# REFERENCES

Ahmadi, M. R. (2018). The growing importance of computer-assisted language learning. *Technology in language teaching and learning*. Retrieved from https://sanako.com/technology-in-language-teaching-and-learning

Andre, R. (2018). Bahasa Indonesia-English Code-Mixing in Writing Business Emails: Understanding the Communicative Purpose. *Lingua Cultura*, 12(2), 117. https://doi.org/10.21512/lc.v12i2.3733

Artini, L. P. (2017). Rich Language Learning Environment and Young Learners' Literacy Skills in English. Lingua Cultura, 11(1). 19-24. http://dx.doi.org/10.21512/lc.v11i1.1587

Baker, C. (2001). *Foundations of bilingual education and bilingualism*. Multilingual matters. https://doi.org/10.21832/9781847697014

Ball, A. F., & Lardner, T. (2015). *The Role of Language in Learning: A Bilingual Perspective. In Bilingual Education: An Introductory Reader* (pp. 45-67). Routledge.

Bećirović, S. (2023). The relationship between cooperative learning, cultural intelligence, EFL motivation and students' performance: A structural equation modeling approach. SAGE Open, 13(4), 1-16. https://doi.org/10.1177/21582440231208975

Bell, S. (2010). Project-Based Learning for the 21st Century: Skills for the Future. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 83(2), 39–43. https://doi.org/10.1080/00098650903505415

Braun, V. and Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology,* 3 (2). pp. 77-101. http://dx.doi.org/10.1191/1478088706qp063oa

Brown, H. D. (2008). *Principles of language learning and teaching* (5th ed.). Pearson Education. https://gustavorubinoernesto.com/wp-content/uploads/2020/06/H-Douglas-Brown-Principles-of-Language-Learning-and-Teaching.pdf

Bytyqi, B. (2021). Project-based learning: A teaching approach where learning comes alive. *The Journal of Teaching English for Specific and Academic Purposes*, 9(4*)*, 775–777. https://doi.org/10.22190/JTESAP2104775B

Calderón, M., Slavin, R., & Sánchez, M. (2011). Effective Instruction for English Learners. *The Future of Children* 21(1), 103-127. https://dx.doi.org/10.1353/foc.2011.0007

Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. J. (2014). The use of triangulation in qualitative research. *Oncology nursing forum*, *41*(5), 545–547. https://doi.org/10.1188/14.ONF.545-547

Cenoz, J., & Gorter, D. (2015). Multilingual education: Between language learning and translanguaging. Cambridge University Press. https://doi.org/10.1111/weng.12462

Cohen, L., Manion, L., & Morrison, K. (2018). Research Methods in Education (8th ed.). Routledge. https://staibabussalamsula.ac.id/wp-content/uploads/2024/03/Louis-Cohen-Lawrence-Manion-Keith-Morrison-Research-Methods-in-Education-Routledge-2018-staibabussalamsula.ac_.id_.pdf

Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge University Press. https://doi.org/10.1017/9781009024549

Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Pearson Education.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Multilingual Matters. https://doi.org/10.21832/9781853594897

Cummins, J. (2001). *Bilingualism and minority language children*. Ontario Ministry of Education. https://doi.org/10.3138/cmlr.38.4.721

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. Retrieved from https://learningpolicyinstitute.org/product/teacher-prof-dev

Deborah K. Palmer (2014) Negotiating Language Policies in Schools: Educators as Policymakers by K. Menken and O. García (Eds.), *International Multilingual Research Journal*, 8:3,250-253. http://dx.doi.org/10.1080/19313152.2011.651391

Echevarría, J., Vogt, M., & Short, D. (2017). *Making Content Comprehensible for English Learners: The SIOP Model*. Elimu Support. https://elimusupport.wordpress.com/wp-content/uploads/2016/08/making-content-comprehensible-for-secondary-english-learners_the-siop-model.pdf

Fauziah, N., Mirizon, S., & Silvhiany, S. (2021). Bilingual Education Program: Teachers' and Students' Perspectives and Challenges. *Jurnal Pendidikan Progresif*, *11*(2), 219–234. https://doi.org/10.23960/jpp.v11.i2.202107

Fenuku, S. D. (2024). Institutional factors influencing bilingual education: A primary school perspective from Ghana. *Journal of Linguistics, Literature and Language Teaching*, 4(1), 46-65. Retrieved from https://www.researchgate.net/publication/387312295_Institutional_Factors _Influencing_Bilingual_Education_A_Primary_School_Perspective_from _Ghana

Fikni, Z., Wathoni, H., Nurhaliyani, & Husnu, M. (2024). Assessing content-based instruction's impact on English reading skill. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 12(2), 129-137. https://doi.org/10.23887/jpbi.v12i2.3841

Fine, C. G. (2018). Translanguaging with multilingual students: Learning from classroom moments. In García, O., & Kleyn, T. (Eds.), *Bilingual Research Journal*. https://doi.org/10.1080/15235882.2018.1468365

Fusch, G., & Ness, L. (2018). Denzin's Paradigm Shift: Revisiting Triangulation in Qualitative Research. Journal of Social Change, 10(1), 18–32. https://doi.org/10.5590/josc.2018.10. 1.02

García, O. (2009). *Bilingual Education in the 21st Century: A Global Perspective*. Wiley-Blackwell. https://doi.org/10.3390/languages6010037

García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan. https://doi.org/10.1057/9781137385765

Gasca Jimenez, R., & Adrada, R. (2021). Understanding Heritage Language Learners

Gay, L., Mills, G. and Airasian, P. (2012) *Educational Research: Competencies for Analysis and Applications*. 10th Edition, Pearson, Toronto. https://yuli-elearning.com/pluginfile.php/4831/mod_resource/content/1/Gay-E%20Book%20Educational%20Research-2012.pdf

Genesee, F. (2013). *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning*. Paul H. Brookes Publishing.

Gibbons, P. (2002). *Scaffolding language, scaffolding learning*. Heinemann. https://www.scribd.com/document/397266924/262867132-Gibbons-Scaffolding-Language-Scaffolding-Learning-pdf

Hasanova, N., Abduazizov, B., & Khujakulov, R. (2021). The main differences between teaching approaches, methods, procedures, techniques, styles and strategies. *JournalNX: A Multidisciplinary Peer Reviewed Journal*, 7(2), 371-375. https://media.neliti.com/media/publications/342865-the-main-differences-between-teaching-ap-24a0895b.pdf

Heacox, D. (2012). *Differentiating instruction in the regular classroom: How to reach and teach all learners* (Updated ed.). Free Spirit Publishing. https://archive.org/details/differentiatingi0000heac

Huang, Q. (2019). Bilingual and ESL classrooms: Teaching in multicultural contexts. *International Journal of Bilingual Education and Bilingualism*. https://doi.org/10.1080/13670050.2019.1585747

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching* (9th ed.). Pearson Education.

Leithwood, K., Harris, A., & Hopkins, D. (2019). Seven strong claims about successful school leadership revisited. *School Leadership & Management, 39*(1), 1–18. https://doi.org/10.1080/13632434.2019.1596077

Manandhar, N., & Joshi, S. K. (2020). Importance of consent in the research. *International Journal of Occupational Safety and Health*, 10(2), 89–91. https://doi.org/10.3126/ijosh.v10i2.33284

Mayo, C., & Boyd, D. (2007). Four steps to creating a statewide vocabulary program: *The Tennessee academic vocabulary project*. Association for Supervision and Curriculum Development. Retrieved from http://www.ascd.org/academicvocabulary

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass. https://repository.act.ac.rw/bitstreams/323490a5-4e3f-4cd1-ab1a-8ec2ec2e1a21/download

Ozfidan, B. (2017). Academic Value of Bilingual Education: Factors in Learning on Culture and Language. *Revista De Cercetare Si Interventie Sociala*.

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544.

Patton, M. Q. (2015). Qualitative Research & Evaluation Methods. Sage Publications. https://aulasvirtuales.wordpress.com/wp-

content/uploads/2014/02/qualitative-research-evaluation-methods-by-michael-patton.pdf

Petrovic, J. E., & Olmstead, S. (2001). Language, power, and pedagogy: *Bilingual children in the crossfire*, by J. Cummins. *Bilingual Research Journal, 25*(3), 405–412. https://doi.org/10.1080/15235882.2001.10162800

Rajagopalan, I. (2019). Concept of teaching. *Shanlax International Journal of Education, 7*(2), 5-8. https://doi.org/10.34293/education.v7i2.329

Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms.* Cambridge University Press. https://www.academia.edu/51916374/Reflective_Teaching_in_Second_Language_Classrooms

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781009024532

Santoso, D., et al. (2016). *Bilingual education program*. Prenada Media.

Setiaji, C. A. (2019). *Strategi pembelajaran inovatif: Kiat menjadi pendidik yang inspiratif*. Graha Ilmu.

Sintia, D. (2021). *English teachers' perception toward of the most applied teaching method in classroom.* IAIN Palopo. http://repository.iainpalopo.ac.id/id/eprint/3146

Slavin, R. E. (2018). *Educational psychology*: Theory and practice (12th ed.). Pearson. https://lib.atmajaya.ac.id/default.aspx?tabID=61&src=k&id=238188

Sumarna, A. (2024). *Implementasi Of Communicative Language Teaching (CLT) in Teaching Spoken English : A Case Study at SMK N 1 Tambusai*. UIN SUSKA Riau. https://repository.uin-suska.ac.id/79586/

Tejada Molina, G., Pérez Cañado, M. L., & Luque Agulló, G. (n.d.). *Current approaches and teaching methods: Bilingual programmes*. Faculty of Humanities and Education, University of Jaén. https://privateedelt.com/wp-content/uploads/2022/11/current-approaches-and-teaching-methods.pdf

Thomas, E., Apolloni, D., & Parry, N. (2018). Bilingual Teaching Methods: *A quick reference guide for educators.* Bangor University. https://www.bangor.ac.uk/sites/default/files/2022-07/English-pages2.pdf

Thomas, J. W. (2000). *A review of research on project-based learning*. California State University, Sacramento. https://doi.org/10.1007/978-1-4614-6435-8

Thomas, W. P., & Collier, V. P. (2002). *A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement.* Center for Research on Education, Diversity & Excellence. https://escholarship.org/uc/item/65j213pt

Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). ASCD. https://doi.org/10.1007/978-1-4614-6435-8

Vallejo Rubinstein, C. (2018). Book review: Translanguaging: Language, bilingualism and education, by Ofelia García and Li Wei (2014). *International Journal of Bilingual Education and Bilingualism, 21(9),* 1106–1108. https://doi.org/10.1080/13670050.2016.1231163

Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *International Journal of Bilingual Education and Bilingualism*, *9*(2), 159–180. https://doi.org/10.1080/13670050608668639

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage Publications. https://ebooks.umu.ac.ug/librarian/books-file/Case%20Study%20Research%20and%20Applications.pdf