

DAFTAR PUSTAKA

- Abdullah, N. A. C., Tajuddin, A. J. A., & Soon, G. Y. (2019). Mandarin students' perceptions of smartphone applications in mandarin learning. *Universal Journal of Educational Research*, 7(9A), 61–70.
- Adelita, F., Rinaldi, A., & Putra, F. G. (2021). The effect of hypnoteaching learning method on students' problem-solving skills and concept understanding. *Numerical: Jurnal Matematika Dan Pendidikan Matematika*, 49–56.
- Ardiya, A., & Syahfutra, W. (2021). The Implementation of Hypnoteaching Method in Increasing Motivation to Learn English for Senior High School in Pekanbaru. *ELT-Lectura*, 8(1), 56–64. <https://doi.org/10.31849/elt-lectura.v8i1.6218>
- Asadchykh, O., Sorokina, N., Pereloma, T., Popova, O., & Konotopets, V. (2024). Mobile applications in developing phonetic competence of the Chinese language. *Global Chinese*, 10(1), 21–36.
- As'ari, K. (2018). Upaya Meningkatkan Hasil Belajar Pendidikan Agama Islam (Pai) Menggunakan Metode Hypnoteaching Bagi Siswa Kelas Vii C Smpn 1 Limbangan Kabupaten Kendal Tahun 2016/2017. *Al-Fikri: Jurnal Studi Dan Penelitian Pendidikan Islam*, 1(1), 22–40.
- Ayu, P. C. S., & Dirgantoro, K. P. S. (2023). Guru sebagai teladan dalam menumbuhkan sikap toleransi murid di kelas. *Waskita: Jurnal Pendidikan Nilai Dan Pembangunan Karakter*, 7(1), 62–80.
- Backer, E. (2010). Using smartphones and Facebook in a major assessment: the student experience. *E-Journal of Business Education & Scholarship of Teaching*, 4(1), 19–31.
- Bahtiar, A. R., & Gustalika, M. A. (2022). Penerapan Metode System Usability Scale dalam Pengujian Rancangan Mobile Apps Gamification Tari Rakyat di Indonesia. *JURNAL MEDIA INFORMATIKA BUDIDARMA*, 6(1), 491–499.
- Bang, S., & Hiver, P. (2016). Investigating the structural relationships of cognitive and affective domains for L2 listening. *Asian-Pacific Journal of Second and Foreign Language Education*, 1(1), 1–19.
- Baroroh, R. U., & Amrulloh, A. K. (2019). Hypnoteaching Method in Arabic Learning. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 11(1), 133–148.
- Bates, B. (2023). *Learning theories simplified:... and how to apply them to teaching*.
- Beare, K. (2010). The challenge of teaching listening skills. *Taken From*.
- Becker, S. R., & Sturm, J. L. (2017). Effects of audiovisual media on L2 listening comprehension: A preliminary study in French. *Calico Journal*, 34(2), 147–177.
- Benson-Goldberg, S., & Erickson, K. A. (2021). Praise in education. In *Oxford Research Encyclopedia of Education*.
- Bloch, D., & Richmond, L. (2015). *SoulWork: Finding the work you love, loving the work you have*. Routledge.
- Bragg, D., Bennett, C., Reinecke, K., & Ladner, R. (2018). A large inclusive study

- of human listening rates. *Proceedings of the 2018 CHI Conference on Human Factors in Computing Systems*, 1–12.
- Braid, L. (2015). The Advantages Hypnoteaching in Teaching. Retrieved on April, 12.
- Bruce Joyce, M. W. (2022). *Models of Teaching: Model-Model Pembelajaran*. Universitas Negeri Makassar.
- Burrows, G. D., Stanley, R. O., & Bloom, P. B. (2002). *International handbook of clinical hypnosis*. John Wiley & Sons.
- Cai, W. (2022). *Teaching and researching Chinese second language listening*. Taylor & Francis.
- Callarisa-Fiol, L. J., Moliner-Tena, M. Á., Rodríguez-Artola, R., & Sánchez-García, J. (2023). Entrepreneurship innovation using social robots in tourism: a social listening study. *Review of Managerial Science*, 17(8), 2945–2971.
- Campbell, E. (2013). Ethical intentions and the moral motivation of teachers. In *Handbook of Moral Motivation* (pp. 517–532). Brill.
- Chan, V. (2022). Using a virtual reality mobile application for interpreting learning: listening to the students' voice. *Interactive Learning Environments*, 1–14.
- Chang, A. C. S. (2022). The Effect of Listening Instruction on the Development of L2 Learners' Listening Competence: a Meta-Analysis. *International Journal of Listening*, 1–19.
- Chang, H. (2018). Benefits of incorporating the adaptive dynamic range optimization amplification scheme into an assistive listening device for people with mild or moderate hearing loss. *Assistive Technology*, 30(5), 226–232. <https://doi.org/10.1080/10400435.2017.1317674>
- Chen, M. (2022). Computer-aided feedback on the pronunciation of Mandarin Chinese tones: using Praat to promote multimedia foreign language learning. *Computer Assisted Language Learning*, 1–26.
- Cheung, P. (2020). Teachers as role models for physical activity: Are preschool children more active when their teachers are active? *European Physical Education Review*, 26(1), 101–110.
- Ch'ng, L.-C., Unin, N., & Ting, H.-L. (2019). Learning Mandarin Stroke Writing Among Non-Chinese Learners: Mobile Learning Versus Traditional Learning. *DEStech Transactions on Social Science, Education and Human Science*.
- Chua, H. W., & Azlan, M. A. K. (2019). Factors influencing foreign language learners' motivation in continuing to learn Mandarin. *EDUCATUM Journal of Social Sciences*, 5(1), 1–6.
- Chua, N. A., & Soon, G. Y. (2021a). Performing Communicative Language Teaching in Mandarin Mobile Learning. *International Journal of Interactive Mobile Technologies*, 15(5).
- Chua, N. A., & Soon, G. Y. (2021b). Performing Communicative Language Teaching in Mandarin Mobile Learning. *International Journal of Interactive Mobile Technologies*, 15(5).
- Chua, N. A., TAJUDDIN, A. J. A., GOH, Y. S., & ZAID, C. H. E. M. (2020). PERCEIVED DIFFICULTIES IN LEARNING OF MANDARIN AMONG FOREIGN-LANGUAGE LEARNERS AND STRATEGIES TO MITIGATE THEM. *Journal of Business and Social Development*, 8(2), 43–52.

- Chua, N. A., Tajuddin, A. J. A., Zaid, C. M., Musa, A., Ismail, I. L. M., Mutalib, N. B. A., Soon, G. Y., & Saputra, J. (2021). A study of smart technology utilization and mandarin language instruction. *The 11th Annual International Conference on Industrial Engineering and Operations Management*.
- Chua, N. A., Tajuddin, A. J. B. A., Soon, G. Y., Rashid, R. A., Zakaria, R., Zaid, C. M., & Ahmad, M. (2020). Classroom research on Mandarin foreign language learning via smartphone applications. *Journal of Physics: Conference Series*, 1529(4), 42040.
- Chuang, Y.-Y., Wang, S.-F., & Fon, J. (2015). Cross-linguistic interaction between two voiced fricatives in Mandarin-Min simultaneous bilinguals. *ICPhS*.
- Cigerci, F. M., & Gultekin, M. (2017). Use of digital stories to develop listening comprehension skills. *Issues in Educational Research*, 27(2), 252–268.
- Criollo-C, S., Guerrero-Arias, A., Jaramillo-Alcázar, Á., & Luján-Mora, S. (2021). Mobile learning technologies for education: Benefits and pending issues. *Applied Sciences*, 11(9), 4111.
- Criollo-C, S., Moscoso-Zea, O., Guerrero-Arias, A., Jaramillo-Alcazar, A., & Luján-Mora, S. (2021). Mobile learning as the key to higher education innovation: A systematic mapping. *Ieee Access*, 9, 66462–66476.
- Cui, W. (2021). Application of new media based on mobile media in ideological education in universities. *Learning & Education*, 9(4).
- Das, K. K. (2021). *Consciousness and its relation with subconscious mind: The mystery probed*.
- Demetriou, H. A. (2019). More reasons to listen: Learning lessons from pupil voice for psychology and education. *International Journal of Student Voice*, 5(3), 1–27.
- Devito, A. M. (2021). Sonic Sentimentality and the Unification of the Listening Space: Exploring the intersections of oral history and sonic art. *Organised Sound*, 26(2), 275–283.
- Dias, L., & Victor, A. (2022). Teaching and learning with mobile devices in the 21st century digital world: Benefits and challenges. *European Journal of Multidisciplinary Studies*, 7(1), 26–34.
- Díaz Redondo, R. P., Caeiro Rodríguez, M., López Escobar, J. J., & Fernández Vilas, A. (2021). Integrating micro-learning content in traditional e-learning platforms. *Multimedia Tools and Applications*, 80(2), 3121–3151.
- Díaz-Sainz, G., Pérez, G., Gómez-Coma, L., Ortiz-Martínez, V. M., Domínguez-Ramos, A., Ibañez, R., & Rivero, M. J. (2021). Mobile learning in chemical engineering: An outlook based on case studies. *Education for Chemical Engineers*, 35, 132–145.
- Ebadi, S., Nozari, F., & Salman, A. R. (2022). Investigating the effects of flipped vocabulary learning via an online dictionary on EFL learners' listening comprehension. *Smart Learning Environments*, 9(1), 28.
- Elfiona, E., & Zaim, M. (2019). Mobile-Based Media as the Solution in Teaching and Learning Listening Skill. *Journal of Physics: Conference Series*, 1387(1), 12024.
- ENE, F. N., & Chikelu, J. U. (2019). ASSESSMENT OF COMPETENCY IMPROVEMENT NEEDS OF ENGLISH LANGUAGE EDUCATORS IN TEACHING LISTENING AND SPEAKING SKILLS WITH

- MULTIMEDIA AIDS. *Advance Journal of Education and Social Sciences*, 4(8), 8–15.
- Eng, S. B., Soo, Y.-P., Lai, Y. Y., Gan, K. C., & Keat, C. (2022). Online Direct Learning Strategies of Mandarin as a Foreign Language Learners During COVID-19 Pandemic Period in a Malaysian University. *International Journal of Academic Research in Business and Social Sciences*, 12(11).
- Eubanks, J. (2018). Learning Chinese through a twenty-first century writing workshop with the integration of mobile technology in a language immersion elementary school. *Computer Assisted Language Learning*, 31(4), 346–366. <https://doi.org/10.1080/09588221.2017.1399911>
- Fan, X., Wu, Y., Cai, L., Ma, J., Pan, N., Xu, X., Sun, T., Jing, J., & Li, X. (2021). The differences in the whole-brain functional network between cantonese-mandarin bilinguals and mandarin monolinguals. *Brain Sciences*, 11(3), 310.
- Fauziah, N. S., & Sahlani, L. (2023). Implementasi Model Pembelajaran Aktif, Inovatif, Kreatif, Efektif dan Menyenangkan (PAIKEM) dalam Meningkatkan Motivasi Belajar Peserta Didik. *Islamic Journal of Education*, 2(1), 21–30.
- Febrianingrum, L., Pratama, C. R., Wikarti, A. R., Siburian, M. M., Wijayanti, G., Andriani, S., Aditya, R., Tahir, S. Z. Bin, Sumbawati, S., & Sulastri, F. (2024). *LINGUISTIK DALAM PEMBELAJARAN BAHASA INTERNASIONAL*.
- Feng, G. (2018). Task-general and acoustic-invariant neural representation of speech categories in the human brain. *Cerebral Cortex*, 28(9), 3241–3254. <https://doi.org/10.1093/cercor/bhx195>
- Field, J. (2008). Revising segmentation hypotheses in first and second language listening. *System*, 36(1), 35–51.
- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in learning. *Asian Journal of Education and Social Studies*, 10(4), 16–37.
- Fitriani, E., Melani, M., & Syahrul, S. (2021). THE EFFECT OF USING HYPNOTEACHING METHOD TOWARDS STUDENTS MOTIVATION IN LEARNING ENGLISH. *Journal of English Language and Education*, 6(1), 39–43.
- Fu, J., Cheng, Z., Liu, S., Hu, Z., Zhong, Z., & Luo, Y. (2021). Development and validation of peer relationship scale for Chinese community-dwelling elderly. *Psychology Research and Behavior Management*, 889–903.
- Furuya, A. (2021). How do listening comprehension processes differ by second language proficiency? Top-down and bottom-up perspectives. *International Journal of Listening*, 35(2), 123–133.
- Gan, K. C., Lai, Y. Y., Soo, Y.-P., Eng, S. B., & Yeap, C. K. (2022). *Indirect Learning Strategies of Mandarin as A Foreign Language Learners During Online Learning in COVID-19 Pandemic Period*.
- Gao, K. (2021). Creative analysis of effective models of college english listening teaching based on computer multimedia. In *ACM International Conference Proceeding Series* (pp. 1577–1580). <https://doi.org/10.1145/3456887.3459724>
- Gao, S. (2019). Integrating multimedia technology into teaching chinese as a Foreign language: a field study on perspectives of teachers in Northern California. *Journal of Language Teaching and Research*, 10(6), 1181–1196.

- Ge, Z.-G. (2021). Does mismatch between learning media preference and received learning media bring a negative impact on Academic performance? An experiment with e-learners. *Interactive Learning Environments*, 29(5), 790–806.
- Ghasemi, F. (2023). Revisiting the effects of hypnotic suggestion on reading comprehension: The role of emotional intelligence and hypnotic suggestibility. *Current Psychology*, 42(14), 11759–11770.
- Gilbert, S. M., & Jones, M. G. (2001). E-Learning Is E-Normous Training over the internet has become the fastest-growing workplace performance improvement tool-and utilities are using it in several ways. *Electric Perspectives*, 66–85.
- Goldberg, B. (2006). *Self Hypnosis: Easy Ways to Hypnotize Your Problems Away*. Career Press.
- Gu, Y., & Hu, G. (2018). Types of listening. *The TESOL Encyclopedia of English Language Teaching*, 1–6.
- Guiling, Z., & Zheng, J. (2008). research on Network-based College English listening teaching mode [J]. *Scientific and Technological Information Development and Economy*.
- Guo, N., & Wills, R. (2006). An investigation of factors influencing English listening comprehension and possible measures for improvement. *Aer Journal*, 40(3), 121–134.
- Hai, Y. N., & Wahid, N. (2023). Development of Mobile Learning Application for Chinese Pinyin with Virtual Assistant. *Applied Information Technology And Computer Science*, 4(1), 657–675.
- Hajar, I. (2011). Hypno Teaching: Memaksimalkan Hasil Proses Belajar-Mengajar dengan Hipnoterapi. Yogyakarta: Diva Press. *Hypnoteaching Strategy to Improve Students Writing Ability. Dinamika Ilmu*, 15(2), 185–199.
- Hakim, A. (2010). *Hypnosis in teaching: cara dahsyat mendidik & mengajar*. Visimedia.
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275–285.
- Han, S., & Yi, Y. J. (2019). How does the smartphone usage of college students affect academic performance? *Journal of Computer Assisted Learning*, 35(1), 13–22.
- Han, Y. (2019a). *Exploring multimedia, mobile learning, and place-based learning in linguacultural education*.
- Han, Y. (2019b). *Exploring multimedia, mobile learning, and place-based learning in linguacultural education*.
- Hang, T. T. (2023a). Mobile-Based Media as a Means of Fostering the Development of Listening Skills. *AIJR Proceedings*, 133–138.
- Hang, T. T. (2023b). Mobile-Based Media as a Means of Fostering the Development of Listening Skills. *AIJR Proceedings*, 133–138.
- Hantuwa, W., Irawati, W. O., & Meiarni, I. (2025a). Hambatan Dan Faktor-Faktor Dalam Proses Menyimak Serta Upaya Mengatasinya. *Jurnal Pendidikan Merdeka Belajar*, 2(2), 49–60.
- Hantuwa, W., Irawati, W. O., & Meiarni, I. (2025b). Hambatan Dan Faktor-Faktor

- Dalam Proses Menyimak Serta Upaya Mengatasinya. *Jurnal Pendidikan Merdeka Belajar*, 2(2), 49–60.
- Harmer, J. (2007). *The practice of English language teaching*. Essex. England: Pearson Education Limited.
- Haryadi, R., & Yusifa, A. (2021). Metode Hypnoteaching Terhadap Pembelajaran Fisika. *ALPEN: Jurnal Pendidikan Dasar*, 5(1), 50–61.
- Hasriani, S. P. (2023a). *Terampil menyimak*. Indonesia Emas Group.
- Hasriani, S. P. (2023b). *Terampil menyimak*. Indonesia Emas Group.
- He, L., & Chen, D. (2017). Developing common listening ability scales for Chinese learners of English. *Language Testing in Asia*, 7, 1–12.
- Hilliger, I., Aguirre, C., Miranda, C., Celis, S., & Pérez-Sanagustin, M. (2022). Lessons learned from designing a curriculum analytics tool for improving student learning and program quality. *Journal of Computing in Higher Education*, 34(3), 633–657.
- HM, M. A. (2019a). Menciptakan pembelajaran efektif melalui hypnoteaching. *Ekspose: Jurnal Penelitian Hukum Dan Pendidikan*, 16(2), 469–480.
- HM, M. A. (2019b). Menciptakan pembelajaran efektif melalui hypnoteaching. *Ekspose: Jurnal Penelitian Hukum Dan Pendidikan*, 16(2), 469–480.
- Hoe, F. T., Lim, T. H., & Mah, B. Y. (2021). Utilizing whatsapp messenger to enhance listening skills of civil engineering degree students in Mandarin courses at UiTM Penang Branch. *International Journal of Modern Languages and Applied Linguistics (IJMAL)*, 5(1), 51–60.
- Hossain, S. F. A., Nadi, A. H., Akhter, R., Sohan, M. A. I., Ahsan, F. T., Shofin, M. R., Shabab, S., Karmoker, T., & Paul, K. (2023). Exploring the Role of Mobile Technologies in Higher Education: The Impact of Online Teaching on Traditional Learning. In *Novel Financial Applications of Machine Learning and Deep Learning: Algorithms, Product Modeling, and Applications* (pp. 197–216). Springer.
- Hsieh, W.-M., & Tsai, C.-C. (2017). Taiwanese high school teachers' conceptions of mobile learning. *Computers & Education*, 115, 82–95.
<https://doi.org/https://doi.org/10.1016/j.compedu.2017.07.013>
- Hu, R., & Xu, X. (2019). Mobile experience in learning Chinese: Review and recommendations. *Impacts of Mobile Use and Experience on Contemporary Society*, 182–192.
- Huang, J. (2000). *Students' Major Difficulties in Learning Mandarin Chinese as an Additional Language and Their Coping Strategies*.
- Hung, H.-T. (2015). Flipping the classroom for English language learners to foster active learning. *Computer Assisted Language Learning*, 28(1), 81–96.
- Husen, N., Kader, M., Abas, R., Aamarullah, R., & Farasda, F. (2023). Inovasi pembelajaran bahasa Inggris: Optimalisasi kosakata melalui teknologi audio-visual di SMK Negeri 3 Tidore Kepulauan. *BARAKTI: Journal of Community Service*, 2(1), 13–19.
- Husnul, Ni. R. I., & Suharyadi, A. (2021). Strategi Dosen Dalam Manajemen E-Learning Guna Meningkatkan Hasil Belajar Mahasiswa di Perguruan Tinggi. *Kelola: Jurnal Manajemen Pendidikan*, 8(1), 34–48.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge university press.
- Hwaider, S. (2017). Problems of teaching the listening skill to Yemeni EFL

- learners. *International Journal of Scientific and Research Publications*, 7(6), 140–148.
- Ilić Semiz, M., Čutović, M., & Ćirić, M. (2024). Advantages and Disadvantages of M-Learning in University Teaching. *10th International Scientific Conference Technics, Informatics and Education-TIE 2024*.
- Jackson, C. K., & Bruegmann, E. (2009). Teaching students and teaching each other: The importance of peer learning for teachers. *American Economic Journal: Applied Economics*, 1(4), 85–108.
- Jiang, X., & Cohen, A. D. (2018). Learner strategies for dealing with pronunciation issues in Mandarin. *System*, 76, 25–37.
- Ju, S. Y., & Mei, S. Y. (2020). Students Attitudes And Perceptions Of Learning Mandarin Chinese Via Animated Video. *International Journal of Academic Research in Business and Social Sciences*.
- Juannita, E., & Mahyuddin, N. (2022). Video pembelajaran berbasis multimedia interaktif dalam meningkatkan keterampilan menyimak anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 3300–3313.
- Kenedi, G., Maiteningsih, M. Z., & Adriantoni, A. (2023). Pengaruh Metode Hypnoteaching terhadap Motivasi Belajar Peserta Didik Pada Mata Pelajaran Sejarah Kebudayaan Islam. *Pedagogi: Jurnal Pendidikan Dan Pembelajaran*, 3(2), 43–48.
- Khayyirah, B. (n.d.). *Semua Bermula dari Pikiran: Rahasia Kekuatan Pikiran Bawah Sadar & Cara Mengendalikannya*. Nur.
- Kihlstrom, J. F. (2020a). *Hypnosis*. Springer.
- Kihlstrom, J. F. (2020b). *Hypnosis*. Springer.
- Kim, J.-H. (2004). Intensive or extensive listening for L2 beginners? *ENGLISH TEACHING-ANSEONGGUN-*, 59, 93–114.
- Krashen, S., & Brown, C. L. (2007). What is academic language proficiency. *STETS Language & Communication Review*, 6(1), 1–5.
- Krishnan, G., Rahim, R. A., Marimuthu, R., Abdullah, R. Bin, Mohamad, F., & Jusoff, K. (2009). The Language Learning Benefits of Extensive Reading: Teachers Should Be Good Role Models. *English Language Teaching*, 2(4), 107–116.
- Kroger, W. S. (2008). *Clinical and experimental hypnosis in medicine, dentistry, and psychology*. Lippincott Williams & Wilkins.
- Kubler, C. C., & Wang, Y. (2017). *Basic Mandarin Chinese-Speaking & Listening Practice Book: A Workbook for Beginning Learners of Spoken Chinese (Audio and Practice PDF downloads Included)*. Tuttle Publishing.
- Lai, S. C., & Lin, C. Y. (2020). The effect of the use of multimedia technology on year three student's Chinese vocabulary learning. *Muallim Journal of Social Sciences and Humanities*, 87–92.
- Laia, A. (2020). *Menyimak efektif*. Penerbit Lutfi Gilang.
- Laseinde, O. T., & Dada, D. (2023). Enhancing teaching and learning in STEM Labs: The development of an android-based virtual reality platform. *Materials Today: Proceedings*.
- Le Hoang, T. T., & Duong, M. T. (2023). Students' Attitudes Towards Using Mobile Applications in Learning English Listening Skills at Ho Chi Minh City University of Foreign Languages and Information Technology. *VNU Journal of Science: Education Research*, 39(2).

- Lee, J. (2000). Teaching NLP for conflict resolution. *Law Tchr.*, 34, 58.
- Leis, A. (2021). Praise in the EFL Classroom. *Theory and Practice of Second Language Acquisition*, 7(2), 37–59.
- Li, H., Wu, J., Marks, R. A., Huang, H., Li, L., Dong, L., Luo, Y.-J., Tao, W., & Ding, G. (2022). Functional mapping and cooperation between the cerebellum and cerebrum during word reading. *Cerebral Cortex*, 32(22), 5175–5190.
- Li, M., Shen, J., Wang, X., Chen, Q., Xiaoyan, L., & Ren, L. (2022). A theoretical framework based on the needs of smart aged care for Chinese community-dwelling older adults: A grounded theory study. *International Journal of Nursing Knowledge*.
- Li, R. (2023). Effects of mobile-assisted language learning on EFL learners' listening skill development. *Educational Technology & Society*, 26(2), 36–49.
- Li, Y. J., & Gao, J. (2021a). RESEARCH ON COLLEGE STUDENTS' ENGLISH LEARNING IN MOBILE LEARNING MODE. *ICERI2021 Proceedings*, 4240–4243.
- Li, Y. J., & Gao, J. (2021b). RESEARCH ON COLLEGE STUDENTS' ENGLISH LEARNING IN MOBILE LEARNING MODE. *ICERI2021 Proceedings*, 4240–4243.
- Liando, N. V. F., Pajow, C., & Maru, M. G. (2021). Extensive listening and its relation towards vocabulary knowledge. *5th Asian Education Symposium 2020 (AES 2020)*, 348–353.
- Lim, H.-W., & Burton, E. (2021). Sustainable Fashion Design Module Development for Higher Education: Adaptation of ADDIE Instructional Model. *Journal of Fashion Business*, 25(6), 25–45.
- Lin, X., & Mariana, M. (2023). University Students Using Mobile Application as Self-Directed Learning Tool for Learning Chinese. *E3S Web of Conferences*, 426, 1029.
- Ling, T. H., Yoke, S. K., Choo, S. L., Ee, O. S., & Peng Hwa, C. (2021). Effectiveness of 'pocket Mandarin' for online learning among Mandarin as a foreign language basic learners. *International Journal of Modern Languages and Applied Linguistics (IJMAL)*, 5(3), 122–137.
- Liu, C. (2020). Research on the Teaching Mode of College English Listening Based on Computer Multimedia Platform. *Journal of Physics: Conference Series*, 1648(2), 22013.
- Liu, L. (2020). Revisiting infant distributional learning using event-related potentials: Does unimodal always inhibit and bimodal always facilitate? In *Proceedings of the International Conference on Speech Prosody* (Vol. 2020, pp. 329–333). <https://doi.org/10.21437/SpeechProsody.2020-67>
- Liu, Y. (2022). Needs analysis for CSP writing curriculum design. In *Chinese for Business and Professionals in the Workplace* (pp. 107–123). Routledge.
- Lixin, Y. (2020). ANALYZE CHINESE TEACHING LISTENING, SPEAKING, READING, WRITING AND TRANSLATING AND THE HSK TEST. In *FUNCTIONAL ASPECTS OF INTERCULTURAL COMMUNICATION. TRANSLATION AND INTERPRETING ISSUES* (pp. 187–193).
- Long, N. J. (2018). Suggestions of Power: Searching for Efficacy in Indonesia's Hypnosis Boom. *Ethos*, 46(1), 70–94.

- Loniza, A. F., Saad, A., & Che Mustafa, M. (2018). The effectiveness of digital storytelling on language listening comprehension of kindergarten pupils. *The International of Multimedia&Its Application*, 10(6), 131–141.
- Louis-Jean, J., & Cenat, K. (2020). Beyond the face-to-face learning: a contextual analysis. *Pedagogical Research*, 5(4).
- Lunenberg, M., Korthagen, F., & Swennen, A. (2007). The teacher educator as a role model. *Teaching and Teacher Education*, 23(5), 586–601.
- Macalister, J., & Nation, I. S. P. (2019). *Language curriculum design*. Routledge.
- Martin, F., Betrus, A. K., Martin, F., & Betrus, A. K. (2019). Retraction Note to: Digital Media for Learning. *Digital Media for Learning: Theories, Processes, and Solutions*, C1–C1.
- Masson, J.-B. (2020). Field Recording, Technology and Creative Listening. *Proceedings of the 4th International Congress on Ambiances, Alloaesthesia: Senses, Inventions, Worlds*, 2, pp-226.
- Mendoza, V., la Torre, A. V., & Páez-Quinde, C. (2020). Mobile Apps (EnglishListening and 6 minutes English) and the listening skill. *The Impact of the 4th Industrial Revolution on Engineering Education: Proceedings of the 22nd International Conference on Interactive Collaborative Learning (ICL2019)–Volume 1* 22, 60–66.
- Mephram, A. (2022). The time-course of linguistic interference during native and non-native speech-in-speech listening. *Journal of the Acoustical Society of America*, 152(2), 954–969. <https://doi.org/10.1121/10.0013417>
- Min, T. A., Min, O. Y., Qi, C. P., Yoon, C. L., Mei, L. S., & Rahmat, N. H. (2022a). Exploring Strategies in Language Learning: The Case for Mandarin As A Foreign Language. *International Journal of Academic Research in Business and Social Sciences*, 12(11), 1592–1610.
- Min, T. A., Min, O. Y., Qi, C. P., Yoon, C. L., Mei, L. S., & Rahmat, N. H. (2022b). Exploring strategies in language learning: the case for mandarin as a foreign language. *International Journal of Academic Research in Business and Social Sciences*, 12(11), 1592–1610.
- Min, T. A., Min, O. Y., Qi, C. P., Yoon, C. L., Mei, L. S., & Rahmat, N. H. (2022c). Exploring strategies in language learning: the case for mandarin as a foreign language. *International Journal of Academic Research in Business and Social Sciences*, 12(11), 1592–1610.
- Miranti, Y., Setyosari, P., & Ulfa, S. (2018). Pembelajaran Bahasa Kedua (Mandarin-Hsk 3) Berbasis Mobile Learning. *JINOTEP (Jurnal Inovasi Dan Teknologi Pembelajaran) Kajian Dan Riset Dalam Teknologi Pembelajaran*, 3(1), 101–104. <https://doi.org/10.17977/um031v3i12016p101>
- Morgan, G., & Pan, P. (2023a). The Provision of Input on Elision and Its Effectiveness on Improving Native Mandarin Speakers' Listening Skills. *Journal of Applied Linguistics and Language Research*, 10(1), 66–86.
- Morgan, G., & Pan, P. (2023b). The Provision of Input on Elision and Its Effectiveness on Improving Native Mandarin Speakers' Listening Skills. *Journal of Applied Linguistics and Language Research*, 10(1), 66–86.
- Mulyati, Y. (2014). Hakikat keterampilan berbahasa. *Jakarta: PDF Ut. Ac. Id Hal*, 1.
- Munthe, A. P., & Naibaho, H. P. (2019). Manfaat dan Kendala Penerapan Tutor Sebaya untuk Siswa Kelas IV Sekolah Dasar Lentera Harapan Mamit.

- Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 9(2), 138–147.
- Murfay, K., Beighle, A., & Erwin, H. (2020). Motivating high school students with PRAISE. *Journal of Physical Education, Recreation & Dance*, 92(1), 27–35.
- Muslih, A. (2023). *MENINGKATKAN MOTIVASI BELAJAR DAN PRESTASI AKADEMIK DENGAN AKSELERASI TAHFIDZUL QURAN*. RIZMEDIA PUSTAKA INDONESIA.
- Mustoip, S. (2023). *Psikologi Pendidikan*.
- Mutasim, I. (2020). Upaya-upaya meningkatkan kemampuan menyimak peserta didik. *Likhitaprajna*, 22(1), 1–12.
- Muthusamy, S. K. (2019). Power of positive words: communication, cognition, and organizational transformation. *Journal of Organizational Change Management*, 32(1), 103–122.
- Na, H. I., & Ng, S. F. (2020). The Use of Mobile Applications in Mandarin Script Writing Assignments Among Students of Higher Learning Institutions. *Online Journal of Language, Communication, and Humanities*, 3(2), 116–130.
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL speaking and listening*. New York: Routledge.
- Navis, A. A. (2013). Hypnoteaching: revolusi gaya mengajar untuk melejitkan prestasi siswa. *Jogjakarta: Ar-Ruzz Media*, 133–145.
- Nhat, L. P. Le, & Kieu, V. L. T. (2021). M-Learning and Learning Autonomy-Needs Analysis and Suggested Model. *Education Quarterly Reviews*, 4(4).
- Ningsih, S. A., Rasyid, Y., & Muliastuti, L. (2018). Analisis Kebutuhan Materi Ajar Membaca BIPA A1 dengan Pendekatan Deduktif di SD D’Royal Moroco. *PEMBELAJAR: Jurnal Ilmu Pendidikan, Keguruan, Dan Pembelajaran*, 2(2), 85–91.
- Nord, J. H., Koohang, A., & Paliszkievicz, J. (2019). The Internet of Things: Review and theoretical framework. *Expert Systems with Applications*, 133, 97–108.
- Nunan, D., & Carter, R. (2001). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge university press.
- Ogay, M. (2020). USE OF MULTIMEDIA IN TEACHING ENGLISH TO YOUNG LEARNERS. *European Journal of Research and Reflection in Educational Sciences Vol*, 8(4).
- Pan, Z., Tao, R., Xu, C., & Li, H. (2022). Selective listening by synchronizing speech with lips. *IEEE/ACM Transactions on Audio, Speech, and Language Processing*, 30, 1650–1664.
- Pavlovskaya, O. (2022). The Effectiveness of Listening and Speaking Activities in Developing Students’ Communicative Competence When Learning a Foreign Language. *International Journal of Engineering Pedagogy*, 12(3), 141–157. <https://doi.org/10.3991/IJEP.V12I3.25053>
- Peng, C.-Y. (2020). Effects of media exposure on regional associations: a case study of Mandarin aspectual you. *Chinese Semiotic Studies*, 16(3), 329–343.
- Peng, C.-Y., & Peng, C.-Y. (2021). Media Effects on Language Perceptions. *Mediatized Taiwanese Mandarin: Popular Culture, Masculinity, and Social Perceptions*, 35–60.
- Prathamie, R. R., Lustyantje, N., & Setiadi, S. (2022). Media Pembelajaran

- sebagai Sarana Self Determination Learning pada Konteks Pembelajaran Jarak Jauh. *Jurnal Basicedu*, 6(3), 3830–3839.
- Prieur, J., Barbu, S., Blois-Heulin, C., & Lemasson, A. (2020). The origins of gestures and language: history, current advances and proposed theories. *Biological Reviews*, 95(3), 531–554.
- Rachmi, T., Dewi, N. F. K., & Astuti, C. F. (2023). OPTIMALISASI KEMAMPUAN MENYIMAK MELALUI METODE BERMAIN PERAN PADA ANAK USIA DINI. *Ceria: Jurnal Program Studi Pendidikan Anak Usia Dini*, 12(1), 133–143.
- Rafiq, Boeriswati, H. (2020). Multimedia-based English language learning interventions programs for elementary grades. *Journal of Xi'an University of Architecture & Technology*, 12(3), 1251–1259.
- Rahman, M. A., Amarullah, R., & Hidayah, K. (2020). Evaluasi penerapan model pembelajaran e-learning pada pelatihan dasar calon pegawai negeri sipil. *Jurnal Borneo Administrator*, 16(1), 101–116.
- Rianto, B. (2020). USING HYPNOTEACHING TECHNIQUE TO EMPOWER STUDENTS' COURAGE IN SPEAKING SKILL. *Journal of English Education Program (JEEP)*, 7(2).
- Richards, J. C. (2005). Second thoughts on teaching listening. *RELC Journal*, 36(1), 85–92.
- Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics*. Routledge.
- Riyana, C. (2012). *Media pembelajaran*. KEMENAG RI.
- Romiszowski, A. J. (1982). A New Look at Instructional Design. Part II. Instruction: Integrating One's Approach. *British Journal of Educational Technology*, 13(1), 15–55.
- Rost, M. (2014). Listening in a multilingual world: The challenges of second language (L2) listening. *International Journal of Listening*, 28(3), 131–148.
- Sahmini, M., & Nugraha, V. (2022). PEMBELAJARAN KETERAMPILAN MENULIS CERPEN MENGGUNAKAN METODE QUANTUM LEARNING DENGAN HIPNOSIS SEBAGAI UPAYA PENGUATAN KARAKTER UNGGUL. *Semantik*, 11(2), 257–270.
- Sahrihatin, M. (2020). Pengaruh Media Pembelajaran dan Motivasi Belajar terhadap Hasil Belajar Menyimak Bahasa Indonesia. *Diskursus: Jurnal Pendidikan Bahasa Indonesia*, 2(03), 235–243.
- Sani, Z. H. A., Huiyi, A. S., Hong, T. S., Nizam, D. N. M., & Baharum, A. (2020). Design and development of an augmented reality application to learn Mandarin. *European Journal of Molecular & Clinical Medicine*, 7(8), 3814–3826.
- Sanulita, H., Lestari, S. A., Syarmila, S., Yustina, I., Atika, A., Nurillah, S., Iqbal, M., Elofhia, L., & Annisa, A. (2024). *Keterampilan Berbahasa Reseptif: Teori dan Pengajarannya*. PT. Sonpedia Publishing Indonesia.
- Saptanti, S. N. (2008). Pengembangan Model Pembelajaran Menyimak Fabel dengan Pembelajaran Produktif dan Multimedia Komputer. *Universitas Negeri Semarang*.
- Sari, F. D., & Prihatnani, E. (2018). Application Of Hypnoteaching Method To Improve Self-Confidence And Results Of Student Mathematic Learning. *Journal of Education Research and Evaluation*, 2(4), 172–182.

- Sari, F. D., & Prihatnani, E. (2019). Application of Hypnoteaching Method To Improve Self-Confidence and Results of Student Mathematic Learning. *Journal of Education Research and Evaluation*, 2(4), 172.
<https://doi.org/10.23887/jere.v2i4.15699>
- Sari, V. I., Boeriswati, E., & Setiadi, S. (2022). ANALISIS KEBUTUHAN MEDIA MEMBACA KRITIS BERBASIS DIGITAL. *International Seminar on Language, Education, and Culture (ISoLEC)*, 6(1), 315–319.
- Sarkar, A. (2016). Constructivist design for interactive machine learning. *Proceedings of the 2016 CHI Conference Extended Abstracts on Human Factors in Computing Systems*, 1467–1475.
- Sattarov, A. (2024). The use of some didactic capabilities of mobile technologies in teaching in the educational process of higher educational institutions. *AIP Conference Proceedings*, 3244(1).
- Seli, H. (2019). *Motivation and learning strategies for college success: A focus on self-regulated learning*. Routledge.
- Septya, J. D., Widyaningsih, A., BB, I. N. K. B., & Harahap, S. H. (2022). Pembelajaran menyimak berbasis pendidikan karakter. *Jurnal Multidisiplin Dehasen (MUDE)*, 1(3), 365–368.
- Sharples, M., Arnedillo-Sánchez, I., Milrad, M., & Vavoula, G. (2009). Mobile learning: Small devices, big issues. *Technology-Enhanced Learning: Principles and Products*, 233–249.
- Shimon, J. M. (2019). *Introduction to teaching physical education: Principles and strategies*. Human Kinetics, Incorporated.
- Siegel, J. (2018). Teaching Bottom-Up and Top-Down Strategies. *The TESOL Encyclopedia of English Language Teaching*, 1–7.
- Sim, Y. W., WaiShiang, C., Phang, P., Lam, K.-C., Phang, E., & binti Jali, N. (2022). Goal Question Metric as an Interdisciplinary Tool for Assessing Mobile Learning Application. *International Journal of Advanced Computer Science and Applications*, 13(5).
- Sletten, M. A. (2021a). Mobile-Assisted Language Learning: Ubiquitous Language Learning and an Examination of the Mobile Learning Environment. In *Digital Pedagogies and the Transformation of Language Education* (pp. 122–136). IGI Global.
- Sletten, M. A. (2021b). Mobile-Assisted Language Learning: Ubiquitous Language Learning and an Examination of the Mobile Learning Environment. In *Digital Pedagogies and the Transformation of Language Education* (pp. 122–136). IGI Global.
- Smaldino, S. E., Lowther, D. L., & Mims, C. (2019). *Instructional Media and Technology for Learning (Vol. 12)*. Pearson.
- Smith, H. J., Chen, J., & Liu, X. (2008). Language and rigour in qualitative research: problems and principles in analyzing data collected in Mandarin. *BMC Medical Research Methodology*, 8(1), 1–8.
- Stapa, M. A., & Mohammad, N. (2019). The use of Addie model for designing blended learning application at vocational colleges in Malaysia. *Asia-Pacific Journal of Information Technology and Multimedia*, 8(1), 49–62.
- Su, F., & Zou, D. (2022). Learning English with the mobile language learning application 'Duolingo': the experiences of three working adults at different proficiency levels. *International Journal of Mobile Learning and*

- Organisation*, 16(4), 409–428.
- Subuki, I. (2023). UPAYA MENINGKATKAN HASIL BELAJAR PENDIDIKAN AGAMA ISLAM (PAI) MENGGUNAKAN METODE HYPNOTEACHING BAGI SISWA KELAS VIII. 2 SMP IT BAITUNNUR PUNGGUR KABUPATEN LAMPUNG TENGAH TAHUN 2019/2020. *An Najah (Jurnal Pendidikan Islam Dan Sosial Keagamaan)*, 2(4), 10–27.
- Susanti, E. (2019). *Keterampilan Menyimak*. Rajawali Pers.
- Syarifuddin, S. P. (2024). *HYPNOTEACHING METODE PEMBELAJARAN ALAM BAWAH SADAR*. Cendekia Publisher.
- Tan, W. K., Sunar, M. S., & Goh, E. S. (2023). Analysis of the college underachievers' transformation via gamified learning experience. *Entertainment Computing*, 44, 100524.
- Thomas, I., & Dyer, B. (2007). The problem of poor listening skills. *Weber State University*.
- Ting, H.-L., Ch'ng, L.-C., & Unin, N. (2020). Mobile application and traditional approach for Chinese stroke order instruction in foreign language classroom/Ting Hie-Ling, Ch'ng Looi-Chin and Norseha Unin. *Jurnal Intelek*, 15(2), 185–196.
- Toler, S. (2019). *The power of positive words: What you say makes a difference*. Harvest House Publishers.
- Tseng, T. H., Wu, T.-Y., Lian, Y.-H., & Zhuang, B.-K. (2023a). Developing a value-based online learning model to predict learners' reactions to internet entrepreneurship education: The moderating role of platform type. *The International Journal of Management Education*, 21(3), 100867. <https://doi.org/https://doi.org/10.1016/j.ijme.2023.100867>
- Tseng, T. H., Wu, T.-Y., Lian, Y.-H., & Zhuang, B.-K. (2023b). Developing a value-based online learning model to predict learners' reactions to internet entrepreneurship education: The moderating role of platform type. *The International Journal of Management Education*, 21(3), 100867. <https://doi.org/https://doi.org/10.1016/j.ijme.2023.100867>
- Turan Öztürk, D., & TEKiN, S. (2020). Encouraging extensive listening in language learning. *Language Teaching Research Quarterly*, 14, 80–93.
- Upu, H., Wen-Haw, C., & Teng, D. C.-E. (2020a). The Comparison between Two Hypnoteaching Models in Mathematics Teaching and Learning. *International Electronic Journal of Mathematics Education*, 15(3), em0607.
- Upu, H., Wen-Haw, C., & Teng, D. C.-E. (2020b). The Comparison between Two Hypnoteaching Models in Mathematics Teaching and Learning. *International Electronic Journal of Mathematics Education*, 15(3), em0607.
- Wang, F. (2019). The Development of College English Teaching based on Multimedia Teaching. *1st International Symposium on Innovation and Education, Law and Social Sciences (IELSS 2019)*, 346–352.
- Wang, H., Orosco, M. J., Peng, A., Long, H., Reed, D. K., & Lee Swanson, H. (2024). The relation of bilingual cognitive skills to the second language writing performance of primary grade students. *Journal of Experimental Child Psychology*, 238, 105776. <https://doi.org/https://doi.org/10.1016/j.jecp.2023.105776>
- Wiguna, I. B. A. A. (2020). Implementasi Metode Hynoteaching Dalam Meningkatkan Mutu Aktivitas Belajar Siswa Di SMAN 7 Denpasar. *Jurnal*

- Penjaminan Mutu*, 6(1), 68–77.
- Winarjako, J., & Setiawati, E. (2016). Ayah Baik-Ibu Baik Parenting Era Digital Pengaruh Gadget dan Perilaku Terhadap Kemampuan Anak. *Jakarta: Keluarga Indonesia Bahagia Bumi Bintaro Permai*.
- Wong, Y. K. (2021). Developmental relations between listening and reading comprehension in young Chinese language learners: a longitudinal study. *Journal of Psycholinguistic Research*, 50(2), 261–273.
- Xin, A. W. (2020a). The Development of A Mandarin Learning Mobile Application for Beginners. In *Journal of Physics: Conference Series* (Vol. 1529, Issue 3). <https://doi.org/10.1088/1742-6596/1529/3/032080>
- Xin, A. W. (2020b). The Development of A Mandarin Learning Mobile Application for Beginners. In *Journal of Physics: Conference Series* (Vol. 1529, Issue 3). <https://doi.org/10.1088/1742-6596/1529/3/032080>
- Xin, A. W., Idrus, S. Z. S., Ali, W. N. A. W., Ishak, N. A., Mustafa, W. A., Jamlos, M. A., & Abd Wahab, M. H. (2020). The Development of A Mandarin Learning Mobile Application for Beginners. *Journal of Physics: Conference Series*, 1529(3), 032080.
- Xu, K. (2021). Needs analysis of Chinese English majors in epg courses. *Journal of Language Teaching and Research*, 12(3), 452–465.
- Xu, X., Yan, R., & Yan, X. (2022). Design of Circuit Course Micro-course Based on ADDIE Model. *2022 3rd International Conference on Modern Education and Information Management (ICMEIM 2022)*, 348–356.
- Yang, C.-C. (2006). *The dominant listening strategy of low-proficiency level learners of Mandarin Chinese: bottom-up processing or top-down processing*.
- Yang, F. Y. (2021). EFL learners' autonomous listening practice outside of the class. *SiSal Journal*, 12(4), 328–346. <https://doi.org/10.37237/110403>
- Yang, L., & Congzhou, Y. (2019). The Loss and Return of Chinese Culture in English Teaching: Teaching Design of Chinese Tea Culture in English Class Based on ADDIE Model. *International Education Studies*, 12(11), 187–196.
- Yang, X. (2020). *Analysis of the Influence on English Listening Ability based on Computer Aided Technology*.
- Yeh, H.-C., & Tseng, S.-S. (2019). Using the ADDIE model to nurture the development of teachers' CALL professional knowledge. *Journal of Educational Technology & Society*, 22(3), 88–100.
- Yeldham, M., & Gao, Y.-J. (2021). Examining whether learning outcomes are enhanced when L2 learners' cognitive styles match listening instruction methods. *System*, 97, 102435. <https://doi.org/https://doi.org/10.1016/j.system.2020.102435>
- Yépez-Reyes, V. (2018). Mobile learning: Challenging the current educational model of communication studies. In *Advances in Intelligent Systems and Computing* (Vol. 721, pp. 1014–1021). https://doi.org/10.1007/978-3-319-73450-7_96
- Yin, H., Zong, F., Deng, X., Zhang, D., Zhang, Y., Wang, S., Wang, Y., & Zhao, J. (2023). The language-related cerebro-cerebellar pathway in humans: a diffusion imaging-based tractographic study. *Quantitative Imaging in Medicine and Surgery*, 13(3), 1399.
- Ying, Y. (2021). Benefits of using mobile apps as a support for Mandarin

- language learning. *Journal of Physics: Conference Series*, 1764(1), 12088.
- Ying, Y., & Febriana, V. (2021). The Advantages of Pleco and Google Translate Applications in Assisting Mandarin Language Learning. *Journal of Physics: Conference Series*, 1764(1), 012106.
- Ying, Y., Susilo, P. M., Mei, F. R., & Rahardjanti, T. (2021). The Role of the Mandamonic Games in Supporting Mandarin Learning at Elementry School. *Journal of Physics: Conference Series*, 1764(1), 12107.
- Yu, S.-J., Hsueh, Y.-L., Sun, J. C.-Y., & Liu, H.-Z. (2021). Developing an intelligent virtual reality interactive system based on the ADDIE model for learning pour-over coffee brewing. *Computers and Education: Artificial Intelligence*, 2, 100030.
- ZA, T. (2018). Model Pembelajaran Team Assisted Individualization (TAI) dengan Menggunakan Metode Hypnoteaching. *PENCERAHAN*, 12(1), 52–86.
- Zalukhu, D., & Harefa, A. (2024). Peningkatan kemampuan menyimak melalui mendongeng dan artikulasi. *Jurnal Ilmu Ekonomi, Pendidikan Dan Teknik*, 1(3), 25–31.
- Zhampeissova, K., Kosareva, I., & Borisova, U. (2020). *Collaborative mobile learning with smartphones in higher education*.
- Zhang, Y. (2020). Research on English Listening and Speaking Teaching Model Based on Computer New Media Technology. *Journal of Physics: Conference Series*, 1648(3), 32174.
- Zhang, Y. C., Hioka, Y., Hui, C. T. J., & Watson, C. I. (2024). Performance of single-channel speech enhancement algorithms on Mandarin listeners with different immersion conditions in New Zealand English. *Speech Communication*, 157, 103026.
<https://doi.org/https://doi.org/10.1016/j.specom.2023.103026>
- Zhang, Y., Min, Y., & Chen, X. (2021). Teaching chinese sign language with a smartphone. *Virtual Reality & Intelligent Hardware*, 3(3), 248–260.
- Zou, D., Jong, M. S.-Y., Huang, X., Cheng, G., Hwang, G.-J., & Jiang, M. Y.-C. (2024). A systematic review of SVVR in language education in terms of the ADDIE model. *Interactive Learning Environments*, 32(10), 6672–6697.