org/http://dx.doi.org/10.1080/07294360.2017.1344196>
- Florea, N. M., & Hurjui, E. (2015). Critical thinking in elementary school children. *Social and Behavioral Sciences*, 180, 565–572. <https://doi.org/https://doi.org/10.1016/j.sbspro.2015.02.161>
- Floyd, C. B. (2011). Critical thinking in a second language. *Higher Education Research and Development*, 30(3), 289–302. <https://doi.org/http://dx.doi.org/10.1080/07294360.2010.501076>
- Fujimoto, C. (2012). Perceptions of mobile language learning in Australia: How ready are learners to study on the move? *The JALT CALL Journal*, 8(3), 165–195. <https://doi.org/10.29140/jaltcall.v8n3.140>
- Galenza, B. D. (1993). *The SOLO taxonomy applied to undergraduate instruction*. University of Alberta.
- Gelerstein, D., Río, R. del, Nussbaum, M., Chiuminatto, P., & López, X. (2016). Designing and implementing a test for measuring critical thinking in primary school. *Thinking Skills and Creativity*, 20, 40–49. <https://doi.org/http://dx.doi.org/10.1016/j.tsc.2016.02.002>
- Ghorbani, N., & Ebadi, S. (2020). Exploring learners' grammatical development in mobile assisted language learning. *Cogent Education*, 7(1), 1704599. <https://doi.org/https://doi.org/10.1080/2331186X.2019.1704599>
- Gisev, N., Bell, J. S., & Chen, T. F. (2013). Interrater agreement and interrater reliability: Key concepts, approaches, and applications. *Research in Social and Administrative Pharmacy*, 9(3), 330–338. <https://doi.org/http://doi.org/10.1016/j.sapharm.2012.04.004>
- Gopal, N., & Stears, M. (2007). An alternative approach to assessing science competencies. *African Journal of Research in Mathematics, Science and Technology Education*, 11(2), 15–23. <https://doi.org/http://dx.doi.org/10.1080/10288457.2007.10740618>
- Graves, K. (2000). *Designing language courses. A guide for teachers*. Heinle & Heinle Publishers.
- Gunawardena, M., & Wilson, K. (2021). Scaffolding students' critical thinking: a process not an end game. *Thinking Skills and Creativity*, 41, 100848. <https://doi.org/https://doi.org/10.1016/j.tsc.2021.100848>
- Haghparast, M., Nasaruddin, F. H., & Abdullah, N. (2014). Cultivating critical thinking through e-learning environment and tools: A review. *Social and Behavioral Sciences*, 129, 527–535. <https://doi.org/http://dx.doi.org/10.1016/j.sbspro.2014.03.710>
- Hammer, S., & Griffiths, P. (2015). Proposition testing: A strategy to develop critical thinking for essay writing. In M. Davies & R. Barnett (Eds.), *The Palgrave handbook of critical thinking in higher education* (pp. 247–263). Palgrave MacMillan.
- Han, H. S., & Brown, E. T. (2013). Effects of critical thinking intervention for early childhood teacher candidates. *Teacher Educator*, 48(2), 110–127.

- <https://doi.org/http://doi.org/10.1080/08878730.2012.760699>
- Heidari, K. (2020). Critical thinking and EFL learners' performance on textually-explicit, textually-implicit, and script-based reading items. *Thinking Skills and Creativity*, 37, 100703. <https://doi.org/http://doi.org/10.1016/j.tsc.2020.100703>
- Hidayat, N. (2017). Developing e-reading materials for students at grade seven. *JEES (Journal of English Educators Society)*, 2(1), 33–44. <https://doi.org/10.21070/jees.v2i1.676>
- Hsu, L. (2013). English as a foreign language learners' perception of mobile assisted language learning : a cross-national study. *Computer Assisted Language Learning*, 26(3), 197–213.
- Hussin, S., Radzi Manap, M., Amir, Z., & Krish, P. (2012). Mobile learning readiness among Malaysian students at higher learning institutes. *Asian Social Science*, 8(12), 276–283. <https://doi.org/10.5539/ass.v8n12p276>
- Hwang, G., & Fu, Q. (2019). Trends in the research design and application of mobile language learning : a review of 2007 – 2016 publications in selected SSCI journals. *Interactive Learning Environments*, 27(14), 567–581. <https://doi.org/https://doi.org/10.1080/10494820.2018.1486861>
- Ilyas, H. P. (2015). *Critical thinking : Its representation in Indonesian ELT textbooks and education*. University of York.
- Isidro, E. (2019). Transactions in doing design-based research for designing curriculum: a self-study. *International and Multidisciplinary Perspective*, 1–13. <https://doi.org/https://doi.org/10.1080/14623943.2018.1562438>
- Ismail, N. S., Harun, J., Md Salleh, S., & Zakaria, M. A. Z. M. (2016). Supporting students' critical thinking with a mobile learning environment: A meta-analysis. *INTED2016*, 3746–3755.
- Jager, T. De. (2012). Can first year students' critical thinking skills develop in a space of three months? *Social and Behavioral Sciences*, 47, 1374–1381. <https://doi.org/https://doi.org/10.1016/j.sbspro.2012.06.829>
- Janssen, E. M., Mainhard, T., Buisman, R. S. M., Verkoeijen, P. P. J. L., Heijltjes, A. E. G., van Peppen, L. M., & van Gog, T. (2019). Training higher education teachers' critical thinking and attitudes towards teaching it. *Contemporary Educational Psychology*, 58, 310–322. <https://doi.org/https://doi.org/10.1016/j.cedpsych.2019.03.007>
- Jayatilleke, B. G., Ranawaka, G. R., Wijesekera, C., & Kumarasingha, M. C. B. (2018). Development of mobile application through design-based research. *Asian Association of Open Universities Journal*, 13(2), 145–168. <https://doi.org/10.1108/aaouj-02-2018-0013>
- Junipisa, N. M. E., Ratminingsih, N. M., & Suarnajaya, I. W. (2016). The effect of scientific approach and critical thinking on students' reading competency on eight year students of SMP Pancasila Canggu in the academic year 2015/2016. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 4(1). <https://doi.org/10.23887/jpbi.v4i1.2165>
- Jusmaya, A., & Efyanto, W. (2018). Empowering student's critical thinking by applying project based learning. *Komposisi: Jurnal Pendidikan Bahasa, Sastra, Dan Seni*, 19(2), 116–127. <https://doi.org/10.24036/komposisi.v19i2.100657>
- Kawi, I. G. A. K., Santyasa, I. W., & Rasana, I. D. P. R. (2013). Pembelajaran bahan ajar untuk pembelajaran bahasa Inggris kreatif terintegrasi bagi siswa kelas IX SMP semester enam. *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha*, 3, 1–12.

- Kim, Y., & Smith, D. (2017). Pedagogical and technological augmentation of mobile learning for young children interactive learning environments. *Interactive Learning Environments*, 25(1), 4–16. <https://doi.org/http://dx.doi.org/10.1080/10494820.2015.1087411>
- Koutromanos, G., & Avraamidou, L. (2014). The use of mobile games in formal and informal learning environments: A review of the literature. *Educational Media International*, 51(1), 49–65. <https://doi.org/http://dx.doi.org/10.1080/09523987.2014.889409>
- Ku, K. Y. L. (2009). Assessing students' critical thinking performance: Urging for measurements using multi-response format. *Thinking Skills and Creativity*, 4(1), 70–76. <https://doi.org/http://doi.org/10.1016/j.tsc.2009.02.001>
- Ku, K. Y. L., Kong, Q., Song, Y., Deng, L., Kang, Y., & Hu, A. (2019). What predicts adolescents' critical thinking about real-life news? The roles of social media news consumption and news media literacy. *Thinking Skills and Creativity*, 33, 1–12. <https://doi.org/http://doi.org/10.1016/j.tsc.2019.05.004>
- Kukulska-hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning : From content delivery to supported collaboration and interaction. *ReCall*, 20(3), 271–289. <https://doi.org/10.1017/S0958344008000335>
- Kwan, Y. W., & Wong, A. F. L. (2015). Effects of the constructivist learning environment on students' critical thinking ability: Cognitive and motivational variables as mediators. *International Journal of Educational Research*, 70, 68–79. <https://doi.org/10.1016/j.ijer.2015.02.006>
- Lai, E. R. (2011). Critical thinking: A literature review. In *Pearson's Research Reports* 6 (Vol. 6, Issue 1). <https://doi.org/10.1046/j.1537-2995.1995.35395184278.x>
- Laine, T. H., Vinni, M., Islas Sedano, C., & Joy, M. (2010). On designing a pervasive mobile learning platform. *ALT-J: Research in Learning Technology*, 18(1), 3–17. <https://doi.org/http://dx.doi.org/10.1080/09687761003657606>
- Larsson, K. (2017). Understanding and teaching critical thinking—A new approach. *International Journal of Educational Research*, 84, 32–42. <https://doi.org/http://dx.doi.org/10.1016/j.ijer.2017.05.004>
- Lee, H., Parsons, D., Kwon, G., Kim, J., Petrova, K., Jeong, E., & Ryu, H. (2016). Cooperation begins : Encouraging critical thinking skills through cooperative reciprocity using a mobile learning game. *Computers & Education*, 97, 97–115. <https://doi.org/10.1016/j.compedu.2016.03.006>
- Leist, C. W., Woolwine, M. A., & Bays, C. L. (2012). The effects of using a critical thinking scoring rubric to assess undergraduate students' reading skills. *Journal of College Reading and Learning*, 43(1), 31–58. <https://doi.org/https://doi.org/10.1080/10790195.2012.10850361>
- Liana, R. M. Y., Wahyudin, D., & Hanoum, R. N. (2018). Pengaruh penggunaan aplikasi "Hello English" berbasis smartphone android terhadap peningkatan hasil belajar siswa pada mata pelajaran bahasa Inggris di SMP (Kuasi eksperimen pada mata pelajaran bahasa Inggris siswa kelas VII di SMP Negeri 1 Kadipaten). *Edutechnologia*, 2(2), 122–126.
- Lin. (2014). Learning English reading in a mobile-assisted extensive reading program. *Computers & Education*, 78, 48–59. <https://doi.org/http://dx.doi.org/10.1016/j.compedu.2014.05.004>
- Lin, J. J., & Lin, H. (2019). Mobile-assisted ESL/EFL vocabulary learning: a systematic review and meta-analysis. *Computer Assisted Language Learning*, 32(8), 878–919. <https://doi.org/https://doi.org/10.1080/09588221.2018.1541359>

- Ma. (2017). A multi-case study of university students' language-learning experience mediated by mobile technologies: A socio-cultural perspective. *Computer Assisted Language Learning*, 30(3–4), 183–203. <https://doi.org/http://dx.doi.org/10.1080/09588221.2017.1301957>
- Mccann, S. (2015). Higher order mLearning : Critical thinking in mobile learning. *MODSIM World*, 28, 1–11.
- McKay, S. (1994). Developing ESL writing materials. *System*, 22(2), 195–203. [https://doi.org/10.1016/0346-251X\(94\)90056-6](https://doi.org/10.1016/0346-251X(94)90056-6)
- McKenney, S., & Reeves, T. C. (2006). *Educational design research*. Routledge. <https://doi.org/10.4324/9781315105642-3>
- Mehta, S. R., & Al-Mahrooqi, R. (2015). Can thinking be taught? Linking critical thinking and writing in an EFL context. *RELC Journal*, 46(1), 1–14. <https://doi.org/https://doi.org/10.1177/0033688214555356>
- Mehta, S. R., Al-Mahrooqi, R., Denman, C., & Al-Aghbari, K. (2018). Assessing omani university entrants' critical thinking skills with the Cornell Class-Reasoning Test Form X. *Pertanika Journal of Social Sciences and Humanities*, 26(4), 2229–2242.
- Munowenya, E. (2007). Assessing the quality of essays using the SOLO Taxonomy : Effects of field and classroom-based experiences by 'A' Level geography students. *International Research in Geographical and Environmental Education*, 16(1), 21–43. <https://doi.org/http://dx.doi.org/10.2167/irg204.0>
- Nanni, A. C., & Wilkinson, P. J. (2015). Assessment of ELLs' critical thinking using the holistic critical thinking scoring rubric. *Language Education in Asia*, 5(2), 283–291. https://doi.org/http://dx.doi.org/10.5746/LEiA/14/V5/I2/A09/Nanni_Wilkinson
- Nazila, D. K., Adisaputera, A., & Saragih, A. (2020). Development of teaching material for short story writing experience based on 7th grade students of Junior High School 2 Kejuruan Muda. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(2), 1137–1150. <https://doi.org/10.33258/birle.v3i2.1047>
- Önal, N., Çevik, K. K., & Şenol, V. (2019). The effect of SOS table learning environment on mobile learning tools acceptance, motivation and mobile learning attitude in English language learning. *Interactive Learning Environments*, 1–15. <https://doi.org/https://doi.org/10.1080/10494820.2019.1690529>
- Patterson, B. (2021). Analyzing student understanding of cryptography using the SOLO taxonomy. *Cryptologia*, 45(5), 439–449. <https://doi.org/https://doi.org/10.1080/01611194.2020.1755746>
- Pikkert, J. J. J., & Foster, L. (1996). Critical thinking skills among third year Indonesian English students. *RELC Journal*, 27, 56–64. <https://doi.org/https://doi.org/10.1177/003368829602700204>
- Pilar, R., Jorge, A., & Cristina, C. (2013). The use of current mobile learning applications in EFL. *Social and Behavioral Sciences*, 103, 1189–1196. <https://doi.org/10.1016/j.sbspro.2013.10.446>
- Pollarolo, E., Størksen, I., Skarstein, T. H., & Kucirkova, N. (2022). Children's critical thinking skills: perceptions of Norwegian early childhood educators. *European Early Childhood Education Research Journal*, 1–13. <https://doi.org/https://doi.org/10.1080/1350293X.2022.2081349>
- Prahani, B. K., Jatmiko, B., Hariadi, B., Sunarto, D., Sagirani, T., Amelia, T., & Lemantara, J. (2020). Blended web mobile learning (BWML) model to improve students' higher order thinking skills. *International Journal of Emerging*

- Technologies in Learning*, 15(11), 42–55.
<https://doi.org/https://doi.org/10.3991/ijet.v15i11.12853>
- Pryor, S. (2010). The development and trialling of materials for second language instruction: A case study Title. In B. Tomlinson & H. Masuhara (Eds.), *Research for materials development in language learning* (pp. 1–432). Continuum International Publishing Group.
- Rahimi, M., & Miri, S. S. (2014). The impact of mobile dictionary use on language learning. *Social and Behavioral Sciences*, 98, 1469–1474.
<https://doi.org/http://doi.org/10.1016/j.sbspro.2014.03.567>
- Ratminingsih, N. M., Budasi, I. G., Piscayanti, K. S., Adnyayanti, N. L. P. E., & Paragae, I. G. A. P. N. (2021). 4C-based learning model : What , why , How ? *JPI*, 10(2), 244–255. <https://doi.org/10.23887/jpi-undiksha.v10i2.31400>
- Saadé, R. G., Morin, D., & Thomas, J. D. E. (2012). Critical thinking in e-learning environments. *Computers in Human Behavior*, 28(5), 1608–1617.
<https://doi.org/http://dx.doi.org/10.1016/j.chb.2012.03.025>
- Sad, S. N., Özer, N., Yakar, Ü., & Öztürk, F. (2020). Mobile or hostile? Using smartphones in learning English as a foreign language. *Computer Assisted Language Learning*, 1–27.
<https://doi.org/https://doi.org/10.1080/09588221.2020.1770292>
- Sadiq, R. B., Cavus, N., & Ibrahim, D. (2019). Mobile application based on CCI standards to help children learn English as a foreign language. *Interactive Learning Environments*, 1–17.
<https://doi.org/https://doi.org/10.1080/10494820.2019.1579239>
- Sandberg, J., Maris, M., & De Geus, K. (2011). Mobile English learning: An evidence-based study with fifth graders. *Computers and Education*, 57(1), 1334–1347.
<https://doi.org/http://doi.org/10.1016/j.compedu.2011.01.015>
- Sandberg, J., Maris, M., & Hoogendoorn, P. (2014). The added value of a gaming context and intelligent adaptation for a mobile learning application for vocabulary learning. *Computers and Education*, 76, 119–130.
<https://doi.org/10.1016/j.compedu.2014.03.006>
- Sauri, N., Nur, S., & Salam, A. (2014). Mobile learning application for children : Belajar Bersama Dino. *Social and Behavioral Sciences*, 398–404.
<https://doi.org/10.1016/j.sbspro.2014.10.312>
- Saxton, E., Belanger, S., & Becker, W. (2012). The Critical Thinking Analytic Rubric (CTAR): Investigating intra-rater and inter-rater reliability of a scoring mechanism for critical thinking performance assessments. *Assessing Writing*, 17(4), 251–270.
<https://doi.org/http://dx.doi.org/10.1016/j.asw.2012.07.002>
- Scales, R. Q., & Tracy, K. N. (2017). Using text sets to facilitate critical thinking in sixth graders. *Literacy Research and Instruction*, 1–27.
<https://doi.org/http://dx.doi.org/10.1080/19388071.2016.1269268>
- Sheppard, E. M. C. (2016). How might language affect critical thinking performance? *Thinking Skills and Creativity*, 1–28. <https://doi.org/10.1016/j.tsc.2016.05.005>
- Shi, Z., & Luo, G. (2016). Application of WeChat teaching platform in interactive translation teaching. *International Journal of Emerging Technologies in Learning*, 11(9), 71–75. <https://doi.org/10.3991/ijet.v11i09.6113>
- Shirkhani, S., & Fahim, M. (2011). Enhancing critical thinking in foreign language learners. *Social and Behavioral Sciences*, 29, 111–115.
<https://doi.org/https://doi.org/10.1016/j.sbspro.2011.11.214>
- Sioco, E. C., & De Vera, P. V. (2018). Grammatical competence of junior high school

- students. *TESOL International Journal*, 13(2), 82–94.
- Sirisopon, N., & Sopeerak, S. (2013). Web-based instruction model under constructionism for critical thinking development. *Procedia - Social and Behavioral Sciences*, 103, 1309–1318. <https://doi.org/10.1016/j.sbspro.2013.10.461>
- Slater, W. H., & Groff, J. A. (2017). Tutoring in critical thinking: Using the stases to scaffold high school students' reading and writing of persuasive Text. *Reading and Writing Quarterly*, 33(4), 380–393. <https://doi.org/http://dx.doi.org/10.1080/10573569.2017.1294516>
- Solihat, N., & Hikmat, A. (2018). Critical thinking tasks manifested in Indonesian language textbooks for senior secondary students. *Sage Open*, 1–8. <https://doi.org/10.1177/2158244018802164>
- Sorayyaei, A., & Nasiri, H. (2014). Learners' attitudes toward the effectiveness of Mobile Assisted Language Learning (MALL) in L2 listening comprehension. *Social and Behavioral Sciences*, 98, 1836–1843. <https://doi.org/https://doi.org/10.1016/j.sbspro.2014.03.613>
- Soufi, N. El, & See, B. H. (2019). Does explicit teaching of critical thinking improve critical thinking skills of English language learners in higher education ? A critical review of causal evidence. *Studies in Educational Evaluation*, 60, 140–162. <https://doi.org/https://doi.org/10.1016/j.stueduc.2018.12.006>
- Stanojević, D., Cenić, D., & Cenić, S. (2018). Application of computers in modernization of teaching science. *International Journal of Cognitive Research in Science, Engineering and Education*, 6(2), 89–104. <https://doi.org/http://doi.org/10.5937/ijcrsee1802089S>
- Stapleton, P. (2011). A survey of attitudes towards critical thinking among Hong Kong secondary school teachers: Implications for policy change. *Thinking Skills and Creativity*, 6(1), 14–23. <https://doi.org/http://dx.doi.org/10.1016/j.tsc.2010.11.002>
- Stockwell, G. (2007). Vocabulary on the move: Investigating an intelligent mobile phone-based vocabulary tutor. *Computer Assisted Language Learning*, 20(4), 365–383. <https://doi.org/http://dx.doi.org/10.1080/09588220701745817>
- Syafi'i, M. L., & Gestanti, R. A. (2017). Developing English materials for EFL learners at Islamic junior high school. *JEELS*, 4(2), 199–220.
- Tarighat, S., & Khodabakhsh, S. (2016). Mobile-assisted language assessment : Assessing speaking. *Computers in Human Behavior*, 64, 409–413. <https://doi.org/10.1016/j.chb.2016.07.014>
- Tomlinson, B. (2007). *Developing materials for language teaching*. Continuum.
- Tomlinson, B., & Masuhara, H. (2018). *The complete guide to the theory and practice of materials development for language learning*. Wiley Blackwell.
- Toy, B. Y., & Ok, A. (2012). Incorporating critical thinking in the pedagogical content of a teacher education programme: Does it make a difference? *European Journal of Teacher Education*, 35(1), 39–56. <https://doi.org/http://dx.doi.org/10.1080/02619768.2011.634902>
- Ustun, A. B., & Tracey, M. W. (2019). An effective way of designing blended learning: A three phase design-based research approach. *Education and Information Technologies*, 1–24. <https://doi.org/https://doi.org/10.1007/s10639-019-09999-9>
- Vidoni, K. L., & Maddux, C. D. (2002). WebQuests: Can they be used to improve critical thinking skills in students. *Computers in the Schools*, 19(1–2), 101–117. https://doi.org/http://dx.doi.org/10.1300/J025v19n01_09

- Volman, M., & Dam, G. Ten. (2015). Critical thinking for educated citizenship. In M. Davies & R. Barnett (Eds.), *The Palgrave handbook of critical thinking in higher education* (pp. 593–603). Palgrave MacMillan.
- Wang, Y. H. (2017). Integrating self-paced mobile learning into language instruction: impact on reading comprehension and learner satisfaction. *Interactive Learning Environments*, 25(3), 397–411. <https://doi.org/10.1080/10494820.2015.1131170>
- Wilson, K., & Devereux, L. (2014). Scaffolding theory: High challenge, high support in Academic Language and Learning (ALL) contexts. *Journal of Academic Language & Learning*, 8(3), 91–100.
- Xu, J. (2011). The application of critical thinking in teaching English reading. *Theory and Practice in Language Studies*, 1(2), 136–141. <https://doi.org/10.4304/tpls.1.2.136-141>
- Yang, Y. T. C., Chuang, Y. C., Li, L. Y., & Tseng, S. S. (2013). A blended learning environment for individualized English listening and speaking integrating critical thinking. *Computers and Education*, 63, 285–305. <https://doi.org/10.1016/j.compedu.2012.12.012>
- Yanning, D. (2017). Teaching and assessing critical thinking in second language writing: An infusion approach. *Chinese Journal of Applied Linguistics*, 40(4), 431–451. <https://doi.org/http://doi.org/10.1515/cjal-2017-0025>
- Zahroni, A. (2019). Pengembangan mobile learning menggunakan Adobe Flash pada pelajaran narrative text di SMP eLKISI Mojokerto. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 4(1), 90–103. <https://doi.org/10.31538/ndh.v4i1.237>
- Zaini, M. H., Baharum, N. D., & Sidiki, A. F. S. A. (2018). Incorporating critical thinking: Teaching strategies in an English language programme. *Pertanika Journal of Social Sciences and Humanities*, 26(4), 2379–2393.
- Zhang. (2018). Developing college EFL writers' critical thinking skills through online resources: A case study. *SAGE Open*, 8(4), 1–12. <https://doi.org/http://doi.org/10.1177/2158244018820386>
- Zhang, D., & Pérez-Paredes, P. (2021). Chinese postgraduate EFL learners' self-directed use of mobile English learning resources. *Computer Assisted Language Learning*, 34(8), 1128–1153. <https://doi.org/https://doi.org/10.1080/09588221.2019.1662455>
- Zivkovic, S. (2016). A model of critical thinking as an important attribute for success in the 21st century. *Social and Behavioral Sciences*, 232, 102–108. <https://doi.org/http://doi.org/10.1016/j.sbspro.2016.10.034>
- Zubaidah, S., Aloysius, D. C., & Mahanal, S. (2018). Revealing the relationship between reading interest and critical thinking skills through remap GI and remap jigsaw. *International Journal of Instruction*, 11(2), 41–56. <https://doi.org/https://doi.org/10.12973/iji.2018.1124a>