## **DAFTAR PUSTAKA**

- Ahmad Afip, L., Hamid, M. O., & Renshaw, P. (2019). Common European framework of reference for languages (CEFR): insights into global policy borrowing in Malaysian higher education. *Globalisation, Societies and Education, 17*(3), 378–393. https://doi.org/10.1080/14767724.2019.1578195
- Ahmad, S. Z. (2016). The Flipped Classroom Model to Develop Egyptian EFL Students ' Listening Comprehension. 9(9), 166–178. https://doi.org/ 10.5539/elt.v9n9p166
- Ahmed, R., & Hagar, T. (2020). Enhancements and Limitations to ICT- Based Informal Language Learning : Emerging Research and Opportunities. IGI Global.
- Akçay, G., & Akçay, M. (2018). The flipped classroom : A review of its advantages and challenges. 126(January), 334–345. https://doi.org/ 10.1016/j.compedu.2018.07.021
- Alter, G., & Ratheiser, U. (2019). A new model of literary competences and the revised CEFR descriptors. *ELT Journal*, 73(4), 377–386. https://doi.org/10.1093/elt/ccz024
- Alves, R. A. et al. (2020). Reading-Writing Connections: Towards Integrative Literacy. In R. A. et al Alves (Ed.), *Towards Integrative Literacy* (p. 317). Springer.
- Alves, R. A., Limpo, T., & Joshi, R. M. (2020). *Reading-writing connections: Towards integrative literacy science (Vol. 19).*
- Anderson, L.W., and Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing* (Abridged E). Allyn and Bacon.

Anderson and Krathwohl. (2016). Understanding the New Version of Bloom's Taxonomy. *The Second Principle*, *1972*, 1–8. https://quincycollege.edu/ content/uploads/Anderson-and-Krathwohl\_Revised-Blooms-Taxonomy.pdf%0Ahttps://thesecondprinciple.com/teachingessentials/beyond-bloom-cognitive-taxonomyrevised/%0Ahttp://thesecondprinciple.com/teaching-essentials/beyondbloom-cog

- Anggraini, M.P., et al. (2022). The interaction effects of reading proficiency and personality types on EFL university students' online reading strategy use. *Education and Information Technologies*. https://doi.org/10.1007/s10639-022-10979-9
- Bahari, A., Zhang, X., & Ardasheva, Y. (2021). Establishing a computer-assisted interactive reading model. *Computers and Education*, 172(May), 104261. https://doi.org/10.1016/j.compedu.2021.104261
- Baker, J. W. (2000). The "Classroom Flip": Using web course management tools to become the guide by the side. J. A. Chambers (Ed.)Proceedings of the 11

Th International Conference on College Teaching and Learning, 9–17.

- Bergey, B. W., Parrila, R. K., Laroche, A., & Deacon, S. H. (2019). Effects of peer-led training on academic self-efficacy, study strategies, and academic performance for first-year university students with and without reading difficulties. *Contemporary Educational Psychology*, 56(November 2018), 25–39. https://doi.org/10.1016/j.cedpsych.2018.11.001
- Biancarosa, G., & Griffiths, G. G. (2012). Technology tools to support reading in the digital age. *Future of Children*, 22(2), 139–160. https://doi.org/ 10.1353/foc.2012.0014
- Bolliger, D. U., & Martin, F. (2018). Instructor and student perceptions of online student engagement strategies. *Distance Education*, 39(4), 568–583. https://doi.org/10.1080/01587919.2018.1520041
- Brantmeier, C. (2003). Does gender make a difference? Passage content and comprehension in second language reading. *Reading In*, 15(1), 1–27.
- Brown, A. F. (2017). Implementing the flipped classroom: Challenges and strategies. *Innovations in Flipping the Language Classroom: Theories and Practices*, 11–21. https://doi.org/10.1007/978-981-10-6968-0\_2
- Brown, C. A. and et all. (2016). Student perceptions on using guided reading questions to motivate student reading in the flipped classroom. *Accounting Education*, 25(3), 256–271. https://doi.org/10.1080/0963 9284. 2016.1165124
- Brown, C. J. (2017). Flipping the ESL/EFL academic reading classroom: A group leader discussion activity. *Innovations in Flipping the Language Classroom: Theories and Practices*, 147–168. https://doi.org/10.1007/978-981-10-6968-0\_11
- Brown, H. D. (2007). *H Douglas Brown Principles of language learning and teaching (2007, Pearson Longman)* (p. 423).
- Brown, H. D. and, & Lee, H. (2015). *Teaching by Principles: An interactive approach to language pedagogy*. Longman.
- Cambridge English Assessment. (2019). B2 First Your path to learning English, step by step.
- Chaeruman, U. A. (2018). Pengembangan model desain sistem pembelajaran blended pada program Spada Indonesia.
- Chavangklang, T., & Suppasetseree, S. (2020). Enhancing Thai Efl University Students' Reading Comprehension Through a Flipped Cooperative University Students' ClassroomEnhancing Thai Efl Reading Comprehension Through a Flipped Cooperative Classroom. PEOPLE: International Journal of Social Sciences, 4(3), 238-261. https://doi.org/10.20319/pijss.2018.43.238261.
- Chen, C., Wang, J., & Lin, Y. (2019). A visual interactive reading system based on eye tracking technology to improve digital reading performance. *Emerald Insight*, 37, 680–702. https://doi.org/10.1108/EL-03-2019-0059

- Chen, S., & Wang, J. (2019). Effects of Task-based Language Teaching (TBLT) Approach and Language Assessment on Students' Competences in Intensive Reading Course. *English Language Teaching*, 12(3), 119. https://doi.org/10.5539/elt.v12n3p119
- Chiang, F. K., & Chen, C. (2017). Modified Flipped Classroom Instructional Model in "Learning Sciences" Course for Graduate Students. Asia-Pacific Education Researcher, 26(1–2). https://doi.org/10.1007/s40299-016-0321-2
- Clair-Thompson, H. S., Graham, A., & Marsham, S. (2018). Exploring the Reading Practices of Undergraduate Students. *Education Inquiry*, 9(3), 284– 298. https://doi.org/10.1080/20004508.2017.1380487
- Debruin-Parecki, A. (2009). Establishing a family literacy program with a focus on interactive reading: The role of research and accountability. *Early Childhood Education Journal*, *36*(5), 385–392. https://doi.org/ 10.1007/s10643-008-0299-3
- Dutch, T., Construc, C., Alderson, C., & Tardieu, C. (2018). Analysing Tests of Reading and Listening in Relation to the Common European Framework of Reference : The Analysing Tests of Reading and Listening in Relation to the Common European Framework of Reference : The Experience of The Dutch CEFR Construct Projec. LANGUAGE ASSESSMENT QUARTERLY, September. https://doi.org/10.1207/s154343111aq0301
- Ellis, J.Hornberger, C. & N. H. (2008). Implicit and explicit knowledge about language. In J. Cenoz & N. H. Hornberger (Eds.), Encyclopedia of language and education: Vol 6. Knowledge about language (2nd ed., pp. 119-131). In R. Ellis (Ed.), วารสารสังคมศาสตร์วิชาการ (Vol. 7, Issue 2). Springer.
- Ellis, R. (2003). *Task-Based Language Learning and teaching*. Oxford University Press.
- Ellis, R. (2006). Planning and Task Performance in a Second Language (review). In *The Canadian Modern Language Review / La revue canadienne des langues vivantes* (Vol. 62, Issue 4). John Benjamin Publishing Company. https://doi.org/10.1353/cml.2006.0040
- Ellis, R. (2013). Exploring Language Pedagogy through Second Language Acquisition Research. In *Exploring Language Pedagogy through Second Language Acquisition Research*. https://doi.org/10.4324/9780203796580
- Ellis, R. (2017). Position paper: Moving task-based language teaching forward. *Language Teaching*, 50(4), 507–526. https://doi.org/ 10.1017/ S0261444817000179.
- Ellis, R. (2018). *Reflections on Task-Based Language Teaching*. Multilingual Matters.
- Ellis, R. (2014). Taking the critics to task: The case for task-based teaching. *In Proceedings of the Sixth CLS International Conference CLaSIC 2014*, 103– 117.

- Fathi, J., & Rahimi, M. (2020). Examining the impact of flipped classroom on writing complexity, accuracy, and fluency: a case of EFL students. *Computer Assisted Language Learning*, 0(0), 1–39. https://doi.org/10.1080/09588221.2020.1825097
- Fitton, L., & Wood, C. L. (2018). Shared Book Reading Interventions With English Learners : A Meta-Analysis. XX(X), 1–40. https://doi.org/10.3102/ 0034654318790909
- Friedman, A., & Schneider, E. (2018). Developing a Visualization Education Curriculum in the Age of Big Data Using the Dick and Carey Model. *Visual Communication Quarterly*, 25(4), 250–256. https://doi.org/10.1080/15551393,2018.1530115
- Fu, Y.-C. (2018). Flipping Design of Task-based Teaching Contents in English Intensive Reading. DEStech Transactions on Social Science, Education and Human Science, seme, 74–77. https://doi.org/ 10.12783/dtssehs/seme2017/18005
- Gilboy, M. B., Heinerichs, S., Pazzaglia, G., & Chester, W. (2014). Report Enhancing Student Engagement Using the Flipped Classroom. Journal of Nutrition Education and Behavior. https://doi.org/10.1016/j. jneb.2014.08.008
- Goldstein, D. (2022). It's 'Alarming': Children Are Severely Behind in Reading. *The New York Times*. https://www.nytimes.com/2022/03/08/us/pandemicschools-reading-crisis.html?smid=url-share
- Gorzycki, M., Howard, P., Allen, D., Desa, G., & Rosegard, E. (2016). An Exploration of Academic Reading Proficiency at the University Level: A Cross-Sectional Study of 848 Undergraduates. *Literacy Research and Instruction*, 55(2), 142–162. https://doi.org/10.1080/193880 71.2015.1133738
- Grabe, William and Stoller, F. L. (2013). *Teaching and Researching Reading* (C. N. C. and D. R. Hall (ed.); Second). Routledge.
- Grabe, W. (2009). Reading in a Second Language: Moving from Theory to Practice by GRABE, WILLIAM. In *The Modern Language Journal* (Vol. 95, Issue 1, pp. 143–144). Cambridge University Press. https://doi.org/ 10.1111/j.1540-4781.2011.01151.x
- Grabe, W. and F. L. S. (2002). *Teaching and Researching Reading*. Pearson Education.
- Green, L. S. and J. R. B. (2017). The Flipped College Classroom: Conceptualized and Re-Conceptualized (Ross A. Perkins (ed.)). Springer International Publishing.
- Grellet, F. (1983). Developing Reading Skills : A Practical Guide to Reading Comprehension Exercises.
- Guo, J. (2019). The use of an extended flipped classroom model in improving students' learning in an undergraduate course. *Journal of Computing in Higher Education*, 0123456789. https://doi.org/10.1007/s12528-019-

09224-z

- Habók, A., Magyar, A., & Hui, S. K. F. (2019). The effects of EFL reading comprehension and certain learning-related factors on EFL learners' reading strategy use. *Cogent Education*, 6(1). https://doi.org/ 10.1080/2331186X.2019.1616522
- Hamra, A. (2010). Developing a Model of Teaching Reading Comprehension. *Teflin*, 21, 27–40. https://www.researchgate.net/ publication/ 232153478\_The\_Assessment\_of\_Reading\_Comprehension
- Huang, C. T., & Yang, S. C. (2015). Effects of online reciprocal teaching on reading strategies, comprehension, self-efficacy, and motivation. *Journal of Educational Computing Research*, 52(3), 381–407. https://doi.org/10.1177/0735633115571924
- Jacobs, G. M., & Renandya, W. A. (2016). Using Positive Education to Enliven the Teaching of Reading. https://doi.org/10.1177/0033688216661258
- Jensen, J. L., Holt, E. A., Sowards, J. B., Heath Ogden, T., & West, R. E. (2018). Investigating Strategies for Pre-Class Content Learning in a Flipped Classroom. *Journal of Science Education and Technology*, 27(6), 523–535. https://doi.org/10.1007/s10956-018-9740-6
- Johann, V., Könen, T., & Karbach, J. (2019). The unique contribution of working memory, inhibition, cognitive flexibility, and intelligence to reading comprehension and reading speed. *Child Neuropsychology*, 00(00), 1–21. https://doi.org/10.1080/09297049.2019.1649381
- Joyce, Bruce, Marsha Weil, and E. C. (2015). *Models of Teaching* (Ninth). Pearson.
- Junaidi, A. dkk. (2020). Panduan Penyusunan Kurikulum Pendidikan Tinggi (S. S. Kusumawardani (ed.); IV). Direktorat jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan.
- Kaowiwattanakul, S. (2021). CEFR Based Learning Approach: Using Literature to Enhance EFL Students' Reading Skills and Critical Thinking Skills. *English Language Teaching*, 14(11), 66. https://doi.org/ 10.5539/ elt.v14n11p66
- Karabulut-Ilgu, et all. (2018). A systematic review of research on the flipped learning method in engineering education. *British Journal of Educational Technology*, 49(3), 398–411. https://doi.org/10.1111/bjet.12548
- Karadogan, Z. and H. H. S. (2020). The Effect of Interactive Reading Practices on Reading Comprehension Skills and on The Attitude towards Reading. In et all. KRYSTEV, Viliyan (Ed.), Advances in Social Science Research (Vol. 5, Issue October, p. 305). St. Kliment Ohridski University Press.
- Kendeou, P., McMaster, K. L., & Christ, T. J. (2016). Reading Comprehension: Core Components and Processes. *Policy Insights from the Behavioral and Brain Sciences*, 3(1), 62–69. https://doi.org/10.1177/2372732215624707

- Khonamri, F., & Roostaee, S. (2014). The Impact of Task-based Extensive Reading on Lexical Collocation Knowledge of Intermediate EFL Learners. *Procedia - Social and Behavioral Sciences*, 136, 265–270. https://doi.org/10.1016/j.sbspro.2014.05.326
- Kieffer, M. J., & Christodoulou, J. A. (2020). Automaticity and Control: How Do Executive Functions and Reading Fluency Interact in Predicting Reading Comprehension? *Reading Research Quarterly*, 55(1), 147–166. https://doi.org/10.1002/rrq.289
- Kim, Y. S. G., Lee, H., & Zuilkowski, S. S. (2020). Impact of Literacy Interventions on Reading Skills in Low- and Middle-Income Countries: A Meta-Analysis. *Child Development*, 91(2), 638–660. https://doi.org/ 10.1111/cdev.13204
- Krashen, S. (2003). *Explorations in language acquisition and use: The Taipei lectures.* Heinemann.
- Krashen, S. et. a. (2017). Comprehensible and Compelling: The Causes and Effects of Free Voluntary Reading. Libraries Unlimited. ABC-CLIO, LLC.
- Kung, F. W. (2019). Teaching second language reading comprehension: the effects of classroom materials and reading strategy use. *Innovation in Language Learning and Teaching*, 13(1), 93–104. https://doi.org/10.1080/17501229.2017.1364252
- Kuzborska, I. (2018). Interactive Reading Strategies. *The TESOL Encyclopedia of English Language Teaching*, 1–7. https://doi.org/ 10.1002/978 1118784235.eelt0475
- LaBerge, D., & Samuels, S. J. (1974). Toward a theory of automatic information processing in reading: Cognitive Psychology.
- Lian, J., Chai, C. S., Zheng, C., & Liang, J. C. (2021). Modelling the Relationship Between Chinese University Students' Authentic Language Learning and Their English Self-efficacy During the COVID-19 Pandemic. Asia-Pacific Education Researcher, 30(3), 217–228. https://doi.org/ 10.1007/s40299-021-00571-z
- Link, E., Henke, J., & Möhring, W. (2021). Credibility and Enjoyment through Data? Effects of Statistical Information and Data Visualizations on Message Credibility and Reading Experience. *Journalism Studies*, 22(5), 575–594. https://doi.org/10.1080/1461670X.2021.1889398
- Little, D. (2018). Common European Framework of Reference for Languages: Learning, teaching, assessment. *The TESOL Encyclopedia of English Language Teaching*, 1–6. https://doi.org/10.1002/9781118784235.eelt0114
- Long, M. (2015). Second Language Acquisition and Task-Based Language Teaching (Vol. 4, Issue 1). Wiley Blackwell.
- Mardliyyah, A. (2020). The Implementation of Arabic E-Learning through Arabic-Online.net. *LISANIA: Journal of Arabic Education and Literature*, 4(1), 37–48. https://doi.org/10.18326/lisania.v4i1.37-48.

- Mehring, J. (2016). Present Research on the Flipped Classroom and Potential Tools for the EFL Classroom. *Computers in the Schools*, 33(1), 1–10. https://doi.org/10.1080/07380569.2016.1139912
- Mendez, O., & B, H. F. (2018). *Applied Informatics* (Vol. 942). Springer International Publishing. https://doi.org/10.1007/978-3-030-01535-0
- Merga, M. K. (2017). Interactive reading opportunities beyond the early years: What educators need to consider. *Australian Journal of Education*, 61(3), 328–343. https://doi.org/10.1177/0004944117727749
- Mufliharsi, Risa, Emzir, I. M. (2019). Membaca Extensive: Explorasi Partisipasi Mahasiswa. In PPSDK Kemendikbud (Ed.), *Seminar Internasional Kebahasaan* (pp. 25–35). Kementerian Pendidikan dan Kebudayaan.
- Muzyka, JL and Luker, C. (2016). *Volume 1 : Flipped, The Volume, Classroom* Acs, Challenges Series, Symposium Society, American Chemical (C. Muzyka, JL and Luker (ed.); Vol. 1). Oxford University Press.
- Naira, P. (2018). The Main Criteria of Constructing Task-Based Reading Activities for ESP Learners. *Innovation in Language Learning and Teaching*, 1.
- Nakanishi, T. (2014). A Meta-Analysis of Extensive Reading Research. *TESOL*, 0(0), 1–32. https://doi.org/10.1002/tesq.157
- Natova, I. (2019). Estimating CEFR reading comprehension text complexity. *Language Learning Journal*, 0(0), 1–12. https://doi.org/ 10.1080/09571736.2019.1665088
- Nevo, E., Vaknin-Nusbaum, V., Brande, S., & Gambrell, L. (2020). Oral reading fluency, reading motivation and reading comprehension among second graders. *Reading and Writing*, 33(8), 1945–1970. https://doi.org/10.1007/s11145-020-10025-5
- Ng, Qiu Rong, Renandya, Willy A. Chong, M. Y. C. (2019). Extensive reading: Theory, research and implementation. *Teflin Journal*, *30*(2), 171–186. https://doi.org/10.15639/teflinjournal.v30i2/171-186
- Nhapulo, M. A., Simon, E., & Van Herreweghe, M. (2017). Enhancing academic reading skills through extensive reading. Southern African Linguistics and Applied Language Studies, 35(1), 17–40. https://doi.org/ 10.2989/16073614.2016.1267578
- Niazifar, A., & Shakibaei, G. (2019). Effects of different text difficulty levels on Iranian EFL learners' foreign language Reading motivation and Reading comprehension. Asian-Pacific Journal of Second and Foreign Language Education, 4(1). https://doi.org/10.1186/s40862-019-0070-x
- Nouri, J. (2016). The flipped classroom: for active, effective and increased learning especially for low achievers. *International Journal of Educational Technology in Higher Education*, 13(1). https://doi.org/10.1186/s41239-016-0032-z

- Nunan, D. (2003). Practical English Language Teaching. In D. Nunan (Ed.), *Reading* (p. 68). Mc Graw Hill.
- Nunan, D. (2005). *Task-Based Language Teaching*. Cambridge Language Teaching Library.
- Nunan, D. (2015). Teaching English To Speakers of Other Language: An Introduction. In *Teaching english to speakers of other languages -An introduction*. Routledge.
- Nunan, D., & Richards, J. C. (2015). Language Learning Beyond Classroom.
- Nurdianto, T., P, N. J., Fatoni, A., & Kalita, S. (2022). CEFR-Based Beginner Arabic Reading And Writing. *Journal of Arabic Learning*, 5(3), 718–738.
- OECD 2018. (2019). PISA 2018 Assessment and Analytical Framework (PISA). OECD. https://doi.org/10.1787/b25efab8-en
- Olum, R., Atulinda, L., Kigozi, E., Nassozi, D. R., Mulekwa, A., Bongomin, F., & Kiguli, S. (2020). Medical Education and E-Learning During COVID-19 Pandemic: Awareness, Attitudes, Preferences, and Barriers Among Undergraduate Medicine and Nursing Students at Makerere University, Uganda. *Journal of Medical Education and Curricular Development*, 7, 238212052097321. https://doi.org/10.1177/2382120520973212
- Peura, P., Aro, T., Viholainen, H., Räikkönen, E., Usher, E. L., Sorvo, R., & Aro, M. (2019). Reading self-efficacy and reading fluency development among primary school children: Does specificity of self-efficacy matter? *Learning* and Individual Differences, 73(May), 67–78. https://doi.org/ 10.1016/j.lindif.2019.05.007
- Phichiensathien, P. (2021a). Interactive Reading to Second Language Reading Ability. 520(Tvet 2020), 303–308. https://doi.org/ 10.2991/assehr.k.210203.138
- Phichiensathien, P. (2021b). Interactive Reading to Second Language Reading Ability. *Proceedings of the 6th UPI International Conference on TV ET* 2020, 520(Tvet 2020), 303–308.
- Pica, T. (2009). Integrating content-based and task-based approaches for teaching, learning, and research. In L. Wei & V. Cook (Eds.), Continuum contemporary applied linguistics, Volume 1. Continuum.
- Prasetyaningrum, D. I. (2018). Improving Agriculture Students' Reading Comprehension Through Task-Based Language Teaching (TBLT). EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English, 3(1). https://doi.org/10.26905/enjourme.v3i1.2202
- Protacio, M. S. (2012). Reading motivation: A focus on english learners. *Reading Teacher*, 66(1), 69–77. https://doi.org/10.1002/TRTR.01092
- Pupah, E. M., & Sholihah, U. (2022). Enhancing EFL students' reading learning process in COVID-19 pandemic through Nearpod. *Englisia: Journal of Language, Education, and Humanities*, 9(2), 17. https://doi.org/ 10.22373/ej.v9i2.10400

- Rei, & dsema, Carl, R. H. and L. K. (2017). *The Flipped Classroom: Practice and Practices in Higher Education* (C. R. · L. Kavanagh & R. H. · N. Smith (eds.)). Springer Singapore.
- Renandya, W. A. (2017). Should you be Teaching Reading Intensively or *Extensively* ? 1–10.
- Renandya, W. A., Krashen, S., & Jacobs, G. M. (2018). The potential of series books: How narrow reading leads to advanced L2 proficiency. *Learn Journal: Language Education and Acquisition Research Network Journal*, 11(2), 148–154. http://www.sdkrashen.com/content/articles/2018\_potential\_of\_series\_books.pdf
- Roy, D. (2017). Task-based EFL language teaching with procedural information design in a technical writing context. *Cogent Education*, 4(1). https://doi.org/10.1080/2331186X.2016.1264174
- Saboowala, R., & Manghirmalani Mishra, P. (2021). Readiness of In-service Teachers Toward a Blended Learning Approach as a Learning Pedagogy in the Post-COVID-19 Era. *Journal of Educational Technology Systems*, 50(1), 9–23. https://doi.org/10.1177/00472395211015232
- Sage, M., & Sele, P. (2015). Reflective Journaling as a Flipped Classroom Technique to Increase Reading and Participation with Social Work Students. *Journal of Social Work Education*, 51(4), 668–681. https://doi.org/10.1080/10437797.2015.1076274
- Shabani, M. B., & Ghasemi, A. (2014). The Effect of Task-based Language Teaching (TBLT) and Content-based Language Teaching (CBLT) on the Iranian Intermediate ESP Learners' Reading Comprehension. *Procedia -Social and Behavioral Sciences*, 98, 1713–1721. https://doi.org/ 10.1016/j.sbspro.2014.03.598
- Shea, M. and N. R. (2016). The Fives Strategy for Reading Comprehension (Vol. 53, Issue 9). Learning Sciences International. https://doi.org/ 10.1017/CBO9781107415324.004
- Shehadeh, A. and C. A. C. (2012). Task-Based Language Teaching in Foreign Language Contexts: Research and Implementation. In et all Bygate, Martin (Ed.), *Modern language journal* (Vol. 98, Issue 2). https://doi.org/10.1075/tblt.4
- Shenton, A. K., & Shenton, A. K. (2018). Reading in information behaviour and information literacy frameworks. https://doi.org/10.1108/CC-04-2017-0013
- Shin, J., Dronjic, V., & Park, B. (2019). The Interplay Between Working Memory and Background Knowledge in L2 Reading Comprehension. *TESOL Quarterly*, 53(2), 320–347. https://doi.org/10.1002/tesq.482
- Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics*, *17*(1), 37–62. https://doi.org/10.1093/applin/17.1.38
- Smallwood, C. (2013). Reading comprehension. *Paris Review*, 206, 133–141. https://doi.org/10.1177/2372732215624707

- Stoller, Fredricka L, et al. (2018). Digital Reading in EFL Reading-to-Learn Contexts. 9(0), 1–14.
- Strayer, J. F. (2017). Instructional-Design Theories and Models: The Learner-Centered Paradigm of Education. In R. D. Reigeluth, Charles M, Beatty, Brian J, Myers (Ed.), *Designing Instruction For Flipped Classroom* (p. 325). Routledge.
- Sucena, A., Silva, A. F., & Marques, C. (2022). Reading skills intervention during the Covid-19 pandemic. *Humanities and Social Sciences Communications*, 9(1), 19–24. https://doi.org/10.1057/s41599-022-01059-x
- Tavakoli, H., Lotfi, A. R., Biria, R., & Wang, S. (2019). Effects of CALLmediated TBLT on motivation for L2 reading. *Cogent Education*, 6(1), 1– 21. https://doi.org/10.1080/2331186X.2019.1580916
- Tejada, M. Á. Z., Gallardo, C. N., Ferradá, M. C. M., & López, M. I. C. (2015). 2L English Texts and Cohesion in upper CEFR Levels: A Corpus-Based Approach. *Procedia - Social and Behavioral Sciences*, 212, 192–197. https://doi.org/10.1016/j.sbspro.2015.11.319
- Thomas, N., Colin, C., & Leybaert, J. (2020). Interactive Reading to Improve Language and Emergent Literacy Skills of Preschool Children from Low Socioeconomic and Language-Minority Backgrounds. *Early Childhood Education Journal*, 48(5), 549–560. https://doi.org/10.1007/s10643-020-01022-y
- Thomas, N., Colin, C., Leybaert, J., Thomas, N., Colin, C., & Leybaert, J. (2019). *Impact of interactive reading intervention on narratives skills on children with low socio- economic background on children with low socio-economic background. 1807.* https://doi.org/1 0.1080/135029 3X.2019.1678924

Tindale, J. (2003). *Teaching reading reading* (Macquire U).

- Tonkin, K., Page, S., & Forsey, M. (2019). Managing cognitive load with a flipped language class: An ethnographic study of the student experience. Foreign Language Annals, 52(3), 551–575. https://doi.org/ 10.1111/flan.12412
- Troyer, M., Kim, J. S., Hale, E., Wantchekon, K. A., & Armstrong, C. (2019). Relations among intrinsic and extrinsic reading motivation, reading amount, and comprehension: a conceptual replication. *Reading and Writing*, 32(5), 1197–1218. https://doi.org/10.1007/s11145-018-9907-9
- Tyler, R. W. (2013). *Basic Principles of Curriculum and Instruction*. The University of Chicago Press.
- Van de Cavey, J., Severens, E., & Hartsuiker, R. J. (2017). Shared structuring resources across domains: double task effects from linguistic processing on the structural integration of pitch sequences. *Quarterly Journal of Experimental Psychology*, 70(8), 1633–1645. https://doi.org/10.1080/ 17470218.2016.1195852
- Wang, S., & Liu, C. (2018). Task-Based Flipped Classroom in Chinese College EFL Teaching: An Empirical Study in Oral English Course. *International Journal of Contemporary Education*, 1(1), 12. https://doi.org/

10.11114/ijce.v1i1.3086

- Wang, Y. (2019). Expanding meaningfulness: Perceptions and strategy use of Chinese international graduate students in disciplinary reading. *Journal of International Students*, 9(2), 661–681. https://doi.org/10.32674/jis.v9i2.641
- Wei, H. C., & Chou, C. (2020). Online learning performance and satisfaction: do perceptions and readiness matter? *Distance Education*, 41(1), 48–69. https://doi.org/10.1080/01587919.2020.1724768
- William Grabe. (2008). reading in a second language moving theory to practice.pdf. Cambridge University Press.
- Williams, K. J., & Vaughn, S. (2020). Effects of an Intensive Reading Intervention for Ninth-Grade English Learners With Learning Disabilities. *Learning Disability Quarterly*, 43(3), 154–166. https://doi.org/ 10.1177/0731948719851745
- Willis, J. (1996). *A Framework for Task Based Learning*. Longman.
- Wood, S. G., Moxley, J. H., Tighe, E. L., & Wagner, R. K. (2018). Does Use of Text-to-Speech and Related Read-Aloud Tools Improve Reading Comprehension for Students With Reading Disabilities? A Meta-Analysis. *Journal of Learning Disabilities*, 51(1), 73–84. https:// doi.org/10.1177/0022219416688170
- Yapp, D., de Graaff, R., & van den Bergh, H. (2021). Effects of reading strategy instruction in English as a second language on students' academic reading comprehension. *Language Teaching Research*. https://doi.org/ 10.1177/1362168820985236
- Yu-ning Huang and Zuway-R Hong. (2015). The effects of a flipped English classroom intervention on students ' information and communication technology. *Educational Technology Research and Development*, 5. https://doi.org/10.1007/s11423-015-9412-7.
- Yusnita, D. (2015). DESIGNING READING MATERIALS FOR THE FACULTY OF SOCIAL AND. *Indonesian Journal of English Education*, 2(1), 28–45. https://doi.org/10.15408/ijee.v2i1.2002
- Zarrinabadi, N., & Ebrahimi, A. (2019). Increasing peer collaborative dialogue using a flipped classroom strategy. *Innovation in Language Learning and Teaching*, 13(3), 267–276. https://doi.org/10.1080/175 01229. 2018.1455688
- Zawadka, J., Miękisz, A., Nowakowska, I., Plewko, J., Kochańska, M., & Haman, E. (2021). Remote learning among students with and without reading difficulties during the initial stages of the COVID-19 pandemic. *Education* and Information Technologies, 26(6), 6973–6994. https:// doi.org/ 10.1007/s10639-021-10559-3.