Motivation and Self-Efficacy of Travel and Tourism Business Study Program Using English to Support The Graduate Competence

A.A. Ayu Ngurah Harmini
Tourism Department
Politeknik Negeri Bali
Denpasar, Indonesia
gunghar@pnb.ac.id

Gede Ginaya
Tourism Department
Politeknik Negeri Bali
Denpasar, Indonesia
ginaya@pnb.ac.id

Cok Istri Sri Wedhari
Tourism Department
Politeknik Negeri Bali
Denpasar, Indonesia
widhari@pnb.ac.id

I Dewa Gede Ari Pemayun
Tourism Department
Politeknik Negeri Bali
Denpasar, Indonesia
dewagedearipemayun@pnb.ac.id

Abstract—**Tourism Department, State Polytechnic of Bali has carried out a curriculum review on the three study programs in 2007, two years up to when this study is performed. Travel and Tourism Study Program is one of the study program that its curriculum was reviewed. As a result, the study program management has decided to emphasize that English has to be mastered in order to support the core subjects and support the graduates' competence where English is widely used in the industry where they are employed. This study is aimed at investigating the effect of motivation and self-efficacy on the survival and communicative level learners and factors causing the high level of self- efficacy and its influence on their English speaking ability. This study applies descriptive qualitative research method. The data were collected through participating observation, interviews with the learners as well as literature study. The study found, so far self-efficacy gives a significant effect on learners' speaking ability at the survival and communicative level. It was also found that the four criteria in motivation and self- efficacy have significant influence, which the most dominant is the criteria of learners 'psychic and emotional state of speaking English endeavor. This study contributes empirically that instructors can update their instruction techniques by observing learners' motivation and self- efficacy through communicative activities and practices. Additionally, learners can find out learning condition during the teaching learning process in the purpose of creating a comfortable and conducive learning atmosphere.**

Keywords—**motivation, self-efficacy, speaking ability, survival level, communicative level**

I. INTRODUCTION

The purpose of this study was to investigate the interrelationships among language acquisition, motivation, self-efficacy, and language ability in a foreign language environment in survival and communicative level of students in Travel and Tourism Business Program Study, Tourism Department, State Polytechnic of Bali. As a matter of fact, it is quite difficult to realize an independent learning of learners that most language teaching approaches lack an emphasis on learner autonomy, feelings and attitudes [1-10]. According to them, language teaching is more viewed as an enterprise where the teacher's role is to provide learners with the knowledge and skills they think students need and to assess whether the learners have met the expectations. The students' role is to learn the material taught to them, and, during assessment, to demonstrate what they know. However, these two roles seem very simplified. Effective teachers ought to look for and find ways to motivate their students, encourage them, teach them learning skills, and also teach them ways to continue learning outside the classroom and away from the teacher (Richards and Rodgers, 2014). It is necessary for teachers to help their students recognize their emotional temperature and lower their affective filter when it is interfering with learning [11-14].

What kind of input, environment, motivation, and learner characteristics are associated with higher levels of language learning? This is a very important question that includes language learning strategies and self-efficacy, two constructs that have received different levels of attention in the research on second language acquisition. Teachers and other language practitioners are increasingly aware of the existence of learning strategies and self-efficacy. But the extent to which these two constructs might play a role in foreign language learning has not been fully investigated. In fact, they have been either unknown, ignored, or neglected by many language teaching approaches. There is still a need to improve teaching by focusing on how learners conduct learning tasks in second language acquisition [15-18]. Although language instructors carry much responsibility, this study stemmed from the belief that much of the success in language learning rests with individual students and their ability to take advantage of every opportunity to learn. Regardless of the approach with which they are taught, effective learners are active, self-directed, and engaged in learning; they have acquired the skills, tools, and attitudes necessary to overcome most learning and communication difficulties.

Sondang [19], provides a definition of motivation as a driving force that results in someone willing and willing to mobilize their abilities, energy and time in order to achieve predetermined goals. Thus motivation is an impulse made by someone or group of people certain to do a wish so that the

goals they want can be achieved. For that reason, motivation is an internal process that activates, guides, and maintains behavior in a certain time span. In other words, motivation is what causes us to want to do it, causing us to still want to do and determine which direction we want to do. Motivation to learn is one of the things that really determines the success of students in learning something. That way, a student will exert every effort to get success in the learning process. In learning English, even this is needed. Students who have strong motivation will be better able to learn English faster than students who have no motivation. Of course, there will be a lot of things that motivate someone to learn English, among them are ideals and interests. Someone who has aspirations related to English, will make him more motivated to learn this language. For example, when someone aspires to go to school or work in a country that uses English as his daily language, then that person will be motivated to be able to master English very well. The goal, so that they will not experience communication problems when they are in the country. There are some people who are interested in learning foreign languages, both English and other languages. In this condition, usually English is the first foreign language to be learned before learning other foreign languages. This is reasonable, because English is an international lingua franca that is used worldwide especially in tourism and hospitality industry.

Motivation in learning is of two types, namely the type of intrinsic motivation and the type of extrinsic motivation. Intrinsic motivation is motivation or encouragement that comes from within the individual. Extrinsic motivation is motivation or encouragement that comes from outside the individual [20-23]. Extrinsic motivation for students in a university is closely related to the surrounding environment. While extrinsic motivation in higher education is more influenced by the surrounding environment such as: want to get high recognition (self-esteem), appreciation from lecturers, to get a scholarship, and automatically increase self-confidence of a student himself. Thus such students are considered to be extrinsically motivated because in order to truly study in the exam, they believe that learning will lead to high test results or to get various acknowledgments [24-28].

What does the use of these skills, or learning strategies, entail in terms of the beliefs that these learners hold in relation to their abilities as language learners? Do they feel that they are up to the task? Beliefs about a person's ability to accomplish tasks satisfactorily are known as self-efficacy [29-30]. Self-efficacy is an aspect of social cognitive theory, which is an approach to understanding human cognition, motivation, and emotion. This theory assumes that people possess the ability to reflect and regulate their actions and to shape their environment rather than merely react to it. High levels of self-efficacy have been associated with high levels of achievement in different domains. In the field of second and foreign language acquisition, self-efficacy is still underexplored. The role, if any, it may play in language learning has not been definitely determined. There are still unknown or partially explored areas in terms of second language acquisition, language learning strategies, and self-efficacy.

In connection with the importance of using English, a discourse about Wednesday Must Have English Speaking as a new breakthrough from the Governor of NTT, Viktor Bungtilu Laiskodat, where the discourse was viral on the social media Whatts App Timor Express. Not just a discourse, Viktor Laiskodat has signed a governor regulation (PERGUB) on English Language Day (HBI) on December 21, 2018. The HBI aims to support the improvement of human resources especially to deal with the development of tourism in East Nusa Tenggara (NTT). With regard to the idea of the governor, the author as Chair of the Tourism Travel Business Study Program (Kaprodi) felt also called to follow what was done by the governor of NTT, given the Department of Tourism of the Polytechnic of Bali, especially the Travel Tourism Study Program vision: "To become the leading vocational education center in the field of tourism that is innovative, adaptive and internationally competitive in 2025".

Based on this internationally competitive vision, the authors see the need for internal preparation both for educators, education staff, and students to realize the vision of the Study Program. Besides that, the Tourism Travel Business Study Program, which has one profile, is a Tour Leader and Tour Guide that requires students to be competent in English. The A Accreditation Achievement achieved by the Tourism Travel Business Study Program at the Tourism Department, demands this Study Program to open English-language classes. This program to improve the quality of human resources is directed in order to achieve strategic goals towards international quality standards. Therefore, the authors are very interested in conducting a preliminary survey of compulsory communication with English in the Tourism Study Program of the Department of Tourism of the Bali State Polytechnic. The initial survey will be done by the author to students, educators (lecturers), and educational staff.

II. METHODOLOGY

A. Location and Time of Research

This research was conducted at the Bali State Polytechnic Tourism Department, namely in the second and fourth semesters of the Travel Business Study Program. Regarding the time of research, the research activities will be carried out for 6 months (April - September 2019).

B. Research Population and Sample

This research is a mono-year study which begins with conducting field observations in particular the level of use of English in students in the Tourism Travel Business Study Program, Bali State Polytechnic Tourism Department. The population of this study is the Tourism Business Study Program students by taking samples of 4 classes as respondents consisting of 2 classes in semester II and 2 classes in semester IV in Academic Year 2019-2020. The number of respondents who will be sampled in this study will be selected based on the principle of representation. To realize the development of this research there are several solutions that will be planned to motivate UPW students to communicate using English, i.e., designing communication rules using English, and students are expected to communicate using English on a certain day in the Tourism Business Study Program of the Bali State Polytechnic Tourism Department.

C. *Research Instrument*

There are several instruments that will be used to conduct this research. The instruments needed depend on the type of activity carried out. At the time of giving learning action, 2 types of instruments are needed, namely (1) observation sheet, (2) questionnaire. The observation sheet is used to observe the results of the acquisition of English language scores of students in the past odd semester, namely the first semester and third semester, observing the value of students' English originating from report cards when starting to apply for lectures at the Polytechnic and their daily communicative competence abilities. So this observation sheet is used to record all situations and conditions of students to see their ability background in English subjects. The questionnaire was used to determine the motivation and self-efficacy of students in communicating using English.

D. *Types of Data*

The types of data used in this study include primary data and secondary data. The primary data obtained in the field that were used as objects in this study were semester II and IV students in the Travel and Tourism Business Study Program. Secondary data in the form of second level data is not the main one obtained from administrative employees' file in the form of previous student English scores.

E. *Data Collection*

The data used in this study is in the form of primary data collected by using a tool that has been prepared in advance in the form of a questionnaire distributed to 2 semester UPW students in 2 classes, fourth semester and 2 classes. In addition to distributing questionnaires the author also observes or observes the value of English obtained by the students concerned in the previous semester.

F. *Data Analysis*

The data analysis technique used in this study is qualitative descriptive analysis, which transforms raw data into data that is easily understood and interpreted; and compile, manipulate, and present it to become information [31]. Data processing is done with a Simple Frequency Table which is the presentation and summary of the data into rows and columns. The first column is the category for a variable and the second column is the score or variable value from the results of the observation. The final results of this study will be summarized by classifying the variables in a schematic manner as stated in Table I.

TABLE I. THREE-DIMENSIONAL MODEL OF PROBLEM CONSIDERATIONS

Input	Learning Activity	Objectives
Students of Travel and Tourism Business Study Program	Using English for communication	Fulfilling the personal students' need
		Learning outcomes/competence

Source: Tuckman (1998)

III. RESULTS AND DISCUSSION

The Tourism Travel Business Study Program (UPW Study Program) is one of the vocational study programs in the Bali State Polytechnic Tourism Department. This UPW Study Program can be said to be the oldest Study Program compared to the other 2 Study Programs, because this Study Program stands with No Sk Establishment: 0313/0/1991 and 081/0/1997 dated June 6, 1991 and April 28, 1997. The implementation of this Study Program has actually begun on October 5, 1987 with No SK 2715 / D / T / KN / 2010. Since the commencement in 1987, the UPW Study Program has never been lonely because of the time it was supported by the rapid development of tourism facilities in the Jimbaran area. Students who have completed education at UPW Study Program have never been unemployed for a long time, the waiting period for working around 2.23 months is in accordance with the results of the 2016 Tracer Study. Bali State Polytechnic can be regarded as a bonus demographic because it is supported by a very strategic location, by producing productive human resources not far from the Garuda Wisnu Kencana tourist area, Dreamland area, and also as an alternative to the Nusa Dua tourist area.

Prof. Dr. Emil Salim, a scholar in economics, said that "the demographic bonus in the form of domination of the productive age population must be prepared so that people from the present and future generations become skilled and qualified human resources so that Indonesia can emerge from a middle income country. If we don't take advantage of this (bonus demography), we don't need to think outside the middle income trap. "(Salim, Demographic Bonus as Preparation for Qualified Human Resources , Monday 20 May 2019 (Nusa Bali Daily, Tuesday 21 May 2019). This demographic bonus is an opportunity for UPW Study Programs to participate in efforts to prepare productive workers who are skilled in the field of tourism, especially in the field of business travel. Productive students need optimally prepared for obtain quality human resources so that they will be able to be competitive in developing the nation.

A. *Motivation and Self Efficacy of Travel Business Students to Communicate Using English*

The research proposed is the focus of the study is communication using English in the Travel Business Study Program to increase student motivation and self-efficacy. This study uses problem-based learning (PBL). Learning is done by creating a learning environment as an English Speaking Society to provide the widest time and space for students to practice using English. The research that will be carried out basically focuses on the development of the concept of green & sustainable tourism as the theme of leading research institutions which is described as one of the related fields, namely communication & information technology and green human resource. The field of research currently being proposed will implicitly support the achievement of the objectives of the above themes by increasing the sources and competitiveness of students, lecturers, and the quality of English learning programs.

As stated in the analysis technique above, the writer uses simple frequencies to find out the motivation and self-efficacy of students, the results obtained can be seen in the Table II.

From Table II, it can be stated that Tourism Travel Business students can be said to have the motivation to communicate using English quite high. Of the 75 questionnaires that were distributed, 40 people stated they were motivated to speak English 31 people stated sometimes, and 2 people who said no. Therefore, it can be concluded that in fact UPW students as a whole have an interest and intention to use English, therefore it is necessary to find out what is the cause of lack of communication using English in the UPW Study Program.

TABLE II.   MOTIVATION OF THE EVEN SEMESTER STUDENTS OF TRAVEL AND TOURISM BUSINESS 2018/2019

Motivated students	
Response	Frequency
Yes	40
Sometimes	31
No	2
Total	73

Source: Data Processed (2019)

TABLE III.   SELF-EFFICACY OF THE EVEN SEMESTER STUDENTS OF TRAVEL AND TOURISM BUSINESS 2018/2019

Students' Self-Efficacy	
Response	Frequency
Yes	58
Sometimes	15
No	0
Total	73

Source: Data Processed (2019)

Self-efficacy is a student's belief in himself, that belief will be able to master the situation on campus so that it will provide a positive outcome. UPW students' self-efficacy based on the results of observations that the authors do can be assessed from their enthusiasm, attitude, confidence, and daily activities that are often carried out on campus. Through this assessment, it can be said that UPW students have high self-efficacy because of 73 students who answered 58 people, and those who answered sometimes as many as 15 people and who said no blank (0). In addition to assessing student self-efficacy in general, the authors also compared students with high self-efficacy with students with low self-efficacy as shown in the table IV.

TABLE IV.   COMPARISON OF TRAVEL AND TOURISM BUSINESS STUDENTS' SELF-EFFICACY BEHAVIOR

Criteria	Students possess high self-efficacy	Students possess low self-efficacy
Task orientation	More enthusiastic about doing their own tasks	Less like working own assignment
Effort	There is an effort in every activity and more initiative	Less effort and no initiative in each activity
Perseverance	More resilient, diligent and creative	Less resilient, diligent and creative

Source: Data Processed (2019)

From the results of this survey it can be concluded that the majority of UPW Polytechnic students in Bali have confidence in themselves to learn to use English, therefore it can be said that they are actually not so difficult to master the environmental situation on campus. However, the results of the survey or observation are not in accordance with the reality that I see in the field or on campus, because so far students do not have the motivation or encouragement of themselves to communicate using active English and even passively in English. This research is very appropriate to assess and measure the extent of the results of the ability of UPW students to communicate using English at the Bali State Polytechnic.

B. Constraints faced by students in communicate using English.

English today is very much needed by everyone, whether they are students, academics, even all levels of society have taken the initiative to be able to communicate using English. Especially for people who live in Bali who are already considered as an international tourist destination. Therefore, the author wants to find out whether the obstacles or obstacles faced by students in communicating using English. This finding is expected to be able to help the Academic Community in the Travel and Tourism Study Program to jointly acknowledge and realize these weaknesses and at the same time be willing and willing to improve and improve the shortcomings that we have.

Based on the research conducted, it was found that there were several obstacles or obstacles as shown in the table V.

TABLE V.   OBSTACLES FOR STUDENTS USING ENGLISH IN EVEN SEMESTER 2018/2019

	Obstacles for Students in Using English
1	Hard to say words / pronunciation
2	Not mastering the vocabulary of vocabulary
3	Lacks mastery or grammatical / grammar
4	Lack of reading in English
5	English is rarely used
6	Environment does not support / no one is invited to speak in English
7	Lecturers teach using English too fast
8	Lecturers must teach more using English

Source: Data Processed (2019)

Based on the results of the questionnaire that was distributed, based on the above data, we found several obstacles that can be grouped into 3 parts, namely: 1) from no. 1- 4 are obstacles that come from the students themselves, 2) no. 5 and 6 come from the surrounding environment which is not supportive, because in English tourism department is very rarely practiced 3) no. 7 and 8 obstacles come from the lecturers, because only a few lecturers want to teach using English, and for those who already speak English it turns out the communication is too fast.

C. Solutions That Can Be Taken Or Applied So That Students Interested In Communicating Using English

Bali as one of the international tourist destinations in Indonesia certainly will not be able to avoid intensive

interaction with foreign tourists whose memorandum of note is certain, namely foreigners, so that it is ready or not ready, willing or unwilling then we must equip ourselves with the ability to communicate using English. English for Tourism Travel Business students should be actively mastered, both verbally and in writing, considering that some of the courses in this study program require students to use fluent English as a basis. These courses include: Tour Guiding, Tour Leaders, Ground Handling, Travel Office Practice, Outbound Tour Operations, Organizing Events, and so on. With this consideration, communication using English is a very urgent demand that cannot be overlooked, especially considering the vision of the Bali State Polytechnic Tourism Travel Business Program is "To be an innovative, adaptive and internationally competitive Tourism Vocational Education Center. 2025. "Based on the research that the authors did with Travel and Tourism Business Study Program students, there were several solutions made by students to improve their ability to communicate using English as shown in table VI.

TABLE VI.   STUDENTS' EFFORTS TO COMMUNICATE USING ENGLISH

Efforts for Learning English	
1	More communication with English
2	Practice more often
3	Watch English films
4	Listen to English songs
5	Self-taught learning
6	Go to the environment that often uses English
7	Communicate more with native speakers more often
8	Abroad
9	English language courses
10	Compare yourself with friends who are smart in English to feel challenged
11	Lecturers increasingly use English both during teaching and outside the classroom
12	English day a week

Source: Data Processed (2019)

Based on the solutions presented by the students above, the entire academic community in the Tourism Travel Business Study Program must be able and willing to get out of their comfort zone and must be ready and willing to develop themselves to face increasingly rapid development and are willing to teach using English. Besides that, everyone in the UPW Study Program, both students, lecturers, and administrative staff, must participate in supporting one day using English in a week. Thus the UPW Study Program students will be able to compete both nationally and internationally if accompanied by the involvement of all relevant parties. All of these solutions will be successfully implemented if there is support from all parties. The author hopes that this kind of research can continue to be able to produce quality Human Resources especially in communicating using English in order to compete at national and international levels. Given that English is a kind of ticket to the future. The coming days will actually be owned by people who want to prepare themselves from the beginning.

IV.   CONCLUSION

Based on the results obtained, it can be concluded that motivation and self-efficacy gives a significant influence on the students' speaking ability. Therefore, the students of Travel and Tourism Business Study Program should be conditioned in using their English for daily communication in campus. This method of using English has been proved to strong influence contributes to student achievement. Each student must have motivation and self-efficiency in doing any activity at any level. This is a straight comparison between student achievement and self-efficacy level. Thus, the higher the level of self-efficacy, the better the student's performance in learning. Given these findings, lecturers are expected to update their teaching techniques by taking into account students' affective spheres, namely student motivation and self-efficacy.

Lecturers' role as learning facilitator can make a creativity in the learning process in the classroom so that students feel more comfortable in learning and able to use their English in the real situation as they never talk about the language but how to use the language for communication. In regards with this statement, lecturers can adopt an innovative teaching methods using a variety of techniques to enhance students' speaking ability, such as a modified conventional teaching method from teacher-centered learning to student-centered. In this case, the deductive method of learning by presentation, practices, and communicative activities is switched into inductive method by conversing the learning technique into communicative activities, practices and presentation. In communicative activities lecturers can facilitate the learning through such activities as brain storming, role plays, language games, group discussions, web quest project, and problem solving which are able to create collaborative learning as the emphasis of learning in the 21st century.   Those learning activities beside can increase students' score in speaking it also increase the students' motivation and learning interests. In terms of policy, there should be a good will for the stakeholders in the Tourism Department to communicate using English at least once in a week like a reminding that written "Thursday is an English Day". Everyone should be consistent with the policy.

REFERENCES

[1]   J. Batlle and P. Miller, "Video enhanced observation and teacher

development: Teachers' beliefs as technology users," Edulearn17 Proc., vol. 1, no. July, pp. 2352–2361, 2017.

[2] P. P. J. Fadde and P. Sullivan, "Using interactive video to develop pre-service teachers' classroom awareness," Contemp. Issues Technol. Teach. Educ., vol. 13, no. 2, pp. 156–174, 2013.

[3] S. Çelik, E. Baran, and O. Sert, "The affordances of mobile-app supported teacher observations for peer feedback," Int. J. Mob. Blended Learn, vol. 10, no. 2, pp. 36–49, 2018.

[4] G. Ginaya, I. N. M. Rejeki, and N. N. S. Astuti, "The effects of blended learning to students' speaking ability," Int. J. Linguist. Lit. Cult., vol. 4, no. 3, pp. 1–14, 2018.

[5] R. C. Shih, "Blended learning using video-based blogs: Public speaking for English as a second language students," Australas. J. Educ. Technol., vol. 26, no. 6, pp. 883–897, 2010.

[6] J. B. Rodríguez, "An interview with Paul Seedhouse on video enhanced observation (VEO): A new tool for teacher training, professional development and classroom research," Bellaterra J. Teach. Learn. Lang. Lit., vol. 9, no. 3, p. 90, 2016.

[7] H. Hanapi, U. I. Buru, and R. Bugis, Students' Speaking Skill in Oral Descriptive Text By Using Video At Tenth Grade in Sma Negeri 1 Namlea. May 2018.

[8] T. Seidel, K. Stürmer, G. Blomberg, M. Kobarg, and K. Schwindt, "Teacher learning from analysis of videotaped classroom situations: Does it make a difference whether teachers observe their own teaching or that of others?," Teach. Teach. Educ., vol. 27, no. 2, pp. 259–267, 2011.

[9] M. Kleinknecht and J. Schneider, "What do teachers think and feel when analyzing videos of themselves and other teachers teaching?," Teach. Teach. Educ., vol. 33, pp. 13–23, 2013.

[10] C. Gaudin and S. Chaliès, "Video viewing in teacher education and professional development: A literature review," Educ. Res. Rev., vol. 16, pp. 41–67, 2015.

[11] H. Borko, K. Koellner, J. Jacobs, and N. Seago, "Using video representations of teaching in practice-based professional development programs," ZDM - Int. J. Math. Educ., vol. 43, no. 1, pp. 175–187, 2011.

[12] K. Koellner and J. Jacobs, "Distinguishing models of professional development: the case of an adaptive model's impact on teachers' knowledge, instruction, and student achievement," J. Teach. Educ., vol. 66, no. 1, pp. 51–67, 2015.

[13] M. Gerich and B. Schmitz, "Using simulated parent-teacher talks to assess and improve prospective teachers' counseling competence," J. Educ. Learn., vol. 5, no. 2, p. 285, 2016.

[14] M. Zhang, M. Lundeberg, M. J. Koehler, and J. Eberhardt, "Understanding affordances and challenges of three types of video for teacher professional development," Teach. Educ., vol. 27, no. 2, pp. 454–462, 2011.

[15] G. Blomberg, A. Renkl, M. Gamoran Sherin, H. Borko, and T. Seidel, "Five research-based heuristics for using video in pre-service teacher education," J. Educ. Res. Online J. für Bild. vol. 5, no. 1,

pp. 90–114, 2013.

[16] E. A. van Es, J. Tunney, L. T. Goldsmith, and N. Seago, "A Framework for the Facilitation of Teachers' Analysis of Video," J. Teach. Educ., vol. 65, no. 4, pp. 340–356, 2014.

[17] E. A. V. Es, "Examining the development of a teacher learning community: The case of a video club," Teach. Educ., vol. 28, no. 2, pp. 182–192, 2012.

[18] R. Santagata and J. Guarino, "Using video to teach future teachers to learn from teaching," ZDM - Int. J. Math. Educ., vol. 43, no. 1, pp. 133–145, 2011.

[19] G. Ginaya, I.N.R. Ariana, N.P. Somawati, I.W. Dana Ardika, and I.M.A. Putra, The Implementation of Guided Discovery-Learning Strategy at Polytechnic Negeri Bali (PNB): An Innovative Language Teaching to Improve Students' Speaking Ability.

[20] G. Ginaya, I. W. Jendra, I. M. A. Putra, and I. N. Kanca, "Can the Modified-Conventional Teaching Method be Effective for Motivating Students ' Foreign Language Context ?," vol. 226, pp. 508–515, 2018.

[21] A. Gröschner, T. Seidel, A. K. Pehmer, and K. Kiemer, "Facilitating collaborative teacher learning: The role of 'mindfulness' in video-based teacher professional development programs," Grup. und Organ., vol. 45, no. 3, pp. 273–290, 2014.

[22] E. Arshavskaya and A. E. Whitney, "Promoting pre-service second language (L2) teacher learning via narrative: A sociocultural perspective," J. Lang. Teach. Res., vol. 5, no. 4, pp. 731–741, 2014.

[23] J. Rugelj, M. Laanpere, and I. N. Šerbec. GLAT - Games for Learning Algorithmic Thinking.

[24] S. A. Ali, M. Abdallaabdalgane, "Research article adopting blended learning instruction to promote learners' oral competence," Research Journal of English Language and Literature (RJELAL), vol. 2, no. 4, pp. 279–287, 2014.

[25] Z. Wang and Y. Cui, Mobile Learning Design, 2016 pp. 335–349.

[26] H. Y. H. Lee, "English language learning in the margins: Toward a movement to help service-industry workers in Thailand," Theory Pract. Lang. Stud., vol. 6, no. 4, p. 649, 2016.

[27] L. Baecher and S. C. Kung, "Jumpstarting Novice Teachers' Ability to Analyze Classroom Video," J. Digit. Learn. Teach. Educ., vol. 28, no. 1, pp. 16–26, 2014.

[28] L. Baecher and D. Connor, "Video as a Tool in Teacher Learning," New Educ., vol. 12, no. 1, pp. 1–4, 2016.

[29] K. M. Oliver, Preparing Teachers for Emerging Blended Learning Environments, 2015.

[30] J. Ellis, J. Mcfadden, T. Anwar, and G. Roehrig, "Investigating the social interactions of beginning teachers using a video annotation tool," Contemporary Issues in Technology and Teacher Education," vol. 15, no. 3, pp. 404–421, 2015.

[31] S. Kemmis, R. McTaggart, and R. Nixon, The Action Research Planner: Doing Critical Participatory Action Research. Springer Science & Business Media, 2013.