

## References

- Abdulrahaman, M. D., & Faruk, N. (2020). Multimedia tools in the teaching and learning processes: A systematic review. *Heliyon*, 6(11), e05312. <https://doi.org/10.1016/j.heliyon.2020.e05312>
- Ahrentzen, S., & Evans, G. W. (1984). Distraction, Privacy, and Classroom Design. *Environment and Behavior*, 16(4), 437–454. <https://doi.org/10.1177/0013916584164002>
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
- Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation and Education: The Self-Determination Perspective. *Educational Psychologist*, 26(3-4), 325–346. <https://doi.org/10.1080/00461520.1991.9653137>
- Fischer, K. W., & Silvern, L. (1985). Stages and Individual Differences in Cognitive Development. *Annual Review of Psychology*, 36(1), 613–648. <https://doi.org/10.1146/annurev.ps.36.020185.003145>
- Gardner, H. (1983). *Frames of mind : the theory of multiple intelligences*. Basic Books.
- Guthrie, J. T., & Wigfield, A. (2012). Instructional Contexts for Engagement and Achievement in Reading. *Handbook of Research on Student Engagement*, 601–634. [https://doi.org/10.1007/978-1-4614-2018-7\\_29](https://doi.org/10.1007/978-1-4614-2018-7_29)
- Lee, Y., & Conradi Smith, K. (2021). A Systematic Review of Reading Engagement Research: What Do We Mean, What Do We Know, and Where Do We Need to Go? *Reading Psychology*, 1–37. <https://doi.org/10.1080/02702711.2021.1888359>
- Main, P. (2021, June 11). *Jean Piagets theory of Cognitive Development*. [Www.structural-learning.com](https://www.structural-learning.com). <https://www.structural-learning.com/post/jean-piagets-theory-of-cognitive-development-and-active-classrooms>
- Moyer, K. E. (1954). The Concept of Attention Spans in Children. *The Elementary School Journal*, 54(8), 464–466. <https://doi.org/10.1086/458623>

- Partin, R. L. (1987). Minimizing Classroom Interruptions. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 61(1), 29–31.  
<https://doi.org/10.1080/00098655.1987.10113905>
- Picard, A. J. (1969). Piaget's Theory of Development with Implications for Teaching Elementary School Mathematics. *School Science and Mathematics*, 69(4), 275–280.  
<https://doi.org/10.1111/j.1949-8594.1969.tb08454.x>
- Prayatni, I. (2019). Teaching English For Young Learners. *Jurnal Ilmiah Profesi Pendidikan*, 4(2), 106–110. <https://doi.org/10.29303/jipp.v4i2.90>
- Protacio, M. S. (2012). Reading Motivation: A Focus on English Learners. *The Reading Teacher*, 66(1), 69–77. <https://doi.org/10.1002/trtr.01092>
- Rasinski, T., Homan, S., & Biggs, M. (2009). Teaching Reading Fluency to Struggling Readers: Method, Materials, and Evidence. *Reading & Writing Quarterly*, 25(2-3), 192–204.  
<https://doi.org/10.1080/10573560802683622>
- Santrock, J. W. (2008). *Educational psychology*. McGraw-Hill.
- Snow, C. E. (2010). Reading Comprehension: Reading for Learning. *International Encyclopedia of Education*, 413–418. <https://doi.org/10.1016/b978-0-08-044894-7.00511-x>