

REFERENCES

- Azmi, N. (2013). Multi-sensory delivery in EFL 'Smart' classrooms: Students' perceptions of benefits, limitations and challenges. *Journal of Educational and Social Research*, 3(1), 33.
- Azriani, N., Islami, N., Hermita, N., Nor, M., Syaodih, E., Handayani, H., ... Mahbubah, K. (2019). Implementing inquiry learning model to improve primary school students' critical thinking on earth and universe concept. *Journal of Physics: Conference Series*, 1227(1), 12033. IOP Publishing.
- Baines, L. (2008). *A teacher's guide to multisensory learning: Improving literacy by engaging the senses*. ASCD.
- Birsh, J. R. (2011). *Multisensory teaching of basic language skills*. ERIC.
- Branscombe, M. (2015). Showing, not telling: Tableau as an embodied text. *The Reading Teacher*, 69(3), 321–329.
- Van Brummelen, H. (2009). *Walking with God in the Classroom Christian Approaches to Teaching and Learning*. Colorado, CO: Purposeful Design Publications.
- Celik Korkmaz, S., & Karatepe, C. (2018). The Impact of Multi-Sensory Language Teaching on Young English Learners' Achievement in Reading Skills. *Novitas-ROYAL (Research on Youth and Language)*, 12(2), 80–95.
- Chatterjee, H. J., & Hannan, L. (2016). *Engaging the senses: object-based learning in higher education*. Routledge.
- Dixon, M. D. (2015). Measuring student engagement in the online course: The Online Student Engagement scale (OSE). *Online Learning*, 19(4), n4.
- Drane, C., Vernon, L., & O'Shea, S. (2020). *The impact of 'learning at home' on the educational outcomes of vulnerable children in Australia during the COVID-19 pandemic*. Literature Review prepared by the National Centre for Student Equity in Higher Education, Curtin University, Australia.
- Enomoto, A. (2016). Lack of Social Presence as the Source of Many Online Class Problems. *Journal of Global Media Studies: Gms= ジャーナル・オブ・グローバル・メディア・スタディーズ*, (19), 63-70.
- Fredricks, J. A., Reschly, A. L., & Christenson, S. L. (2019). *Handbook of Student Engagement Interventions: Working with Disengaged Students*. Academic Press.
- Gedera, D., Williams, J., & Wright, N. (2015). Identifying factors influencing students' motivation and engagement in online courses. In *Motivation, leadership and curriculum design* (pp. 13–23). Springer.
- Graham, D. L. (2009). *Teaching redemptively: Bringing grace and truth into your classroom*. Colorado Springs, CO: Purposeful Design Publications.

- Hall, G. (2016). *The Routledge handbook of English language teaching*. Routledge.
- Harmer, J. (2015). *The practice of English language teaching*. England: Pearson Education Limited.
- Hew, K. F. (2016). Promoting engagement in online courses: What strategies can we learn from three highly rated MOOCS. *British Journal of Educational Technology*, 47(2), 320–341.
- Inocian, R. B. (2018). *Aesthetic Teaching Pedagogies: A Voice of Experience*. Cambridge Scholars Publishing.
- Ishak, Z., & Amjah, D. Y. P. H. (2015). An Exploratory Study on Students' Engagement in Social Studies of Year 7. *Journal of Management Research*, 7(2), 433.
- James, N. P. (2015). *Student Engagement in Modern Foreign Languages: A Pedagogical Model*. University of Warwick.
- Jones, R. D. (2009). *Student Engagement Teacher Handbook*. USA: International Center for Leadership in Education.
- Jubran, S. (2012). USING MULTI SENSORY APPROACH FOR TEACHING ENGLISH SKILLS AND ITS EFFECT ON STUDENTS' ACHIEVEMENT AT JORDANIAN SCHOOLS. *European Scientific Journal*, 8(22).
- Khalid Albalawi, A. (2018). The Use of Rewards to Motivate Learners. *Basic Education College Magazine For Educational and Humanities Sciences*, (41), 487–494.
- Magulod, G. C. (2017). Evaluation of multisensory instructional material package for elementary learners. *Asia Pacific Journal of Multidisciplinary Research*, 5(4), 83–93.
- Mart, C. T. (2012). Encouraging Young Learners to Learn English through Stories. *English Language Teaching*, 5(5), 101–106.
- Mayesky, M. (2014). *Creative activities and curriculum for young children*. Cengage Learning.
- Miller, R. L., Amsel, E., Kowalewski, B. M., Beins, B. C., Keith, K. D., & Peden, B. F. (2011). Promoting Student Engagement. Volume 1: Programs, Techniques and Opportunities. *Society for the Teaching of Psychology*.
- Morretta, M., & De Francisci, M. G. (2014). *The Learning Code: The Psychology of Total Physical Response-How to Speed the Learning of Languages Through the Multisensory Method-A Practical Guide to Teaching Foreign Languages*. Lulu Press, Inc.
- Nakayama, M., & Santiago, R. (2012). Encyclopedia of the Sciences of Learning. In N. M. Seel (Ed.), *Encyclopedia of the sciences of learning*. <https://doi.org/10.1007/978-1-4419-1428-6>
- Nakra, O. (2019). *Children and Learning Difficulties*. Notion Press.

- Ng, C., Bartlett, B., & Elliott, S. N. (2018). *Empowering engagement: creating learning opportunities for students from challenging backgrounds*. Springer.
- Nguyen, T. D., Cannata, M., & Miller, J. (2018). Understanding student behavioral engagement: Importance of student interaction with peers and teachers. *The Journal of Educational Research*, 111(2), 163–174.
- Osmani, F., & Sanchez, C. (2017). Hyperlinking Content and Fun: Creating Interactive PowerPoint Games for the ESL/EFL Classroom. *TESL Reporter*, 50(1).
- Poythress, V. S. (2009). *In the Beginning Was the Word: Language: Language--A God-Centered Approach*. Crossway.
- Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University Press
- Richardson, J., & Swan, K. (2003). Examining social presence in online courses in relation to students' perceived learning and satisfaction. *Journal of Asynchronous Learning Networks (JALN)*, 7(1).
- Santrock, J. W. (2017). *Educational psychology*. McGraw-Hill Education.
- Shih, Y.-H. (2020). Investigating the Aesthetic Domain of the " Early Childhood Education and Care Curriculum Framework" for Young Students in Taiwan. *International Journal of Education and Practice*, 8(1), 37–44.
- Simarmata, E., & Indriani, S. (2016). The Use of a Relay Race Game to Increase Grade V Students' Motivation in Learning English in an Elementary School in Karawaci. *Polyglot: Jurnal Ilmiah*, 12(1), 82–89.
- Sistek-Chandler, C. M. (2020). Exploring Online Learning through Synchronous and Asynchronous Instructional Methods. *Advances in Mobile and Distance Learning (AMDL) Book Series. IGI Global*.
- Suryaratri, R. D., Prayitno, E. H., & Wuryani, W. (2019). *The Implementation of Multi-sensory Learning at Elementary Schools in Jakarta*. *Jurnal Pendidikan Usia Dini*, 13(1), 100–113.
- Towell, J. L., Powell, K. C., & Brown, S. (2016). *Creative literacy in action: Birth through age nine*. Cengage Learning.
- Vincent, T. (1980). *The shorter Catechism of the Westminster Assembly explained and proved from Scripture*. Edinburgh: Banner of Truth Trust.
- Walker, T. D. (2017). *Teach like Finland: 33 simple strategies for joyful classrooms*. WW Norton & Company.
- Warren, R. (2012). *The purpose driven life: What on earth am I here for?* Grand Rapids, MI: Zondervan.
- Wright, A. (2013). *Arts and Crafts with Children - Primary Resource Books for Teachers*. Oxford University Press.