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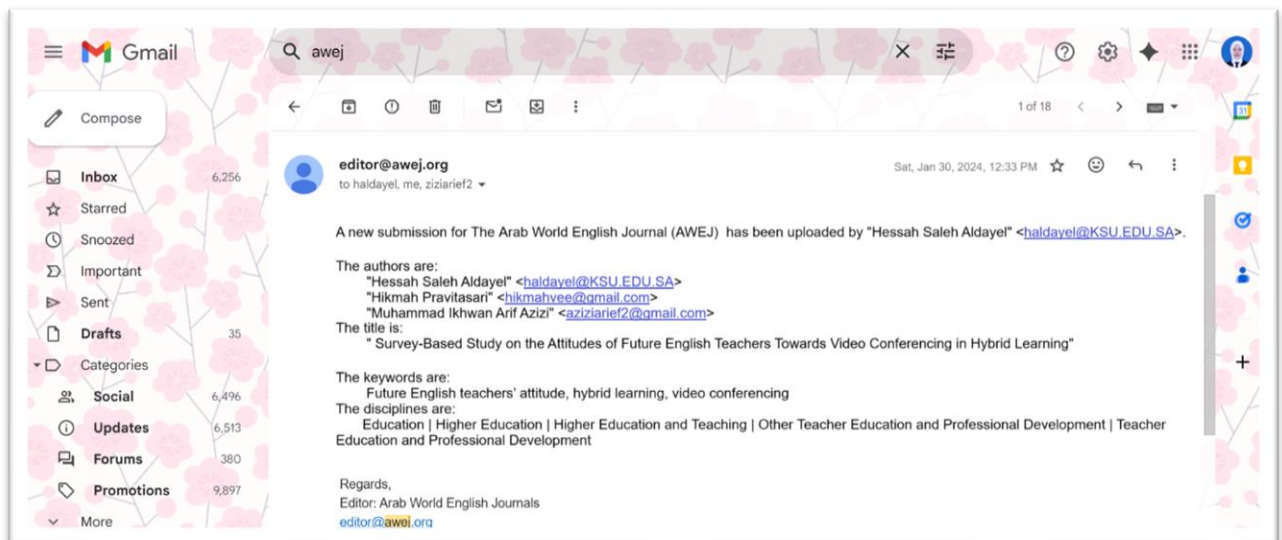
A SURVEY BASED STUDY OF FUTURE ENGLISH TEACHERS' ATTITUDES TOWARD THE USE OF VIDEO CONFERENCING IN HYBRID LEARNING

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ABSTRACT

The aim of this study is to identify the future English teachers' attitude toward the use of video conferencing platforms in hybrid learning. This study uses the main concept of attitude from Garrett et al (2003, p.3) claimed that attitudes contain cognitive, affective, and behavioural components. This study uses quantitative research with survey design. The population in this study were the future English teachers of undergraduate program at a private university in Indonesia. There were 55 respondents who participated in this research from the fifth semester and the seventh semester. Online questionnaires were employed as the data collection method, and descriptive statistics were used for data analysis. Based on findings and discussion, the use of video conferencing tools like Google Meet and Zoom Meeting were quite beneficial in fostering learning activity. Through video conferencing, students' cognitive attitude would be easily in understanding materials, from the students' affective attitude would be make them comfortable in presenting in front of the lecturer and their classmates. Moreover, future English teachers' behavioural attitudes about learning motivation will improve as a result of the significance of technology in conventional learning. Thus, the conclusion of the use of video conferencing in the learning process, especially in English subjects is crucial for enhancing students' attitudes.

Keyword: Future English Teachers' Attitude, Video Conferencing, Hybrid Learning.

INTRODUCTION

The impact of the post-Covid-19 pandemic on the world of education is tremendous and felt by various parties in the education sector, especially teachers and students. At elementary school to high school levels, learning activities are carried out entirely face-to-face, unlike universities which still combine face-to-face and online learning. This learning system is called hybrid learning as a result of the shift to online learning during the Covid-19 pandemic. The students and the lecturers still use various types of online learning platforms to facilitate hybrid learning such as learning management systems (LMS), instant messaging platform (IMP), and video conferencing applications (VCA). At present, video conferencing for education is widely used at every educational level to provide easy access to learning material for the students, to expose students to technology used as a one of professional demand, to minimize the distance issues in attending an educational program, equity in assessment and learning, giving a motivational boost, to increase the cross interaction between educational institutions, and to improve communication skills (Candarli & Yuksel, 2012).

Based on early observation at one of the universities in Indonesia, students and lecturers of the English Department use video conferencing such as Google Meet and Zoom Meeting as virtual learning applications during hybrid learning. Video conferencing is more frequently used in online learning because it facilitates learning interactions between students and lecturers like face-to-face meetings in actual classes. Both Google Meet and Zoom meeting applications have online learning facility features as well as the ability to communicate information through text, voice, video, and animation. However, in the other case, some of the students were bored with the implementation of online classes and lack of motivation in learning. Moreover, lecturers also often complain that some students are late in joining the online learning process and there are also students who do not have adequate internet access so they suddenly disappear during the course.

Based on the students' attitude that describe above, video conferencing applications can support their participation in online learning. Nevertheless, there are several issues with the use of video conferencing applications and the students' attitudes that make online learning less effective. The above facts are supported by the results of research conducted by Hutauruk & Sidabutar (2020), the obstacles that often occur in online learning using video conferencing applications include signal interference which makes it difficult for students without internet access to follow this online learning tool, some students lack focus in online learning, being late for joining the class, wasting internet data and many other problems that can occur during online learning. Therefore, this study aims to identify on how are the future English teachers' attitudes toward the using video conferencing platforms in hybrid learning.

LITERATURE REVIEW

Learning Attitudes

The students' attitude is one of the determinant parts in achieving good language learning. Certainly, the teacher needs the students to have a positive attitude so that the learning can run well. It is supported by Chamber in Saracaloglu, Inal & Evin (2004, p. 40) stated that learning occurs more easily, when the learner has a positive attitude towards the language learning. There are many definitions of attitude that are stated by expert. For

instance, Montano & Kasprzyk in Abidin, Pour-Mohammadi & Alzwari (2012, p.120) states "Attitude is determined by the individual's beliefs about outcome or attributes of performing the behaviour. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude". Gardner, Ajzan and Baker in Tamimi & Shuib (2009, p.33) have same opinion about definition of attitude. They stated that "attitude is the manner of acting, feeling, and thinking that shows one's disposition, opinion, and judgment. It means, the students will react naturally with their process of feeling, thinking, and behave when they are put into learning situation". The definition of attitude in relation to language learning is covered in great detail in published literature. According to Crystal (2008, p.266) "language attitude is defined as the feelings people have about their own language or the other languages".

Language learning attitude relates to students' feelings, beliefs, and behaviour tendencies toward their effort in learning languages. Knowing about attitudes is very important when assessing the likelihood of success of an education program. Learning is much easier with an optimistic mindset. If a learner is unwilling to learn or has a negative attitude, he or she will not create any results. From some definitions of attitude above, the writer takes conclusion that every student has attitude. It does not matter whether the students have positive or negative attitude. It appears to influence the students' success or failure in language learning. It means that when the students have negative attitude in their learning, they will belittle to the lesson. On the contrary, when the students have positive attitude in their learning, they will pay attention to the lesson well and they will be happy to study hard so that they have self-confidence to solve the problems in learning process.

Attitudes, like personality traits, are a hypothetical construct that must be inferred from quantifiable responses because they are not available to direct observation. These responses must represent a favourable or negative appraisal of the attitude object, given the construct's nature (Ajzen, 2005). Garrett et al., (2003, p.3), widely claimed that attitudes contain cognitive, affective and behavioural components. The three components of attitudes can be explored as follows:

1. The affective components have to do with a person's feelings or emotions toward an attitude object. An individual's attitude towards an object cannot be determined only by recognizing their views about it because emotion and the cognitive process surrounding the attitude object work together. This element might either be a complex of hatred or a show of appreciation for the target of the attitude. Seeing someone master multiple languages can be gratifying in the context of language learning.

2. The behavioural component then includes actions or behavioural responses to attitude objects. As said earlier, attitude is related to a person's tendency to react positively or negatively (Jain, 2014). In the context of learning in the use of zoom meetings, this component can be shown by the response of students who react poorly, are late for online classes or are not present to be in online classes.

3. Cognitive component refers to the beliefs and thoughts about the subject, the object, the person, the institution, the event, etc. It is about the perception and information of the person toward the subject, object or the person

Based on the experts' explanation above, the researchers concludes that attitude is the tendency to act with respect to a particular object. It involves the components such as affective, behaviour, and cognitive. The researchers takes all as indicators of this research.

Video Conferencing Application in Learning

Video conferencing effectively allows teachers and students to communicate and makes online learning more accessible. According to the Oxford Dictionary, a video conference is a conference where people talk and see each other virtually. Fatani (2020) claims video conferencing is an asynchronous way to share voice, video, and data between groups. Al-samarraie (2019) showed that teachers and students accept video conferencing as a learning tool that helps students and teachers or students and peers communicate effectively when face-to-face interactions are impossible. However, teachers must be trained and guided to use these platforms effectively in the classroom. In addition, the teacher is responsible for developing a learning system and assisting students with their studies through video conferencing. During online learning, students can access materials from their teachers and improve their motivation and interest through technology as a learning medium. In this study context, the researchers explored two kinds of video conferencing applications that are most used by Future English teachers during hybrid learning in university.

1. **Google Meet**

Google Meet is a video conferencing program designed and developed by Google for online meeting procedures. Google meet enables users to conduct mobile meetings, virtual teaching and learning activities, and training courses, as well as remote interviews. Google Meet has tools for making high-quality video calls with groups of up to 250 people (Lobe, Morgan, & Hoffman, 2020). According to Lobe, Morgan, & Hoffman (2020) some of the advantages of Google Meet are:

a. Students who were previously less engaged in asking and responding questions in class increased their participation. This is because students in online-based learning feel more at ease sharing their thoughts and queries. They are less likely to encounter the psychological pressure from peers when they take courses from home. The teacher's absence, whether direct or indirect, also makes pupils feel uneasy about voicing their views. Due to the lack of space and time constraints, students feel more at ease speaking. In other words, online education removes clumsiness, which encourages students to ask and express questions openly.

b. Teaching and learning activities become more adaptable, allowing them to take place anywhere and at any time. Teachers may provide materials and worksheets through chat apps such as WhatsApp or Gmail, which can be accessible from any location and at any time, regardless of time or space constraints.

c. Increase the number of learning experiences available to students by using text, audio, video, and animation to communicate information.

d. In the future, online teaching and learning activities may be utilized for student training and system updates.

Google Meet enhances the effectiveness of teaching and learning activities. Students felt Google meet was really helpful and beneficial in supporting learning activity because it is easy to use.

2. **Zoom Meet**
The use of the Zoom Meet application in learning could assist students and educators in developing and expanding their knowledge, resulting in a more engaging and successful learning experience. Encouraging students to use the Zoom Meet application will have a beneficial impact because it is a medium for collaboration that can include students, particularly in giving group assignments, regardless of location or time. In zoom meetings, it was considered productive and beneficial to the students; nevertheless, contrary to this study, a large number of students expressed a desire to stop teaching online in the post-lockdown era. The use of zoom meetings has the effect of increasing the creativity of teachers in their use of the online tool (Nastiti, 2021). Through this application, it is assumed that learning objectives will be easier to realize and full of meaning. Therefore, this Zoom meeting can make lecturers easier to deliver the materials and information accurately to students (Rahmatia, Syahira & Sajaril, 2020).

Hybrid Learning
The hybrid learning model is an innovative learning model that utilizes information and communication technology. The hybrid learning model has developed around 2000 and has been used in several countries: North America, England, Australia, universities, and training institutions. This learning model has several advantages: using learning technology such as computer media, iphone, TV, video conferencing, images and sound, multimedia presentations, weblogs, and social media (Thorne, 2003). According to Jamison, Kolmos & Holgaard (2014) hybrid learning is a process of acquiring knowledge and skills (learner-centered) that is developed with an instructional design that integrates digital (internet and mobile), printed, recorded, and traditional face-to-face class activities in a planned, practical pedagogical way. Hybrid learning also facilitates students to direct their own learning process by choosing methods with available learning materials that best suit their individual characteristics and needs-oriented towards achieving curriculum learning goals. Hybrid learning uses a technological approach and a combination of learning resources to start or continue face-to face learning (Van Velzen, 2016). With hybrid learning, students have the opportunity to learn independently, develop, and sustainably throughout their lives.
Learning with hybrid learning that integrates e-learning into learning also has many advantages such as: (1) students are more motivated to learn with the support of E-learning; (2) activity and involvement students are higher because using E-learning, learning is more interactive and challenging; (3) ICT provides a very broad

potential source of information; (4) ICT can visualize complex models so that it makes understanding easier; (5) can perform repetitive tasks quickly and accurately (6) can display learning designs that are more creative, interactive and innovative; (7) the learning process can transcend time and space (Yoon et al., 2011).

There are some previous researches which are relevant to this study, as follows. The first research conducted by Bagata (2020). This study aims to describe the EFL university students' perception of the use of online learning platform in the covid-19 pandemic and to examine the difference in students' perception based on gender. The researcher conducted a quantitative using survey design method. The sample of this study was 80 students consists of 40 male and 40 female students of sixth year of the English Education of University of Islam Malang. The data of the study was collected by students' perception of online learning platform questionnaire in an online way using Google form. The data were analysed by using SPSS version 20 in the form of descriptive statistics and independent t-test. The result of the study showed that there is a significant difference between male and female of the use of online learning platform. Male students more like use online learning platforms for online learning than female students.

The second research conducted by Sanpanich (2021). This study aimed at investigating factors affecting students' attitudes toward hybrid learning in Thailand. The study adopted a survey research methodology using a questionnaire and examined 879 students who had enrolled in hybrid English courses in a university. The finding revealed that all factors had an effect on students' attitudes toward hybrid learning. Gender had an effect on attitudes toward four learning aspects - study management, technology, online interaction, and online learning. Prior experience of hybrid learning had an effect on two learning aspects - technology and online learning; and computer literacy had an effect on attitudes toward every learning aspect and had the most effect on the use of technology. Based on the findings, this study provides guidelines and a useful information base for future course improvement.

The third research conducted by Riyath, Rijah and Rameez (2022). This paper investigates the factors that affect students' attitudes, behavioral intentions and actual use of Zoom for online classes at higher educational institutions (HEIs) in Sri Lanka. This research uses the technology acceptance model (TAM) as a theoretical model. The data are collected from HEI students via an online survey form. The analysis shows that computer self-efficacy (CSE) affects perceived usefulness (PU) and perceived ease of use (PEU), which affects attitude (ATT) and behavioral intention (BI) and actual use (AU) of Zoom in a chain reaction. Further, PEU affects PU, which, in turn, affects BI. Furthermore, the effect size of PU to BI is larger than ATT to BI.

From three previous studies above, the renewal study would be investigated on how are future English teachers' attitudes towards the use of video conferencing in hybrid learning. This study will investigate the use of Google Meet and Zoom Meeting as virtual learning application. This study uses the fifth and seventh-semester students of English Department, uses quantitative design by survey method, uses online questionnaires as data collection and analysing data by SPSS.

RESEARCH METHODOLOGY
Research Method
In this study, the researchers used quantitative research method with a survey research design. According to Creswell (2008, p. 388) survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitude, opinions, behaviour, or characteristics of the population. In addition, Navarro-Rivera and Kosmin (2013) reveal several advantages of using survey design; 1) surveys have internal and external validity; 2) surveys are efficient; 3) can cover geographically dispersed populations; 4) surveys may have ethical benefits; 5) surveys are customized.

Population & Sample
The target population in this study are future English teachers of undergraduate program at a private university in Indonesia. The total population in this study were 55 students. The determination of the sample refers to Arikunto (2006, p.134) that if the respondents are less than 100 people, the researcher must take the entire research population, but if the respondents are more than 100, the researcher must take 10-15% or 20- 25% or more from all the population as a sample. The writers used purposive sampling because all the population had the opportunity to contribute to data collection. At the end, there are 55 respondents who participate in this research from the fifth semester and the seventh semester. The participants' age ranged from 20 to 22 years old. For the ethical purpose, pseudonyms were employed in this research.

Instrument
Ponto (2015) certifies that the most frequent data gathering tools used in survey research are questionnaires and interviews. However, in this study only used questionnaires as a data instrument. The questionnaires administered and distributed using web-based surveys, in this case the platform is Google Form.

Smith et al (2010) mentions the positive aspect using web-based surveys are, 1) There is little to no cost and only a few supplies are needed. 2) Allows the researchers to complete the study faster because the responses are automatically combined, and the results are generated automatically. 3) Respondent's convenience. Here, students' responses would be measured by items questionnaire as the research instrument which was adopted from Garrett et al., (2003, p.40) as a reference which included 15 questions; affective (5 questions), behaviour (5 questions), and cognitive (5 questions). The Likert scale was used as a rating for each respondent's answer, so that it is easy to calculate the statistics. The following is a questionnaire scoring technique using a Likert scale (see Table 1).

Table 1 The Likert Scale (Ghozali, 2016, p.40)

Likert Scale	Score
Totally Agree	5
Agree	4
Neutral	3
Disagree	2
Totally Disagree	1

Data Analysis Technique

In quantitative research using survey design, to analyse the data the writers used descriptive statistics. According to Ghozali (2016, p.19), "descriptive statistics provide an overview or description of a data seen from the average value, standard deviation, variance, maximum, minimum, sum, range, kurtosis and skewness". In descriptive analysis, for each variable data will be presented in the form of frequency distribution tables and charts or bar charts. The descriptive statistical calculations in this study will be completed using SPSS 20.0 computer program. According to Arikunto (2010), the principle for categorizing the percentage of respondents' answer scores is as follows:

Table 2 Score Percentage

Score (%)	Criteria
< 20	Very Low
20 – 40	Low
41 – 60	Enough
61 – 80	Good
81 – 100	Very Good

FINDING AND DISCUSSION
Research Findings

Based on the results of a survey that was conducted on research respondents for about 2 weeks starting from 1 – 14 July 2023 through the Google Form, the following results can be obtained:

Future English Teachers' Attitudes toward the Use of Video Conferencing in Hybrid Learning

This section is a description of the data regarding the results of a survey conducted by the researchers on the attitude of future English teachers in using video conferencing in hybrid learning. As has been formulated in Garrett et al., (2003, p.3) theory. The attitudes measured in this research included cognitive, affective, and behavioural aspects. Based on the respondents' answers, it can be described as follows:

Cognitive Aspects

Table 3 Cognitive Data Survey of Items No.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally Disagree	2	3.6	3.6	3.6
	Disagree	3	5.5	5.5	9.1
	Neutral	15	27.3	27.3	36.4
	Agree	23	41.8	41.8	78.2
	Totally Agree	12	21.8	21.8	100.0
	Total	55	100.0	100.0	

Based on table 3 above, the respondents who gave responses regarding "learning to use video conferencing platforms makes it very easy for me to receive English materials" most of them gave agree responses as many as 23 students (41.8%), 15 students (27.3%) who gave neutral responses, 12 students (21.8%) gave totally agree responses, while only 3 students (5.5%) who gave disagree responses, and 2 other students (3.6%) said totally disagree.

Table 4 Cognitive Data Survey of Items No.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally Disagree	0	0	0	0
	Disagree	6	10.9	10.9	10.9
	Neutral	17	30.9	30.9	41.8
	Agree	16	29.1	29.1	70.9
	Totally Agree	16	29.1	29.1	100.0
	Total	55	100.0	100.0	

Based on table 4 above, respondents who gave responses regarding "Video conferencing can save time and resources by eliminating the need for physical meetings, allowing for more flexible scheduling" most of them gave neutral responses as many as 17 students (30.9%), 16 students (29.1%) who gave agree responses, also 16 students (29.1%) gave totally agree responses, while only 6 students (10.9%) who gave disagree responses, and none responses for totally disagree.

Table 5 Cognitive Data Survey of Items No.8

		Frequency	Percent	Valid Percent	Cumulative Percent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally Disagree	1	1.8	1.8	1.8
	Disagree	5	9.1	9.1	10.9
	Neutral	18	32.7	32.7	43.6
	Agree	21	38.2	38.2	81.8
	Totally Agree	10	18.2	18.2	100.0
	Total	55	100.0	100.0	

Based on table 5 above, respondents who gave responses regarding "The use of video conferencing promotes collaboration and teamwork by enabling real-time communication and the sharing of ideas and information" most of them gave agree responses as many as 21 students (38.2%), 18 students (32.7%) who gave neutral responses, 10 students (18.2%) gave totally agree responses, while 5 students (9.1%) who gave disagree responses, and only 1 student (1.8%) said for totally disagree.

Table 6 Cognitive Data Survey of Items No.9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally Disagree	0	0	0	0
	Disagree	4	7.3	7.3	7.3
	Neutral	18	32.7	32.7	40.0
	Agree	21	38.2	38.2	78.2
	Totally Agree	12	21.8	21.8	100.0
	Total	55	100.0	100.0	

Based on table 6 above, respondents who gave responses regarding "I can understand learning English very well because the visual effects in the video conferencing platforms are very good" most of them gave agree responses as many as 21 students (38.2%), 18 students (32.7%) who gave neutral responses, 12 students (21.8%) gave totally agree responses, while only 4 students (7.3%) who gave disagree responses, and none responses for totally disagree.

Table 7 Cognitive Data Survey of Items No.10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally Disagree	0	0	0	0
	Disagree	9	16.4	16.4	16.4
	Neutral	15	27.3	27.3	43.6

	Agree	21	38.2	38.2	81.8
	Totally Agree	10	18.2	18.2	100.0
	Total	55	100.0	100.0	

Based on table 7 above, respondents who gave responses regarding "Presentation using video conferencing platforms is easier than presenting in the class directly" most of them gave agree responses as many as 21 students (38.2%), 15 students (27.3%) who gave neutral responses, 10 students (18.2%) gave totally agree responses, while only 9 students (16.4%) who gave disagree responses, and none responses for totally disagree.

**Table 8 The Recapitulation of Respondents' Responses
About Cognitive Attitude**

No	Statement	TA	A	N	D	TD	N	TCR	IDK (%)	Criteria
		5	4	3	2	1				
1	Learning to use video conferencing platforms makes it very easy for me to access English materials	12	23	15	3	2	55	205	74,5	Good
2	Video conferencing can save time and resources by eliminating the need for physical meetings, allowing for more flexible scheduling	16	16	17	6	0	55	207	75,3	Good
3	The use of video conferencing promotes collaboration and teamwork by enabling real-time communication and the sharing of ideas and information	10	21	18	5	1	55	199	72,4	Good
4	I can understand learning English very well because the visual effects in the video conferencing platforms are very good.	12	21	18	4	0	55	206	74,9	Good
5	Presentation using video conferencing platforms is easier than presenting in the class directly	10	21	15	9	0	55	197	71,6	Good

The results of 5 statements about the future English teachers' cognitive attitude of using video conferencing in hybrid learning are shown in table 8. (1) The percentage result for the first statement is 74,5% (good), indicating that most students agree that learning to use video conferencing platforms makes it very easy to receive English materials. (2) The percentage result for the second statement is 75,3% (good), indicating that most students agree that video conferencing can save time and resources by eliminating the need for physical meetings, allowing for more flexible scheduling. (3) The percentage result for the third statement is 72,4% (good), indicating that most students agree that the use of video conferencing promotes collaboration and teamwork by enabling real-time communication and the sharing of ideas and information. (4) The percentage result for the fourth statement is 74,9% (good), indicating that most students agree that they can understand learning English very well because the visual effects in the video conferencing platforms are very good. (5) The percentage result for the fifth statement is 71,6% (good), indicating that most students agree that presentation using video conferencing platforms is easier than presenting in the class directly. Thus, the data on students' cognitive attitude of using video conferencing in hybrid learning revealed that most of the students positively perceive implementing learning process using video conferencing and very helpful for their cognitive.

Affective

Table 9 Affective Data Survey of Items No.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally Disagree	0	0	0	0
	Disagree	5	9.1	9.1	9.1
	Neutral	17	30.9	30.9	40.0
	Agree	24	43.6	43.6	83.6
	Totally Agree	9	16.4	16.4	100.0
	Total	55	100.0	100.0	

Based on table 9 above, respondents who gave responses regarding "I like learning with video conferencing platforms because it makes me more enthusiastic about learning" most of them gave agree responses as many as 24 students (43.6%), 17 students (30.9%) who gave neutral responses, 9 students (16.4%) gave totally agree responses, while only 5 students (9.1%) who gave disagree responses, and none responses for totally disagree.

Table 10 Affective Data Survey of Items No.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally Disagree	0	0	0	0
	Disagree	7	12.7	12.7	12.7
	Neutral	19	34.5	34.5	47.3
	Agree	22	40.0	40.0	87.3
	Totally Agree	7	12.7	12.7	100.0
	Total	55	100.0	100.0	

Based on table 10 above, respondents who gave responses regarding "I feel comfortable asking questions in English using video conferencing platforms" most of them gave agree responses as many as 22 students (40.0%), 19 students (34.5%) who gave neutral responses, 7 students (12.7%) gave totally agree responses, also 7 students (12.7%) who gave disagree responses, and none responses for totally disagree.

Table 11 Affective Data Survey of Items No.11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally Disagree	2	3.6	3.6	3.6
	Disagree	5	9.1	9.1	12.7
	Neutral	15	27.3	27.3	40.0
	Agree	24	43.6	43.6	83.6
	Totally Agree	9	16.4	16.4	100.0
	Total	55	100.0	100.0	

Based on table 11 above, respondents who gave responses regarding "Learning English using video conferencing platforms is very helpful in replacing conventional learning (face to face) during hybrid learning" most of them gave agree responses as many as 24 students (43.6%), 15 students (27.3%) who gave neutral responses, 9 students (16.4%) gave totally agree responses, and 5 students (9.1%) who gave disagree responses, while only 2 students (3.6%) who gave responses for totally disagree.

Table 12 Affective Data Survey of Items No.12

		Frequency	Percent	Valid Percent	Cumulative Percent

	Totally Disagree	1	1.8	1.8	1.8
	Disagree	7	12.7	12.7	14.5
Valid	Neutral	23	41.8	41.8	56.4
	Agree	17	30.9	30.9	87.3
	Totally Agree	7	12.7	12.7	100.0
	Total	55	100.0	100.0	

Based on table 12 above, respondents who gave responses regarding "I am more motivated to learn English when using video conferencing platforms" most of them gave neutral responses as many as 23 students (41.8%), 17 students (30.9%) who gave agree responses, 7 students (12.7%) who gave totally agree responses, also 7 students (12.7%) who gave disagree responses, while only 1 student (1.8%) who gave responses for totally disagree.

Table 13 Affective Data Survey of Items No.15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally Disagree	4	7.3	7.3	7.3
	Disagree	7	12.7	12.7	20.0
	Neutral	25	45.5	45.5	65.5
	Agree	11	20.0	20.0	85.5
	Totally Agree	8	14.5	14.5	100.0
	Total	55	100.0	100.0	

Based on table 13 above, respondents who gave responses regarding "With online learning, I can easily express my opinion" most of them gave neutral responses as many as 25 students (45.5%), 11 students (20.0%) who gave agree responses, 8 students (14.5%) who gave totally agree responses, and 7 students (12.7%) who gave disagree responses, 4 students (7.3%) who gave responses for totally disagree.

Table 14 The Recapitulation of Respondents'
Responses About Affective Attitude

No	Statement	TA	A	N	D	TD	N	TCR	IDK (%)	Criteria
		5	4	3	2	1				
1	I like learning with video conferencing platforms because it makes me more enthusiastic about learning	9	24	17	5	0	55	202	73,5	Good
2	I feel comfortable asking questions in English using video conferencing platforms	7	22	19	7	0	55	194	70,5	Good
3	Learning English using video conferencing platforms is very helpful in replacing conventional learning (face to face) during hybrid learning	9	24	15	5	2	55	198	72	Good
4	I am more motivated to learn English when using video conferencing platforms	7	17	23	7	1	55	187	68	Good
5	Using video conferencing platforms, I can easily express my opinion without any fear and anxiety	8	11	25	7	4	55	177	64,4	Good

The results of 5 statements about the future English teachers' affective attitude of using video conferencing in hybrid learning are shown in table 14. (1) The percentage result for the first statement is 73,5% (good), indicating that most students agree that they like learning with video conferencing platforms because it makes them more enthusiastic about learning. (2) The percentage result for the second statement is 70,5% (good), indicating that most students agree that they feel comfortable asking questions in English using video conferencing platforms. (3) The percentage result for the third statement is 72% (good), indicating that most students agree that learning English using video conferencing platforms is very helpful in replacing conventional learning (face to face) during hybrid learning. (4) The percentage result for the fourth statement is 68% (good), indicating that most students agree that they more motivated to learn English when using video conferencing platforms. (5) The percentage result for the fifth statement is 64,4% (good), indicating that most students agree that with online learning, they can easily express their opinion.

Thus, the data on students' affective attitude of using video conferencing in hybrid learning revealed that most of students positively perceive implementing learning process using video conferencing. In the other hand, students consider using video conferencing in English learning is very helpful for their affective attitude.

Behavioral

Table 15 Behavioural Data Survey of Items No.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally Disagree	4	7.3	7.3	7.3

Disagree	8	14.5	14.5	21.8
Neutral	24	43.6	43.6	65.5
Agree	11	20.0	20.0	85.5
Totally Agree	8	14.5	14.5	100.0
Total	55	100.0	100.0	

Based on table 15 above, respondents who gave responses regarding "I disrespected the video conference time and schedule by joining late" most of them gave neutral responses as many as 24 students (43.6%), 11 students (20.0%) are agree, 8 students (14.5%) are totally agree, also 8 students (14.5%) who gave disagree responses, only 4 students (7.3%) who gave responses for totally disagree.

Table 16 Behavioural Data Survey of Items No.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally Disagree	4	7.3	7.3	7.3
	Disagree	5	9.1	9.1	16.4
	Neutral	28	50.9	50.9	67.3
	Agree	14	25.5	25.5	92.7
	Totally Agree	4	7.3	7.3	100.0
	Total	55	100.0	100.0	

Based on table 16 above, respondents who gave responses regarding "I actively participate in video conferences by sharing my thoughts and engaging in online discussions" most of them gave neutral responses as many as 28 students (50.9%), 14 students (25.5%) who gave agree responses, 5 students (9.1%) who gave agree responses, while 4 students (7.3%) who gave totally disagree responses, also only 4 students (7.3%) who gave responses for totally disagree.

Table 4.15
Behavioral Data Survey of Items No.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally Disagree	1	1.8	1.8	1.8
	Disagree	10	18.2	18.2	20.0
	Neutral	25	45.5	45.5	65.5
	Agree	15	27.3	27.3	92.7
	Totally Agree	4	7.3	7.3	100.0
	Total	55	100.0	100.0	

Based on table 4.15 above, respondents who gave responses regarding "I actively ask questions when participating in English lessons using video conferencing platforms" most of them gave neutral responses as many as 25 students (45.5%), 15 students (27.3%) who gave agree responses, 10 students (18.2%) who gave disagree responses, while 4 students (7.3%) who gave totally disagree responses, and only 1 student (1.8%) who gave responses for totally disagree.

Table 4.16
Behavioral Data Survey of Items No.13

		Frequency	Percent	Valid Percent	Cumulative Percent

	Totally Disagree	2	3.6	3.6	3.6
	Disagree	4	7.3	7.3	10.9
	Neutral	18	32.7	32.7	43.6
Valid	Agree	17	30.9	30.9	74.5
	Totally Agree	14	25.5	25.5	100.0
	Total	55	100.0	100.0	

Based on table 4.16 above, respondents who gave responses regarding "I'm often unfocused and easily distracted by other things when learning online" most of them gave neutral responses as many as 18 students (32.7%), 17 students (30.9%) who gave agree responses, 14 students (25.5%) who gave totally agree responses, while 4 students (7.3%) who gave disagree responses, and only 2 students (3.6%) who gave responses for totally disagree.

Table 4.17
Behavioral Data Survey of Items No.14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally Disagree	5	9.1	9.1	9.1
	Disagree	7	12.7	12.7	21.8
	Neutral	21	38.2	38.2	60.0
	Agree	15	27.3	27.3	87.3
	Totally Agree	7	12.7	12.7	100.0
	Total	55	100.0	100.0	

Based on table 4.17 above, respondents who gave responses regarding "Online learning makes me more disciplined in doing assignments" most of them gave neutral responses as many as 21 students (38.2%), 15 students (27.3%) who gave agree responses, 7 students (12.7%) who gave totally agree responses, also 7 students (12.7%) who gave disagree responses, and only 5 students (9.1%) who gave responses for totally disagree.

Table 4.18
The Recapitulation of Respondents' Responses About Behavioral Attitude

No	Statement	TA	A	N	D	TD	N	TCR	IDK (%)	Criteria
		5	4	3	2	1				
1	I disrespected the video conference time and schedule by joining late	8	11	24	8	4	55	176	64	Good
2	I actively participate in video conferences by sharing my thoughts and engaging in online discussions	4	14	28	5	4	55	174	63,3	Good
3	I actively ask questions when participating in English lessons using video conferencing platforms	4	15	25	10	1	55	176	64	Good
4	I'm often unfocused and easily distracted by other things when learning online	14	17	18	4	2	55	202	73,5	Good
5	Online learning makes me more disciplined in doing assignments	7	15	21	7	5	55	177	64,4	Good

The results of 5 statements about the future English teachers' affective attitude of using video conferencing in hybrid learning are shown in table 4.18. (1) The percentage result for the first statement is 64% (good), indicating that most students agree that they disrespected the video conference time and schedule by joining late. (2) The percentage result for the second statement is 63,3% (good), indicating that most students agree that they actively participate in video conferences by sharing their thoughts and engaging in online discussions. (3) The percentage result for the third statement is 64% (good), indicating that most students agree that they actively ask questions when participating in English lessons using video conferencing platforms. (4) The percentage result for the fourth statement is 73,5% (good), indicating that most students agree that they often unfocused and easily distracted by other things when learning online. (5) The percentage result for the fifth statement is 64,4% (good), indicating that most students agree that online learning makes them more disciplined in doing assignments

Thus, the data on students' behavioral attitude of using video conferencing in hybrid learning revealed that most of students positively perceive implementing learning process using video conferencing. In the other hand, students consider using video conferencing in English learning is very helpful for their habits when learning process.

1. **Discussion**

The hybrid learning model is an innovative learning model that utilizes information and communication technology. Kumar (2012, p. 347) defined that hybrid learning as the combination of online with face-to-face learning. The goal of hybrid learning is to provide the most efficient and effective instruction experience by combining delivery modalities. With hybrid learning, students have the opportunity to learn independently, develop, and sustainably throughout their lives. It is possible because learning with a hybrid learning model can facilitate and provide opportunities for students to seek, find and build their knowledge to solve various problems, create a flexible and conducive learning atmosphere, provide opportunities for students to extract various information from all sources optimally. Hybrid learning is logical and natural evolution of learning agenda (Thorne, 2003).

Video conferencing effectively allows teachers and students to communicate and makes online learning more accessible. According to the Oxford Dictionary, a video conference is a conference where people talk and see each other virtually. Video conferencing is just one of the technological systems that can be used in distance education. Video conferencing is a synchronous model for interactive voice, video and data transfer between two or more groups/people (Wiesemes & Wang, 2010).

Based on the finding of this research, future English teachers who use video conferencing in hybrid learning have a positive attitude and agree that using these platforms to learn makes it very simple to receive English materials. Video conferencing can also save time and resources by removing the need for in-person meetings and allowing for more flexible scheduling. It also fosters collaboration and teamwork by enabling real-time communication. In addition, the students can comprehend studying English extremely well due to the excellent visual effects in video conferencing platforms, and they can present utilizing these platforms more easily than in front of the class. According to statistics in cognitive attitudes toward using video conferencing in hybrid learning, the majority of future English teachers present an average of 74%. In the other hand, students consider using video conferencing in English learning is very helpful for their cognitive.

Future English teachers agree that they enjoy learning with the video conferencing platform and make their affective attitude more enthusiastic about learning, they feel comfortable asking questions in English when using the video conferencing platform, and learning English while using the video conferencing platform is very helpful in replacing learning traditional. (face to face) during hybrid learning. The statistics on future English teachers affective attitude in using video conferencing in hybrid learning show that most students have an average presentation of 70%. On the other hand, future english teachers believe that using video conferencing while learning English is beneficial to their affective attitude.

According to the results of the aforementioned survey, video conferencing tools like Google Meet and Zoom Meeting were quite beneficial in fostering learning activity. Although students primarily believe that videoconferencing has certain benefits, including increasing motivation, interaction, novelty, and improvements in communication skills, they also think that it is easy to use and reasonably priced, which makes the students very interested and excited during the learning process.

According to the aforementioned poll, it is corroborated by Wahyuni's research (2021), whose findings revealed that students' perceptions of utilizing Google Meet to learn English as a foreign language were favorable. Because it is simple to use and reasonably priced, Google Meet was really helpful and valuable in assisting learning activities. On the other hand, according to research by Putri and Suryaman (2022) the usage of Zoom Meeting applications facilitates students' understanding of some speaking class learning materials.

From the findings and discussion above, it can be concluded that hybrid learning can be a good solution to make learning process become fun because it is supported by application that available on personal computer or in handphone. In this era, the importance of technology in conventional learning will increase future English teachers' behavioral attitude in learning motivation. Especially in learning English, video conferences such as Zoom Meeting and Google meet will be very helpful because they are supported by the features available in each application. Through video conferencing, future English teachers' cognitive attitude would be easily in understanding materials, from the future English teachers' affective attitude would be make them comfortable in presenting in front of the lecturer and their classmates. The writer assumed that the application of video conferencing in learning process especially in English subject very important to improve students' attitude.

CONCLUSION AND SUGGESTION
Based on the findings and discussion in the previous chapter, it can be concluded that the use of video conferencing tools like Google Meet and Zoom Meeting were quite beneficial in fostering learning activity. Although, future English teachers primarily believe that video conferencing has certain benefits, including increasing motivation, interaction, novelty, and improvements in communication skills, they also think that it is easy to use and reasonably priced, which makes the students very interested and excited during the learning process. Hybrid learning can be a good solution to make learning process become fun because it is supported by application that available on personal computer or in handphone. Especially in learning English, video conferencing such as Zoom Meeting and Google meet would be helpful because it is supported by feature that available in each application. Through video conferencing, students' cognitive attitude would be easily in understanding materials, from the students' affective attitude would be make them comfortable in presenting in front of the lecturer and their classmates. Moreover, future English teachers' behavioural attitudes about learning motivation will improve as a result of the significance of technology in conventional learning.

These recommendations are directed to the lecture and future English teachers as follows.

1. For the Lecturer

a. Hybrid learning can be a good solution to make learning process become fun because it is supported by application that available on personal computer or in handphone. The process of using hybrid learning in tertiary institutions can be done in a way that if in a week three meetings are held, the lecturers can schedule one day of online learning and the other two days face-to-face to discuss previous online learning.

b. In the first week, lecturers can send material on videoconferencing which is accompanied by assignments and assignments discussion forums were held. Meanwhile, in the second week, lecturers carry out learning, by face-to-face (offline) as usual.

c. Learning is centered on future English teachers, and at the end of learning lecturers always motivate students to remain enthusiastic and obey the rules in learning and in carrying out assignments that have been given by lecturers.

2. For the future English teachers

a. Hybrid learning can be used as well as possible by future English teachers especially in learning English, because video conferencing such as Zoom Meeting and Google meet would be helpful because it is supported by feature that available in each application.

b. Through video conferencing can be used by future English teachers to improve cognitive attitudes in understanding the material and improve presentation skills in front of lecturers and classmates.

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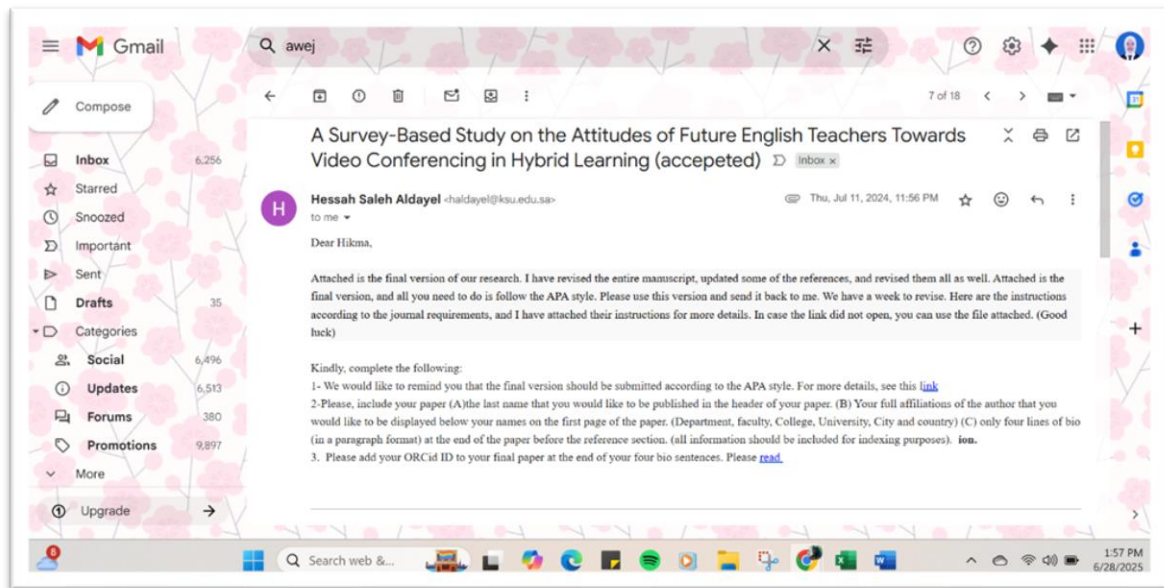
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A Survey-Based Study on the Attitudes of Future English Teachers Towards Video Conferencing in Hybrid Learning

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Abstract

This research aims to examine the attitudes of future English teachers towards the use of video conferencing platforms in hybrid learning environments. Building upon the comprehensive attitude framework proposed by Garrett et al. (2003, p.3), which encompasses cognitive, affective, and behavioral components, we employ a quantitative research design with a survey approach. The study collects data through online questionnaires, and descriptive statistics are used for data analysis. The findings and subsequent discussion shed light on the pedagogical advantages of video conferencing tools, including popular platforms such as Google Meet and Zoom Meeting, in facilitating learning activities. The utilization of video conferencing platforms has positive impacts on the cognitive and affective attitudes of future English teachers, enriching their overall learning experience. However, it is essential to acknowledge that the behavioral attitudes of prospective English teachers exhibit a range of habits, which can both positively and negatively influence the online learning process. Finally, this study highlights the potential for future English teachers to enhance their learning process by actively engaging with their attitudes and negotiating them to shape their identities as professional educators.
Keyword: Future English Teachers' Attitude, Video Conferencing, Hybrid Learning.

Introduction

The impact of the post-Covid-19 pandemic on the world of education is tremendous and felt by various parties in the education sector, especially teachers and students. At the elementary school to high school levels, learning activities are carried out entirely face-to-face, unlike universities, which still combine face-to-face and online learning. This learning system is called hybrid learning as a result of the shift to online learning during the Covid-19 pandemic. Students and lecturers still use various types of online learning platforms to facilitate hybrid learning, such as learning management systems (LMS), instant messaging platforms (IMP), and video conferencing applications (VCA). At every educational level, video conferencing is currently widely used to ensure equity in assessment and learning, give students easy access to course materials, expose them to technology used in the workplace, minimize distance concerns when attending classes, provide a boost to motivation, increase cross-institutional interaction, and enhance communication skills (Kohnke & Moorhouse, 2020; Moorhouse & Kohnke, 2020). Various types of video conferencing such as Whatsapp, Google Classroom, Skype, Zoom Meeting, and other applications that help the learning process are examples of medium that can be used as a bridge between lecturers and students in online learning (Fitriyani et al., 2020). Therefore, in the online learning process, lecturers or instructors need to choose appropriate learning media that are easily accessible to students. In addition, there is a need for good management of the online learning process so that it can run effectively and efficiently.

Based on early observations at one of the universities in Indonesia, students and lecturers in the English Department use video conferencing platforms such as Google Meet and Zoom Meeting as virtual learning applications during hybrid learning. Video conferencing is more frequently employed in online learning because it facilitates learning interactions between students and lecturers, resembling face-to-face meetings in actual classes. Both Google Meet and Zoom Meeting applications have online learning facility features, as well as the ability to communicate information through text, voice, video, and animation. However, in other cases, some students become bored with the implementation of online classes and lack motivation in learning, (Du, Afzaal and Fadda, 2022). Moreover, lecturers also often complain that some students were late in joining the online learning process, and there were also students who did not have adequate internet access, causing them to suddenly disappear during the course.

Based on the students' attitude that describe above, video conferencing applications can support their participation in online learning. Nevertheless, there are several issues with the use of video conferencing applications and the students' attitudes that make online learning less effective. The above facts are supported by the results of research conducted by Hutauruk (2020), the obstacles that often occur in online learning using video conferencing applications include signal interference which makes it difficult for students without internet access to follow this online learning tool, some students lack focus in online learning, being late for joining the class, wasting internet data and many other problems that can occur during online learning. Therefore, this study aims to identify on how the future English teachers' attitudes toward are the using video conferencing platforms in hybrid learning.

Literature Review
Learning Attitudes

The attitude of students is one of the key determinants in achieving success in language learning. Certainly, teachers require their students to have a positive attitude for effective learning to take place. This is supported by Getie & Popescu (2020), who stated that the attitude influence student's behaviors, inner mood and therefore learning. Hence, it is clear that there is an interaction between language learning and the environmental components in which the student grows up. Both negative and positive attitudes have a strong impact on the success of language learning. Experts have provided various definitions of attitude. For example, Li & Wei (2022) stated that the student behaves in accordance with his or her attitudinal evaluations of the language and language class. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude. Moreover, Botes, Dewaele, and Greiff (2020) also point out that language attitude is linked to motivation (instru-mental or integrative) and emotion (positive or negative), both of which have been evidenced assignificant factors of language achievement. This means that students will naturally react with their emotion, and motivation when they are placed in a learning situation. The definition of attitude in relation to language learning is extensively covered in the published literature. According to Nourinezhad, Kashefian-Naeeini, & Tarnopolsky (2020), attitude can be defined as a psychological tendency to view a particular object or behavior with a degree of favor or disfavor. Language learning attitude pertains to students' feelings, beliefs, and behavioral tendencies in their efforts to learn languages. In light of this, when creating plans for English language training and instruction, educators and teachers should consider both behavior and attitude. Understanding attitudes is crucial when assessing the likelihood of the success of an educational program. Learning becomes much easier with an optimistic mindset. If a learner is unwilling to learn or has a negative attitude, they will not achieve any results. Based on the various definitions of attitude above, it can be concluded that every student possesses an attitude, whether positive or negative. This attitude appears to influence the students' success or failure in language learning. When students have a negative attitude in their learning, they tend to undervalue the lessons. Conversely, when students have a positive attitude in their learning, they pay close attention to the lessons and approach their studies with enthusiasm. This, in turn, boosts their self-confidence and enables them ajzento tackle learning challenges effectively.

Attitudes, like personality traits, are a hypothetical construct that must be inferred from quantifiable responses because they are not available to direct observation. Given the nature of the construct, these responses must indicate a positive or negative evaluation of the attitude object (Li & Wei, 2022). Garrett et al., (2003, p.3), widely claimed that attitudes contain cognitive, affective and behavioural components. The three components of attitudes can be explored as follows:

4. The affective components have to do with a person's feelings or emotions toward an attitude object. An individual's attitude towards an object cannot be determined only by recognizing their views about it because emotion and the cognitive process surrounding the attitude object work together. This element might either be a complex of hatred or a show of appreciation for the target of the attitude. Seeing someone master multiple languages can be gratifying in the context of language learning.

5. The behavioural component then includes actions or behavioural responses to attitude objects. As said earlier, attitude is related to a person's tendency to react positively or negatively (Jain, 2014). In the context of learning in the use of zoom meetings, this component can be shown by the response of students who react poorly, are late for online classes or are not present to be in online classes.

6. Cognitive component refers to the beliefs and thoughts about the subject, the object, the person, the institution, the event, etc. It is about the perception and information of the person toward the subject, object or the person

Based on the experts' explanation above, the researchers concludes that attitude is the tendency to act with respect to a particular object. It involves the components such as affective, behaviour, and cognitive. The researchers takes all as indicators of this research.

Video Conferencing Application in Learning

Video conferencing effectively allows teachers and students to communicate and makes online learning more accessible. According to the Oxford Dictionary, a video conference is a conference where people talk and see each other virtually. Fatani (2020) claims video conferencing is an asynchronous way to share voice, video, and data between groups. Al-samarraie (2019) showed that teachers and students accept video conferencing as a learning tool that helps students and teachers or students and peers communicate effectively when face-to-face interactions are impossible. However, teachers must be trained and guided to use these platforms effectively in the classroom. In addition, the teacher is responsible for developing a learning system and assisting students with their studies through video conferencing. During online learning, students can access materials from their teachers and improve their motivation and interest through technology as a learning medium. In this study context, the researchers explored two kinds of video conferencing applications that are most used by Future English teachers during hybrid learning in university.

3. **Google Meet**

Google Meet is a video conferencing program designed and developed by Google for online meeting procedures. Google meet enables users to conduct mobile meetings, virtual teaching and learning activities, and training courses, as well as remote interviews. Google Meet has tools for making high-quality video calls with groups of up to 250 people (Lobe, Morgan, & Hoffman, 2020). According to Lobe, Morgan, & Hoffman (2020) some of the advantages of Google Meet are:

e. Students who were previously less engaged in asking and responding questions in class increased their participation. This is because students in online-based learning feel more at ease sharing their thoughts and queries. They are less likely to encounter the psychological pressure from peers when they take courses from home. The teacher's absence, whether direct or indirect, also makes pupils feel uneasy about voicing their views. Due to the lack of space and time constraints, students feel more at ease speaking. In other words, online education removes clumsiness, which encourages students to ask and express questions openly.

f. Teaching and learning activities become more adaptable, allowing them to take place anywhere and at any time. Teachers may provide materials and worksheets through chat apps such as WhatsApp or Gmail, which can be accessible from any location and at any time, regardless of time or space constraints.

g. Increase the number of learning experiences available to students by using text, audio, video, and animation to communicate information.

h. In the future, online teaching and learning activities may be utilized for student training and system updates.

Google Meet enhances the effectiveness of teaching and learning activities. Students felt Google meet was really helpful and beneficial in supporting learning activity because it is easy to use.

4. **Zoom Meet**

The use of the Zoom Meet application in learning could assist students and educators in developing and expanding their knowledge, resulting in a more engaging and successful learning experience. Encouraging students to use the Zoom Meet application will have a beneficial impact because it is a medium for collaboration that can include students, particularly in giving group assignments, regardless of location or time. In zoom meetings, it was considered productive and beneficial to the students; nevertheless, contrary to this study, a large number of students expressed a desire to stop teaching online in the post-lockdown era. The use of zoom meetings has the effect of increasing the creativity of teachers in their use of the online tool (Moorhouse, 2020). Through this application, it is assumed that learning objectives will be

easier to realize and full of meaning. Therefore, it might become easier for lecturers to provide students with appropriate materials and information by using this Zoom meeting.

Hybrid Learning

The hybrid learning model is an innovative learning model that utilizes information and communication technology. The hybrid learning model has developed around 2000 and has been used in several countries: North America, England, Australia, universities, and training institutions. This learning model has several advantages: using learning technology such as computer media, iphone, TV, video conferencing, images and sound, multimedia presentations, weblogs, and social media. According to Li et al (2022) hybrid learning is a learner-centered approach to knowledge acquisition that is created with an instructional design that combines traditional face-to-face classroom activities with digital (print and mobile), printed, and recorded materials in a well-thought-out, useful pedagogical manner. Hybrid learning also facilitates students to direct their own learning process by choosing methods with available learning materials that best suit their individual characteristics and needs-oriented towards achieving curriculum learning goals. Hybrid learning starts or continues in-person instruction by utilizing a technological strategy and a variety of learning tools (Badem-Korkmaz & Balaman (2022). With hybrid learning, students have the opportunity to learn independently, develop, and sustainably throughout their lives. The implementation, management, and ongoing enhancement of hybrid learning in higher education greatly depend on the effective use of the e-learning system (Zhang et al, 2020). It improves the e-learning activities' interaction, helps in students' information acquisition, and supports their independent and group learning.

There are some previous researches which are relevant to this study, as follows. The first research conducted by Bagata (2020). This study aims to describe the EFL university students' perception of the use of online learning platform in the covid-19 pandemic and to examine the difference in students' perception based on gender. The researcher conducted a quantitative using survey design method. The sample of this study was 80 students consists of 40 male and 40 female students of sixth year of the English Education of University of Islam Malang. The data of the study was collected by students' perception of online learning platform questionnaire in an online way using Google form. The data were analysed by using SPSS version 20 in the form of descriptive statistics and independent t-test. The result of the study showed that there is a significant difference between male and female of the use of online learning platform. Male students more like use online learning platforms for online learning than female students.

The second research conducted by Sanpanich (2021). This study aimed at investigating factors affecting students' attitudes toward hybrid learning in Thailand. The study adopted a survey research methodology using a questionnaire and examined 879 students who had enrolled in hybrid English courses in a university. The finding revealed that all factors had an effect on students' attitudes toward hybrid learning. Gender had an effect on attitudes toward four learning aspects - study management, technology, online interaction, and online learning. Prior experience of hybrid learning had an effect on two learning aspects - technology and online learning; and computer literacy had an effect on attitudes toward every learning aspect and had the most effect on the use of technology. Based on the findings, this study provides guidelines and a useful information base for future course improvement.

The third research conducted by Riyath, Rijah and Rameez (2022). This paper investigates the factors that affect students' attitudes, behavioral intentions and actual use of Zoom for online classes at higher educational institutions (HEIs) in Sri Lanka. This research utilizes the technology acceptance model (TAM) as a theoretical model. The data were collected from HEI students through an online survey form. The analysis reveals that computer self-efficacy (CSE) influences perceived usefulness (PU) and perceived ease of use (PEU), which subsequently affects attitude (ATT), behavioral intention (BI), and actual use (AU) of Zoom in a chain reaction. Additionally, PEU impacts PU, which in turn influences BI. Moreover, the effect size of PU on BI is larger than that of ATT on BI.

The fourth research conducted by Badiozaman, Ng, and Ling (2023) focused on the impact of hybrid teaching and learning on students' experiences post-pandemic. The study aimed to examine satisfaction, engagement, and self-efficacy among students, as well as identify areas for pedagogical improvement. This mixed-methods study involved 246 students from six higher education institutions in Malaysia.The findings indicated that hybrid learning had a positive impact on student experiences, resulting in high satisfaction, self-efficacy, and engagement. These positive outcomes were attributed to students' efficacy with online learning

during the pandemic and the flexibility provided by hybrid learning. The study emphasized the importance of pedagogical approaches that promote engagement and resilience in the post-pandemic higher education setting. Moreover, the research highlighted the significance of continuous professional development to equip teachers with the necessary skills for effective hybrid learning. Additionally, it provided insights into optimizing hybrid learning for efficient and engaging educational experiences.

The fifth study was carried out by Pertiwi, Supryanto, Sukemi, and Vebriyanti (2023). The purpose of this study is to examine students' perceptions of the implementation of hybrid learning at a multi-campus institution in Indonesia. Specifically, the study focuses on three areas of engagement in hybrid learning: emotional, behavioral, and cognitive engagement, as these aspects contribute to learning achievements. The study employs surveys and interviews to collect data, utilizing a multicase study framework to depict the phenomenon of a multi-campus institution implementing hybrid learning for the first time after almost two years of online learning. Due to the combination of face-to-face and online learning, students in hybrid learning receive teaching of the same quality in both settings. However, this equality is hindered by outdated equipment and an unstable internet connection. Therefore, practitioners of hybrid learning must conduct a needs analysis, establish sufficient technology-enabled facilities, and provide teachers with training on course design and implementation.

The sixth study was implemented by Roque-Hernández, López-Mendoza, and Salazar-Hernandez (2024). This study aimed to investigate the relationship among interactive communication technology tools, perceived instructor presence, student satisfaction, and engagement in hybrid courses post-COVID-19 lockdown. An electronic questionnaire was administered to 1086 students from a public university in Mexico that implemented a hybrid class model using Microsoft Teams after the lockdown. Confirmatory factor analysis and structural equation modeling were performed using Jamovi and WarpPLS. The findings revealed that interactive technological communication tools have a positive impact on the instructor's perceived presence, student satisfaction, and engagement.

From sixth previous studies above, the renewal study would be investigated on how are future English teachers' attitudes towards the use of video conferencing in hybrid learning. This study investigated the use of Google Meet and Zoom Meeting as virtual learning application during hybrid learning.

Research Method

In this study, the researchers used quantitative research method with a survey research design. According to Creswell & Creswell (2023) survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitude, opinions, behaviour, or characteristics of the population. In addition, Kmetty & Stefkovics (2021) explored that survey research is a beneficial strategy for attempting to characterize or explain features of a group. The hybrid learning relevant to this research is a mandatory 7-week online course and a 7-week offline course offered to all undergraduate students in English Education study programs at Indonesia University. In these courses, the instructors were responsible for using various types of online learning activities based on the curriculum while offline learning was carried out face-to-face in the real classes. 70% of instructors and students tend to choose to use the synchronous method with a video conferencing platform (Zoom or Google Meet). These courses were traditionally delivered once a week in a face-to-face classroom. However, since the COVID-19 outbreak required learning to be fully online two years ago, lectures have begun to be implemented in a hybrid learning as a new learning innovation to support maximum use of learning technology and efficiency of learning time.

The research questions guiding this study are as follows:

Q1: To what extent do the attitudes of prospective English teachers towards the integration of video conferencing platforms, in hybrid learning environments affect their instructional strategies, encourage active student participation, and support their successful transition to online teaching methodologies?

Q2: How does the use of specific video conferencing platforms, such as Google Meet and Zoom Meeting, in hybrid learning environments influence the attitudes of prospective English teachers concerning their instructional practices, student engagement, and perceived efficacy in instructional delivery?

Population & Sample

The target population in this study are future English teachers of undergraduate program at Indonesia University. The total population in this study were 55 students. The determination of the sample refers to Arikunto

(2016, p.134) that if the respondents are less than 100 people, the researcher must take the entire research population, but if the respondents are more than 100, the researcher must take 10-15% or 20- 25% or more from all the population as a sample. The writers used purposive sampling because all the population had the opportunity to contribute to data collection. At the end, there are 55 respondents who participate in this research from the fifth semester and the seventh semester. The participants' age ranged from 20 to 22 years old. For the ethical purpose, pseudonyms were employed in this research.

Instrument

In quantitative research, survey designs are methods where researchers use a sample or the complete population to administer a survey to describe the attitudes, opinions, behaviors, or characteristics of the population. Kmetty & Stefkovics (2021) certified that in survey research, the most commonly used data collection instruments are questionnaires and interviews. However, in this study only used questionnaires as a data instrument. The questionnaires administered and distributed using web-based surveys, in this case the platform is Google Form. Millar et al (2018) explored the benefit of doing web-based surveys is that they require little to no resources and are low cost, the responses and results are created automatically, and it enables the researchers to finish the study more quickly. Here, students' responses would be measured by items questionnaire as the research instrument which was adopted from Garrett et al., (2003, p.40) as a reference which included 15 questions; affective (5 questions), behaviour (5 questions), and cognitive (5 questions). The Likert scale was used as a rating for each respondent's answer, so that it is easy to calculate the statistics. The following is a questionnaire scoring technique using a Likert scale (see Table 1).

Table 1. *The Likert Scale (Ghozali, 2016, p.40)*

Likert Scale	Score
Totally Agree	5
Agree	4
Neutral	3
Disagree	2
Totally Disagree	1

Data Analysis Technique

In quantitative research employing a survey design, the authors used descriptive statistics to analyze the data. According to Ghozali (2018, p.19), "descriptive statistics provide an overview or description of data, including average value, standard deviation, variance, maximum, minimum, sum, range, kurtosis, and skewness." In the descriptive analysis, data for each variable will be presented in the form of frequency distribution tables and charts or bar charts. The descriptive statistical calculations in this study were performed using the SPSS 20.0 computer program. According to Arikunto (2016), the principle for categorizing the percentage of respondents' answer scores is as follows:

Table 2. *Score Percentage*

Score (%)	Criteria
< 20	Very Low
20 – 40	Low
41 – 60	Enough
61 – 80	Good
81 – 100	Very Good

Finding And Discussion

Research Findings

Based on the results of a survey that was conducted on research respondents for about 2 weeks starting from 1 – 14 July 2023 through the Google Form, the following results can be obtained. This section is a description of the data regarding the results of a survey conducted by the researchers on the attitude of future English teachers in using video conferencing in hybrid learning. As has been formulated in Garrett et al., (2003, p.3) theory. The attitudes measured in this research included cognitive, affective, and behavioural aspects. Based on the respondents' answers, it can be described as follows:

a. Cognitive Aspects

The results of 5 statements about the future English teachers' cognitive attitude of using video conferencing in hybrid learning were shown in table 3.

Table 3. *The Recapitulation of Respondents' Responses About Cognitive Attitude*

No	Statement	TA	A	N	D	TD	N	TCR	IDK (%)	Criteria
		5	4	3	2	1				
1	Learning to use video conferencing platforms makes it very easy for me to access English materials	12	23	15	3	2	55	205	74,5	Good
2	Video conferencing can save time and resources by eliminating the need for physical meetings, allowing for more flexible scheduling	16	16	17	6	0	55	207	75,3	Good
3	The use of video conferencing promotes collaboration and teamwork by enabling real-time communication and the sharing of ideas and information	10	21	18	5	1	55	199	72,4	Good
4	I can understand learning English very well because the visual effects in the video conferencing platforms are very good.	12	21	18	4	0	55	206	74,9	Good
5	Presentation using video conferencing platforms is easier than presenting in the class directly	10	21	15	9	0	55	197	71,6	Good

The percentage result for the first statement was 74,5% (good), indicating that most students agree that learning to use video conferencing platforms made it very easy to receive English materials. The percentage result for the second statement was 75,3% (good), indicating that most students agree that video conferencing can save time and resources by eliminating the need for physical meetings, allowing for more flexible scheduling. The percentage result for the third statement was 72,4% (good), indicating that most students agree that the use of video conferencing promotes collaboration and teamwork by enabling real-

time communication and the sharing of ideas and information. The percentage result for the fourth statement was 74,9% (good), indicating that most students agree that they can understand learning English very well because the visual effects in the video conferencing platforms are very good. The percentage result for the fifth statement was 71,6% (good), indicating that most students agree that presentation using video conferencing platforms was easier than presenting in the class directly. Thus, the data on students' cognitive attitude of using video conferencing in hybrid learning revealed that most of the students positively perceive implementing learning process using video conferencing and very helpful for their cognitive.

b. *Affective*

The results of 5 statements about the future English teachers' affective attitude of using video conferencing in hybrid learning were shown in table 4.

Table 4. *The Recapitulation of Respondents' Responses About Affective Attitude*

No	Statement	TA	A	N	D	TD	N	TCR	IDK (%)	Criteria
		5	4	3	2	1				
1	I like learning with video conferencing platforms because it makes me more enthusiastic about learning	9	24	17	5	0	55	202	73,5	Good
2	I feel comfortable asking questions in English using video conferencing platforms	7	22	19	7	0	55	194	70,5	Good
3	Learning English using video conferencing platforms is very helpful in replacing conventional learning (face to face) during hybrid learning	9	24	15	5	2	55	198	72	Good
4	I am more motivated to learn English when using video conferencing platforms	7	17	23	7	1	55	187	68	Good
5	Using video conferencing platforms, I can easily express my opinion without any fear and anxiety	8	11	25	7	4	55	177	64,4	Good

The percentage result for the first statement was 73,5% (good), indicating that most students agreed that they like learning with video conferencing platforms because it made them more enthusiastic about learning. The percentage result for the second statement was 70,5% (good), indicating that most students agreed that they feel comfortable asking questions in English using video conferencing platforms. The percentage result for the third statement was 72% (good), indicating that most students agreed that learning English using video conferencing platforms was very helpful in replacing conventional learning (face to face) during hybrid learning. The percentage result for the fourth statement was 68% (good), indicating that most students agreed that they more motivated to learn English when using video conferencing platforms. The percentage result for the fifth statement was 64,4% (good), indicating that most students agreed that with online learning, they can easily express their opinion.

Thus, the data on students' affective attitude of using video conferencing in hybrid learning revealed that most of students positively perceive implementing learning process using video conferencing. In the other hand, students consider using video conferencing in English learning was very helpful for their affective attitude.

c. ***Behavioral***

The results of 5 statements about the future English teachers' affective attitude of using video conferencing in hybrid learning were shown in table 5.

Table 5. *The Recapitulation of Respondents' Responses About Behavioral Attitude*

No	Statement	TA	A	N	D	TD	N	TCR	IDK (%)	Criteria
		5	4	3	2	1				
1	I disrespected the video conference time and schedule by joining late	8	11	24	8	4	55	176	64	Good
2	I actively participate in video conferences by sharing my thoughts and engaging in online discussions	4	14	28	5	4	55	174	63,3	Good
3	I actively ask questions when participating in English lessons using video conferencing platforms	4	15	25	10	1	55	176	64	Good
4	I'm often unfocused and easily distracted by other things when learning online using video conferencing platforms	14	17	18	4	2	55	202	73,5	Good
5	Online video conferencing learning makes me more disciplined in doing assignments	7	15	21	7	5	55	177	64,4	Good

Based on the survey results, nineteen students out of fifty-five respondents admitted that they were often late joining online classes, while the others tended to be neutral. Other survey results showed that thirty-one students often did not focus during online learning because they were easily distracted by other things such as phone calls and notifications even though they had used online learning in real time face to face with a video conferencing platform. Meanwhile, twenty-two students admitted that they became more diligent in doing assignments during online learning with video conferencing platforms, while twenty-one students tended to be neutral and twelve students disagreed. On the other hand, in terms of active participation during online learning with video conferencing platforms, survey results were shown positive results with an average score between 80-83% of students tended to agree that they were active in discussions and exchanging opinions.

If we look at each of the total aspects assessed in behavioral attitudes, it showed a positive percentage as follows: The percentage result for the first statement was 64% (good), indicating that most students agreed that they disrespected the video conference time and schedule by joining late. The percentage result for the second statement was 63,3% (good), indicating that most students agree that they actively participate in video conferences by sharing their thoughts and engaging in online discussions. The percentage result for the third statement was 64% (good), indicating that most students agreed that they actively ask questions when participating in English lessons using video conferencing platforms. The percentage result for the fourth statement was 73,5% (good), indicating that most students agreed that they often unfocused and easily distracted by other things when learning online. The percentage result for the fifth statement was 64,4% (good), indicating that most students agreed that online learning makes them more disciplined in doing assignments.

Thus, the data on students' behavioral attitudes of using video conferencing in hybrid learning revealed that most of the students had different habits in the online learning process. Most students consider the use of video conferencing in learning English to be very helpful for their habits during the learning process, especially in the process of peer discussions and exchanging opinions.

Discussion

The hybrid learning model is an innovative learning model that utilizes information and communication technology. Li et al (2022) defined that combining online and in-person instruction is known as hybrid learning. The goal of hybrid learning is to provide the most efficient and effective instruction experience by combining delivery modalities. With hybrid learning, students have the opportunity to learn independently, develop, and sustainably throughout their lives. It is possible because learning with a hybrid learning model can facilitate and provide opportunities for students to seek, find and build their knowledge to solve various problems, create a flexible and conducive learning atmosphere, provide opportunities for students to extract various information from all sources optimally. Video conferencing effectively allows teachers and students to communicate and makes online learning more accessible. O'Rourke & Stickler (2017) investigated that compared with asynchronous teaching modes, real-time/synchronous online language teaching has the advantage of enabling rapid negotiation of meaning and timely responses, enhancing interactivity between interlocutors, and better sustaining interpersonal communication.

Based on the finding of this research, future English teachers who use video conferencing in hybrid learning have a positive attitude and agree that using these platforms to learn makes it very simple to access English materials. Video conferencing can also save time and resources by removing the need for in-person meetings and allowing for more flexible scheduling. It also fosters collaboration and teamwork by enabling real-time communication. In addition, the students can comprehend studying English extremely well due to the excellent visual effects in video conferencing platforms, and they can present utilizing these platforms more easily than in front of the class. According to statistics in cognitive attitudes toward using video conferencing in hybrid learning, the majority of future English teachers present an average of 74%. In the other hand, students consider using video conferencing in English learning is very helpful for their cognitive support. Future English teachers agreed that they enjoy learning with the video conferencing platform and make their affective attitude more enthusiastic about learning, they feel comfortable asking questions in English when using the video conferencing platform, and learning English while using the video conferencing platform is very helpful in replacing learning traditional (face to face) during hybrid learning. The statistics on future English teachers affective attitude in using video conferencing in hybrid learning show that most students have an average presentation of 70%. On the other hand, future english teachers believe that using video conferencing while learning English is beneficial to their affective attitudes. Meanwhile, future English teachers stated that they had different habits while participating in hybrid learning, especially during online learning. 80-83% of future English teachers find that using video conferencing while learning English has been very beneficial to their study habits, particularly when it comes to peer discussions and exchanging opinions. Others tend to admit that they agree with the habit of being late for online learning, being less diligent when there are assignments, and less focused when studying online using video conferencing. The results of this survey show that there are positive impacts and negative habits that still often arise when learning online using video conferencing platforms.

Based on the survey results above, video conferencing tools such as Google Meet and Zoom Meeting are quite useful in encouraging online learning activities. Even though future English teachers basically believe that video conferencing has certain benefits, including increasing motivation, interaction, peer discussion, and improving communication skills, they still find it difficult to focus during the learning process because they were easily distracted by other things such as phone calls and notifications, and manage time to complete assignments and join in on time during online learning because lack of internet connection. It is in line with Gao and Zhang (2020), for example, interviewed three university EFL teachers and revealed that they often faced great psychological pressure while preparing for online English teaching due to the lack of proper information technology literacy, insufficient network conditions, and the invalid class management in remote teaching. Likewise, Qi et al (2021) stated that in the online environment, students were less likely to maintain their focus, especially when hiding behind the screen. Teachers might give students reliable assignment instructions, ideally through multiple online learning platform such as WhatsApp, Moodle, Google Classroom, to better assist them in participating in interactive online learning activities (Satar & Wigham, 2023). These online teaching and learning phenomenon can occur due to internal and external factors of the future English teachers who would need to have alternatives to liven up the online classroom environment once they are employed as English teachers. The future English teachers attempted to negotiate and construct their identities as prospective teachers. Thus, this confirms that future English teachers gain new insights into technological, pedagogical, and content knowledge and skills during their hybrid learning experience using video conferencing platforms.

Conclusion And Suggestion

Based on the findings and discussion, it can be concluded that the use of video conferencing tools like Google Meet and Zoom Meeting were quite beneficial in fostering learning activity. Although, future English teachers generally agree that video conferencing has advantages such as boosting motivation, interacting with others, fostering peer discussion, and improving communication skills, they still struggle to concentrate during the learning process because they are easily distracted by other things like phone calls and notifications. They also need a stable internet connection to organize time to complete assignments and participate on time during online learning. Thus, when instructing students virtually, educators must focus more on their cognitive, affective, and behavioral aspects and create a welcoming and stimulating learning environment (Kashefian-Naeeini, & Tarnopolsky (2020). In order to accomplish these goals, teachers may need to prepare their students psychologically for hybrid classes, especially online classes, by outlining expectations and providing rationale at the very beginning of the courses. Teachers could, for instance, encourage student online presence by turning on cameras during class, discuss potential technical issues and possible solutions, making clear their expectations for students' active participation in an online course, and highlighting the collaborative nature of the relationships between teachers, students, and their peers. In order to provide better psychological and technical support for students, teachers could also be more present both within and outside of the classroom. For instance, teachers could maintain timely communication with the whole class via multiple platforms (e.g., email, What's App, and Google Classroom), and learn about students' learning needs and difficulties when adapting to the online environment by making students' reflection and evaluation at the end of the class.

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3. Bukti konfirmasi diterima artikel publish secara online (28 Juli 2024)
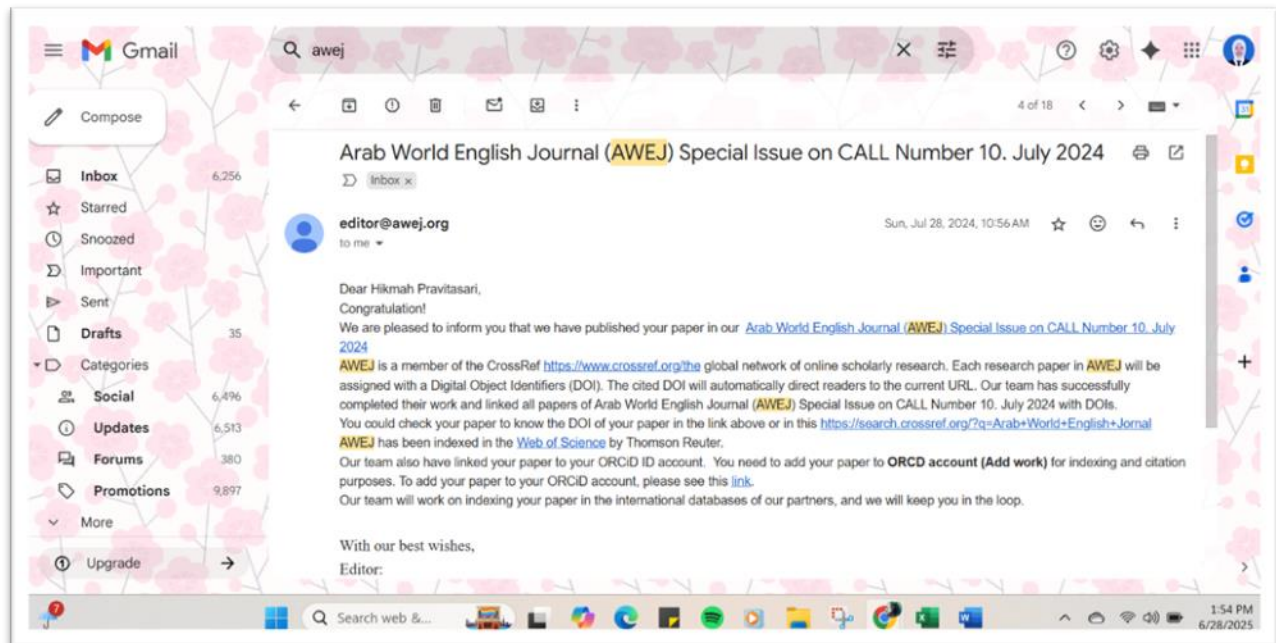
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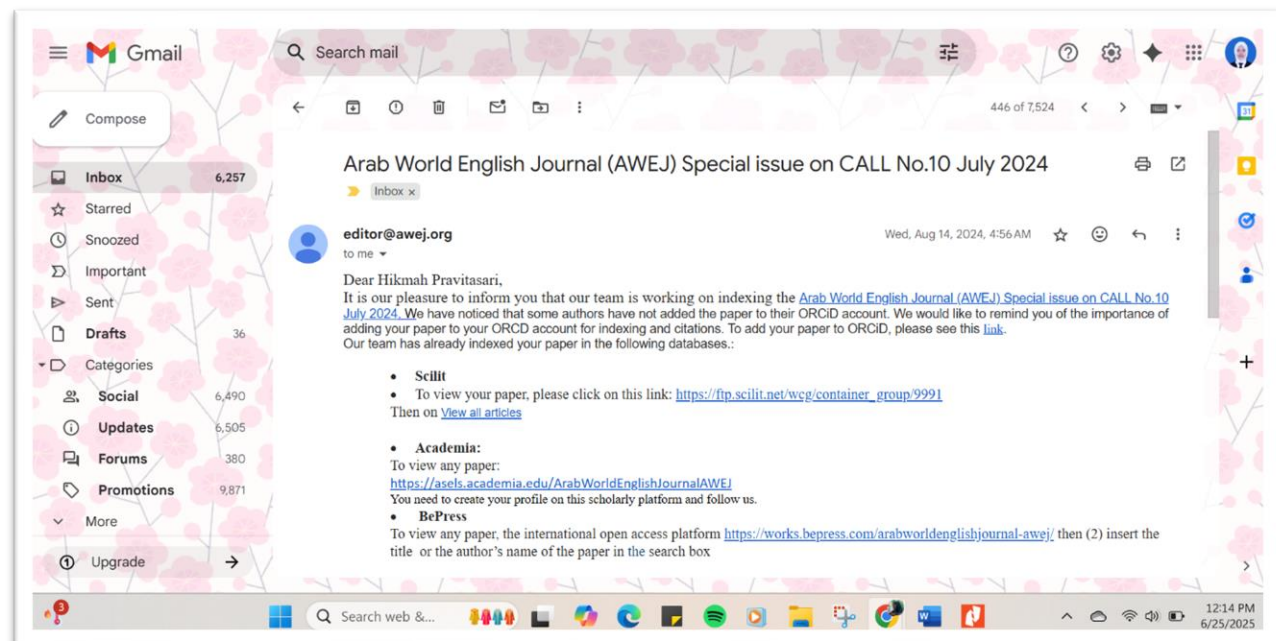
Manuscript Guidelines for AWEJ

[The title of the paper should be centered on the page, typed in bold 12-point Times New Roman font. Major words should be capitalized, as in the example above].

First Author's Name
First Author's Affiliation (Department, Faculty, University, City and Country)
Second Author's Name
Second Author's Affiliation (Department, Faculty, University, City and Country)

Abstract

The heading "Abstract" should be centered left justified. The abstract is a brief summary of the paper, allowing readers to quickly review the main points and purpose of the paper. It also should contain at least research topic, research questions, participants, methods, results, data analysis, and conclusions. Abbreviations and acronyms used in the paper should be defined in the abstract. The abstract should be between 150-250 words.

Keywords: Next, authors can list up to five keywords or brief phrases related to the paper.

Introduction

The introduction should present the problem that the paper addresses. Write with clarity about the issues that the reader must know in order to fully appreciate the rest of the paper.

The body of the text should be left justified in 12- point Times New Roman font.

Main Headings

Main headings should be in bold, left justified and in 12-point Times New Roman font.

Sub-headings

Sub-headings should be italicized and indented in bold Times New Roman font.

Conclusion

A concluding short section should be included. As well as conclude an inquiry response it might also summarize the main points of the paper.

References

Use alphabetical order NOT bullet or numbers: Entries should be arranged in alphabetical order by authors' last names. Sources without authors are arranged alphabetically by title within the same list. Ignore the words A, An, and The when ordering by title.

Jin, Y. & Yang, H. (2006). The English proficiency of college and university students in China: As reflected in the CET. *Language, Culture and Curriculum, 19, 1*, 21-36.

Krashen, S.D. (1982). *Principles and Practice in Second Language Acquisition*, Oxford: Pergamon.

[As a rule AWEJ uses APA referencing formats. For instance, refer to http://owl.english.purdue.edu/owl/resource/560/01/]

Recommended APA referencing formats for In-Text Citations

In-Text Citations

Citations are required for all print and electronic sources. It is extremely important to acknowledge the ideas or the work of others with properly constructed and accurate citations. Below are two ways in which a researcher's work may be cited properly by another author:

Example A (direct). According to Richards (2010), there are both 'macro' and 'micro' reasons why many postgraduate researchers fail to complete a research dissertation.

Example B (indirect). Postgraduate researchers often fail to complete a research dissertation for a combination of reasons. (Richards, 2010).

Quotations

Page numbers are required with all direct quotations. The citation should be placed immediately after the quote, even when it is not at the end of the sentence. For example, changes to APA style "are not only permissible but also desirable" (APA, 2001, p. 322) when they are not suitable for the needs of the paper. As shown in the above example, quotations can be cited with a signal phrase that includes the author's last name followed by the date of publication, putting the page number in parentheses at the end of the quotation before the ending punctuation mark. In general, no quotation marks are required when paraphrasing ideas. Likewise, page numbers or other indication of specific parts of a source is not necessary unless a specific part of the text is being referenced.

Block Quotations

When a quotation is more than 40 words in the text, authors are instructed to use block quotation format. The entire quote is indented 5 spaces and the reference follows the punctuation. As Patil (2010) explains:

These problems stem from several reasons such as the nature of the English alphabet, the letter-sound disparity of the English language, and the reverse directionality of the English writing

system, as compared to Arabic writing system. These factors lead to bad reading habits like fixation, regression, sub-vocalization, and reverse visualization (p. 19)

Recommended APA 'List of References' Formats

The formatting of a List of References

As a rule, AWEJ applies APA format which prescribes a List of References at the end an academic paper. The List of References section should be indented after the first line. Capitalize the main words in the title of journal articles or books. Italicize titles of longer works such as books and journals. All resources cited in the text of a research paper must appear in List of References section, and vice versa. If a resource is not cited in the text, it should not appear in this section, as it would in a bibliography.

References should be listed alphabetically by the last name of the author and entered in hanging style; that is, the first line of the entry should be left justified, with the following lines intended five spaces. If there are two or more entries by the same author, references should be listed by year of publication, starting with the earliest. For each author, the last name should be listed, followed by a comma and the first (and middle) initials, followed by periods. Multiple authors in one reference must be separated with commas and theampers and ('&') rather than the word "and" before the final author. After the author(s) comes the year (in parentheses and followed by a period).

For a journal reference, authors must italicize the title of the journal and the volume number, noting that issue numbers should be placed in parentheses. Also the main words of journal articles, book titles and journal names will all be capitalized. Book title and journal names will also be italicized. Book references also require the city, state (as a two-letter abbreviation without periods), and the publisher's name. For a more inclusive list of guidelines on the formatting required for reference list, please refer directly to APA guidelines.

Books

The citation of books in a list of references should include the main title in italics with the main words capitalized. Any sub-titles are generally not capitalized. The citation of articles from books should first cite the title of the article and then the citation details of the book – including an acknowledgement of that books editor (ed.) or editors (eds.). If the book is a new or revised edition (i.e. 'Rev. ed.) this information should also be included.

Krashen, S.D. (1982). *Principles and Practice in Second Language Acquisition.* Oxford: Pergamon.

Naiman, N., Frölich, M., Stern, H.H., &Todesco, A. (1978). *The Good Language Learner*. Research in Education Series 7, The Ontario Institute for Studies in Education.

Nigh, B. (2007). *Language Education Studies* (rev. ed.). New York: TESOL Press.

Pratkanis, A.R., Brekler, S.J., O'Malley, J.M., & Chamot, A.U. (1990). *Learning Strategies in Second Language Acquisition.* Cambridge: Cambridge University Press.

Watson, M. (2006). The Clash of Language Learning Styles.. In M. Moscovitch (ed.), *Second Language Acquisition Styles* (pp. 145-172). New York: Cranium Press.

Journal Articles

When citing journal articles in a list of reference the title of the article should remain non-italicized. The name of the journal is instead italicized. The main words of the primary title should be italicized – but any subtitles are generally not capitalized. AWEJ convention is to include a succinct reference to volume, edition and page numbers (e.g. *19*, (2), 131-141).

If references are used from regular editions of a journal without an edition number, then the date of publication should include the specific date of publication.

Ramirez, A.G. (1986). Language Learning Strategies Used by Adolescents Studying French in New York Schools, *Foreign Language Annals, 19*, (2), 131-141.

Jin, Y. & Yang, H. (2006). The English Proficiency of College and University Students in China. *Language, Culture and Curriculum, 19*, (1), 21-36.

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Posner, M.I. (1993, October 29). Seeing the Mind. *Language*, 262, 73-74

Other Print Sources

Where applicable other print sources should aim to either replicate the format of book and journal references. Where all details cannot be identified then the principle of referencing is to detail where possible information about the author, date of publication, a title, the organizational auspices or authority for publication, and specific information (especially page numbers) where the article can be located. If the individual author or authors cannot be identified, then at least the organization responsible if possible. Like the auspices or authority for publication.

Government Document

National Institute of Language Education. (1990). *The Training of Language Educators* (DHHS Publication No. ADM 90-1679). Washington, DC: U.S. Government Printing Office.

Dissertation, Unpublished

Last name, F. N. (Year). Title of dissertation. (Unpublished doctoral dissertation). Name of Institution, Location.

Report from a Private Organization

American Language Association. (2000). Language Teaching Guidelines (2nd ed.). Washington, DC: Author.

Conference Proceedings

Schnase, J. L., & Cunnius, E. L. (Eds.). (1995). Proceedings from CSCL '95: *The First International Conference on Computer Support for Collaborative Learning*. Mahwah, NJ: Erlbaum.

Electronic Sources

As well as follow the general advice for 'other print sources', the AWEJ convention for electronic sources is to generally refer to the online site where an item or article can be accessed – i.e. 'Available at URL. Where dating of access is relevant then the reference should be 'Retrieved Month, Day, Year from UTL'. Online academic journals should include the general information as for print journals followed by location online or date retrieved.

Author, I. (Date).Title of Webpage. Website publisher or organization, Available at URL

Grant, L. (2005). College Students Expected to Load Up on Gadgets. *University*

Archives, Available at http://www.archiveonline .com/tech/products/gear/2005-08-16-college-gadgets_x.htm

Chowdhury, M. (2006, Summer). Students' Personality Traits and Academic Performance: A five-factor model perspective. *College Quarterly 9*(3). Retrieved January 30, 2008 from http://www.senecac .on.ca/quarterly/2006-vol09-num03- summer/chowdhury.html

Author, I. (2007). Brilliant Article. *Language Education Online, 16, 1, Available at http://www.LEA.edu/*

Appendix A. Recommended APA Tables

Table 1. *Title of particular*

According to APA style tables have special rules, Author should consider the following

- The title of the table should be brief, clear and comprehensive.
- Title is placed above the table NOT below the tables
- The researcher should be consistent in the formatting and vocabulary of all tables when writing a paper.
- The table title should be italicized, but not the table number.
- Number tables in the order they are first mentioned in text. Do not write "the table above" or "the table below."
- Capitalize only the first letter of the first word of all headings. If a word is a proper noun, however, be sure to capitalize the first letter anyway.
- Each column has a heading
- Standard abbreviations and symbols, such as *%* or *no.* may be used in headings without further explanation
- If the table is from another source, include a note below the table specifying whether it is from another source or adapted from another source. • Notes are placed below the table.
- Notes are placed below the table.
- Data in a table that would require only two or fewer columns and rows should be presented in the text. More complex data is better presented in tabular format.
- Number all tables sequentially as you refer to them in the text (Table 1, Table 2, etc.)

For more details, please read APA Tables http://owl.english.purdue.edu/owl/resource/560/19/

Appendix B. Figures
- Figures are visual representations including (chart, graph, photograph, or drawing).
- Write a concise caption for each figure.
- The figure should be placed directly below the figure body. The word *Figure* and the number should be *italics*.
- Each figure should have a number and should be in order as they appear first in your study and refer to them in the text.
- Caption information should be 12 pt., Times New Roman font.
- Don't use "the figure above" or "the figure below." In the text, refer to figures by their number.
- Make sure to refer to each figure in the text
- If the figure is from another source, include a note below the figure specify in whether it is from another source or adapted from another source.