



TAILORED ENGLISH LEARNING: UNCONVENTIONAL PERSPECTIVES FROM ENGLISH TUTORS IN NON- FORMAL EDUCATION CONTEXT

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ABSTRACT

The development of individualized English learning programs plays a crucial role in enhancing effective English language teaching in informal educational settings, particularly in private tutoring institutions where learners often have diverse needs, goals, and learning paces. This research aims to explore the perspectives of English tutors who provide daily instruction in private tutoring institutions in Indonesia regarding the conceptualization, development, and implementation of personalized English learning programs. Specifically, the study investigates how tutors adapt curriculum content, teaching strategies, and assessment practices to accommodate individual learner characteristics in non-formal educational contexts. This study employs a qualitative research design to obtain an in-depth understanding of tutors' experiences and professional practices. The participants consist of English tutors working in selected private tutoring institutions in Indonesia. Data were collected through semi-structured interviews, classroom observations, and document analysis of teaching materials and learning plans used by the tutors. The interview guide served as the main research instrument, supported by observation sheets and documentation checklists to capture curriculum-related practices in authentic teaching situations. The collected data were analyzed using thematic analysis, involving data reduction, coding, categorization, and interpretation to identify recurring themes related to curriculum development and individualized teaching practices. The findings reveal that tutors rely heavily on practical teaching experience, learner feedback, and collaborative discussions with colleagues when designing personalized learning programs. The study also highlights the importance of communication strategies and shared decision-making in supporting effective curriculum implementation. Furthermore, the research identifies several challenges faced by English tutors in unconventional educational environments, including limited institutional guidelines, varying student proficiency levels, and time constraints in curriculum adaptation. Establishing collaborative relationships among tutors, learners, and institutional stakeholders emerges as a key strategy for improving teaching experiences and enhancing the quality of curriculum design in informal educational settings. These findings contribute to the broader academic discussion on personalized learning approaches and curriculum development in non-formal education contexts.

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INTRODUCTION

The involvement of English tutors in the design and implementation of educational programs is a relatively unexplored area in academic literature. English tutors are individuals who offer tailored assistance to students with special educational needs in regular academic settings (Humphrey et al., 2013; Radford et al., 2015). These professionals play a crucial role in

collaborating closely with these students. Operating within traditional educational settings, they serve as facilitators in promoting intensive education, ensuring the inclusion and academic achievement of students with varying learning needs (Hunt & Goetz, 1997; Lindsay, 2007). This complex role encompasses not only academic assistance but also addresses the diverse needs of students, thereby enhancing their overall welfare. English tutors play a crucial role in narrowing educational disparities and cultivating an inclusive learning atmosphere, thereby enriching the academic journey for students with distinct learning needs (Hunt & Goetz, 1997; Ji, 2024). Their presence is essential in conventional educational settings, as they offer personalized assistance that regular educators may struggle to provide due to larger class sizes and standardized syllabi. Additionally, English tutors actively participate in crafting individualized education plans (IEPs), working in conjunction with teachers, parents, and other stakeholders to devise comprehensive support strategies tailored to the specific requirements of each student (Jozwik et al., 2018). This collaborative effort is instrumental in addressing the academic, social, and emotional dimensions of student growth, ensuring a well-rounded educational experience.

Curriculum development is a crucial aspect of the educational field, as it plays a significant role in shaping the cognitive and intellectual growth of students (Haywood, 2004). The careful planning of the curriculum, customized to meet the unique requirements and abilities of individual learners, is essential in creating meaningful and effective educational experiences. This educational framework not only provides foundational knowledge but also promotes critical thinking, problem-solving skills, and intellectual flexibility, all of which are vital for the comprehensive development of students (Dwyer et al., 2014; Fuchs et al., 2024). In this extensive structure, the development of an individualized curriculum becomes increasingly important, especially when catering to the needs of students with specific requirements.

The tailored approach of these curricula plays a crucial role in fostering holistic developmental results, guaranteeing that educational offerings are effectively tailored to the distinct needs of a variety of learners (Moslimany et al., 2024; Putri & Abdullah, 2024). Furthermore, the incorporation of inclusive pedagogical approaches into the curriculum not only improves its efficacy but also fosters a fair learning atmosphere that caters to various learning preferences and capabilities. As a result, the curriculum is seen as a versatile instrument that not just aids in academic success but also nurtures a lasting passion for learning and intellectual curiosity.

Numerous theoretical frameworks and concepts provide a basis for exploring the creation of customized English curricula from the viewpoint of English tutors in informal educational settings. These frameworks consist of different teaching strategies and approaches that can be customized to meet the specific needs of each learner, ultimately improving the efficiency of English language teaching. By incorporating the distinct perspectives and knowledge of shadow teachers, who frequently interact with learners in less structured environments, these personalized curricula can be fine-tuned to cater to a wide range of learning preferences and language difficulties. This method highlights the significance of flexibility and receptiveness in educational methodologies. Firstly, constructivism emphasizes that learners are actively involved in constructing their own knowledge and understanding through interactions and experiences with the environment (McLeod, 2019). This theoretical framework highlights the importance of personalized instruction, especially in the realm of language acquisition, where learners can enhance their English skills based on their unique backgrounds, interests, and requirements. Personalized instruction is crucial from a constructivist viewpoint as it allows students to participate in meaningful learning experiences that facilitate knowledge construction through active engagement.

In this context, English tutors play a vital role in supporting personalized learning by offering tailored assistance in creating and executing customized lessons and activities that resonate with the students' individual contexts. Through their involvement, English tutors help establish a supportive and engaging learning atmosphere that encourages students to take charge of their learning journey. Their presence ensures that the instructional approach is flexible and responsive to each student's distinct learning path, thereby promoting deeper comprehension and retention of the language. Furthermore, the constructivist approach to personalized instruction advocates for a learner-centred pedagogy that prioritizes active participation, critical thinking, and problem-solving. It underscores the significance of social interactions and collaborative learning experiences, which are facilitated by English tutors who guide and assist students throughout their educational endeavours. This approach not only enhances language proficiency but also fosters cognitive and

social development, equipping students with the necessary skills for continuous learning and adaptability in various settings. By incorporating constructivist principles into personalized instruction, educators can establish an inclusive and dynamic learning environment that caters to the holistic development of students.

Moreover, learner-centred teaching, as emphasized by Weimer (2013), places utmost importance on addressing the unique needs, skills, experiences, and interests of individual learners. To effectively implement this pedagogical approach, it is essential to tailor the English curriculum to accommodate the distinct learning trajectory of each student. This customization process relies on continuous assessments of their progress, strengths, and areas for improvement. By consistently evaluating these factors, educators can adapt their instructional strategies to effectively support individual growth. In this context, the role of English tutors is invaluable. Through their close observations and interactions with students, English tutors gain nuanced insights into the specific needs and preferences of each learner. These insights, which may not be captured by conventional assessment methods, can inform more precise and responsive adjustments to the curriculum, thereby enhancing the learner-centred approach. Furthermore, incorporating the observations of English tutors into the curriculum development process ensures a comprehensive understanding of the learner. This integrative approach enables the creation of a dynamic learning environment that is both responsive and adaptive to the evolving educational needs of each student. Thus, the collaboration between regular educators and English tutors serves as a cornerstone for achieving a truly personalized education, fostering an environment where every learner can thrive.

Then, informal learning theories propose that significant learning occurs outside of formal educational settings, arising from everyday activities and social interactions (Kalantzis & Cope, 2010). Non-formal educational environments offer valuable opportunities for individuals to acquire English language skills in less structured and more relaxed contexts. Within these settings, learners have the chance to engage with the language naturally, thereby enhancing their linguistic abilities through practical application and social interaction. Shadow teachers, who closely observe and support individual students, possess unique insights into the processes of informal learning. They are strategically positioned to identify the various ways in which students engage in informal English language learning activities. This observational role allows English tutors to gain a nuanced understanding of students' strengths, preferences, and areas for improvement in their language skills. By incorporating this knowledge into a personalized curriculum, English tutors can tailor educational experiences to better align with the learner's natural inclinations and everyday language use. This approach not only reinforces formal learning but also bridges the gap between structured education and real-world language application. Personalized curricula that integrate informal learning strategies are likely to be more engaging and effective, promoting a deeper and more comprehensive development of English language skills. As a result, English tutors play a crucial role in enhancing the overall educational experience by leveraging informal learning to complement and enrich formal instruction.

These theories collectively provide a thorough framework for analysing how the unique viewpoints of shadow teachers, acquired through their hands-on experience with students in informal settings, can offer valuable insights for creating highly personalized English instruction. This customized method addresses the specific requirements, interests, and learning styles of individual learners. By adopting a constructivist, learner-centred approach, the importance of informal learning experiences in designing an interactive curriculum is emphasized. This strategy actively engages students in building their English language abilities, promoting a deeper and more intrinsic comprehension of the subject matter. Furthermore, it underscores the dynamic relationship between formal and informal educational environments in fostering effective language acquisition.

In this study, previous research has played a significant role in shaping our comprehension, as demonstrated by various important literary works. Gyawali (2023) delved into the advantages and obstacles of shadow education in the context of English language acquisition in Nepal. The growing expansion of shadow education has become a significant phenomenon in contemporary educational systems, particularly in response to limitations within formal schooling. In many contexts, formal education often struggles to fully address students' diverse learning needs due to large class sizes, limited instructional time, standardized curricula, and unequal access to individualized support. As a result, shadow education—such as private tutoring and supplementary informal learning programs—has increasingly emerged as an alternative mechanism to fill these

gaps. The primary evidence suggests that shadow education fosters personal growth, academic confidence, and self-assurance by responding to individual learner requirements and providing targeted assistance, especially for English language learners who require additional language exposure beyond the classroom. At the same time, the growing dependence on shadow education also generates concerns, particularly regarding heightened academic pressure, financial inequality, and the burden of high expectations placed on students. These conditions raise an urgent question about whether the benefits of personalized informal education consistently outweigh its psychological and social costs. Importantly, shadow education functions not merely as an external support system but also as a complementary extension of formal education by offering tailored guidance and addressing curriculum gaps that schools may not sufficiently cover. This urgency becomes even more relevant when considering the role of teachers in shaping learning experiences. Ghamrawi et al. (2024) through qualitative interviews with educators, found that teachers perceive themselves not only as curriculum implementers but also as active creators who adapt educational experiences according to student needs. Their capacity for collaboration, material selection, and contextual decision-making demonstrates the importance of strong teacher preparation and curriculum flexibility in maintaining educational quality. These findings highlight the central role of teachers in continuous curriculum improvement and in connecting educational content directly to classroom realities. Nevertheless, this perspective may be criticized for potentially overstating teacher agency while underestimating structural constraints—such as policy limitations, institutional regulations, and resource shortages—that may restrict teacher autonomy and effectiveness. Therefore, examining the relationship between shadow education, teacher involvement, and curriculum responsiveness remains urgent in order to better understand how both formal and informal educational practices can jointly support learners in current educational conditions. Moreover, Zhang (2025) conducted a study that delved into the professional identity of English teachers working in private tutoring institutions (PTIs) in China. The researcher interviewed ten PTI teachers to gain insights into various aspects of their professional identity.

The study identified several key themes, including the motivations behind choosing this profession, interactions with students, teaching practices, and external influences. Interestingly, the findings suggest that despite limited formal teacher training, teachers' experiences and practices significantly shape their professional identities. This research offers a valuable perspective for the development of personalized English curricula in non-formal educational settings like PTIs in China. However, it is important to consider the unique socio-cultural context of PTIs and the variations in individual teachers' experiences when interpreting the generalizability of these findings.

Carpio (2024) conducted an investigation into the effects of a Spanish-*Tsotsil* bilingual basic education initiative on the preservation and advancement of the *Tsotsil* language in Chiapas, Mexico. The research, which involved both observations and interviews, revealed that the program effectively encourages the use of *Tsotsil* within and beyond the classroom, facilitating its intergenerational transmission. Indigenous *Tsotsil*-speaking educators incorporate the language into various subjects, thereby boosting students' proficiency and pride in both languages. This bilingual strategy contributes to the sustainability of *Tsotsil*. Nevertheless, there may be concerns raised by critics regarding the scalability of such programs and their long-term viability in diverse indigenous communities. Conversely, Rochmahwati (2025) explored the perceptions of educational engineering students in Indonesia regarding the utilization of curriculum design modules for the development of syllabi and lesson plans. The qualitative study indicated that while the module provides valuable guidance, students encounter difficulties in establishing competency indicators, managing time effectively, and formulating learning steps and models. Despite these challenges, the module's explanations and examples enhance students' capacity to create efficient syllabi and lesson plans. The research supports the usefulness of the module but suggests improvements for better student assistance. On the other hand, some individuals may argue that the identified challenges reflect broader issues within vocational education curricula that a single module may not adequately tackle.

It was a study of teachers' freedom to teach in Islamic schools in relation to wider social and cultural settings in which the teachers work (Karwadi et al., 2025). Teachers typically have the unenviable task of balancing government education regulations and religious teaching in an Islamic school. As a result, this mix provides a context in which teachers are required to not only act as

knowledge providers but also as moral and spiritual agents. The degree to which teachers are able to make their own decisions within the constraints imposed by curriculum frameworks depends, amongst others, on the type of leadership at the school, community expectations, and the overall ethos of Islamic studies (Mincu, 2022).

Although personalized learning approaches have the potential to effectively engage English language learners, there is a lack of research on the development and implementation of personalized curriculum models in non-formal education settings, such as after-school programs and private tutoring. These informal learning contexts offer more flexibility than traditional schools, but the curriculum design processes in these settings have not been thoroughly studied. To address the gaps in the literature regarding the development of personalized English curricula for non-formal learners, this proposed study aims to explore the perspectives of "shadow teachers" who provide daily instruction. By utilizing the insights of these frontline educators, the study seeks to examine how personalized curriculum approaches can be conceptualized, designed, and utilized in alternative educational programs and contexts. Specifically, the study aims to answer the following research questions: (1) What are the beliefs and experiences of English tutors regarding the effectiveness of personalized curriculum models in meeting the needs and preferences of individual English learners in their programs? (2) What opportunities and challenges do English tutors perceive in the design, development, and implementation of personalized curriculum approaches within their non-formal education settings, considering their limited resources?

METHODS

This research utilizes qualitative research methods to delve deeply into the experiences of English tutors in creating and improving their personalized curricula (Cresswell et al., 2019). The methodological framework chosen is based on narrative inquiry, which helps in systematically analysing, organizing, and utilizing data to gain a thorough understanding of the perspectives of the participants (Creswell & Poth, 2018). The intentional use of narrative research is intended to simplify the process for researchers to extract detailed insights from the participants. This methodological approach is expected to provide participants with more freedom to openly share their experiences, thus leading to a more comprehensive and insightful exploration of the complex nature of curriculum design and development by shadow teachers.

Furthermore, the implication of narrative inquiry, being a qualitative research method, is well-suited for delving into the complexities and nuances of personal experiences and professional practices. By involving English tutors in storytelling, researchers can reveal the implicit knowledge and unspoken skills that these educators utilize in their curriculum development procedures. This method not only enhances the gathered data but also empowers participants by recognizing and valuing their voices and experiences. As a result, narrative inquiry acts as a potent instrument in elucidating the intricate relationship between shadow teachers' personal beliefs, professional practices, and the wider educational environments in which they function. Through this meticulous and compassionate methodological approach, the study aims to make a significant contribution to the comprehension of curriculum development in non-traditional educational settings.

This research aims to explore the role of English tutors who provide English language instruction in privately-owned tutoring institutions in Indonesia. The researcher carefully selected four participants for this study based on prior observations conducted through virtual and face-to-face methods. These participants have diverse educational backgrounds in English language studies and possess varying levels of proficiency and experience in learning and teaching the English language (Butler, 2004; Faez et al., 2021; Richards, 2017). The selection of participants was guided by purposive sampling to ensure a representative sample that reflects different instructional contexts within these tutoring centres. Detailed information about the participants can be found in the accompanying table. Including these participants in the study is crucial to gaining a comprehensive understanding of the pedagogical strategies employed by English tutors in different instructional settings. By examining their educational backgrounds and teaching experiences, this research aims to uncover the nuances of English language instruction in the supplementary education sector in Indonesia. This approach allows for a thorough exploration of how English

tutors adapt their teaching methodologies to meet the diverse learning needs of their students, thereby providing valuable insights into the effectiveness of supplementary English language education in non-formal settings.

TABLE 1 / Participants' Information

Name (Code)	Gender	Media	Semester	Teaching Experiences
P1	Female	Online	Semester 2	1
P2	Female	Offline	Semester 2	2
P3	Male	Online	Semester 2	2
P4	Male	Offline	Semester 2	2

The stringent selection process guarantees a thorough examination of the impact of shadow teaching on English language instruction, incorporating various perspectives and experiences of the participants. By including individuals with diverse educational backgrounds and learning experiences, the study is greatly enriched, enhancing its depth and providing a more holistic understanding of the phenomenon being studied. This methodological approach enables a multifaceted analysis, allowing for the identification of subtle insights and patterns that may not be evident in a more homogeneous sample (Buchberger et al., 2018; Butler, 2004; Larkin et al., 2019). Moreover, the diversity among participants permits a broader generalization of findings, increasing the study's relevance and applicability across different educational settings. The comprehensive nature of this approach not only bolsters the research's validity but also ensures that the conclusions drawn reflect a wide range of experiences and viewpoints. The meticulous attention to participant diversity highlights the study's dedication to inclusivity and the pursuit of a thorough understanding of the complexities associated with shadow teaching in English language instruction. By embracing such a diverse participant pool, the research can more accurately capture the multifaceted nature of the educational landscape, thereby offering valuable insights to the field.

In this study, the researcher utilized interviews as the main data collection method, focusing on employing a semi-structured interview technique. By using a semi-structured approach, the researcher was able to delve deeply into the information provided by participants (Adeoye-Olatunde & Olenik, 2021). Throughout the interview process, five carefully crafted questions were used to gain insights into how participants developed their personalized English language learning plans.

The semi-structured interviews allowed for a detailed examination of the participants' perspectives, providing the researcher with extensive and meaningful data on the complexities of curriculum creation. This methodological approach facilitated a thorough investigation into the intricacies of English language curriculum development in private tutoring institutions in Indonesia.

All interviews were conducted in Indonesian, transcribed verbatim, and subsequently translated into English by the researcher to ensure consistency in reporting the findings in the final paper. The research questions aimed to:

1. How do you engage in the design and development of personalized English learning curricula, considering the unique educational requirements of students with diverse learning needs?
2. What specific procedures do you employ in tailoring educational materials to individualized learning plans, and how do these procedures contribute to the creation of effective and inclusive curricular frameworks?
3. In the process of curriculum development, what challenges do you encounter, particularly in addressing the distinct needs of students requiring specialized support, and how do they navigate these challenges?
4. How do you perceive your level of involvement in the formulation stage of curriculum development, and what factors contribute to the variation in their roles, from modification of existing materials to active participation in curriculum design?
5. Based on their experiences, what strategies do you suggest for overcoming challenges encountered in the creation and advancement of personalized curricular frameworks, and

how can these strategies contribute to a more inclusive and effective educational environment for students with special requirements?

During the investigation, data was collected between December 2023 and February 2024. The research commenced with a combination of direct observation techniques and virtual methods conducted online. Subsequently, the researcher conducted interviews with participants using WhatsApp Call to ensure accessibility across different contexts (Mavhandu-Mudzusi et al., 2022). Each interview session lasted between 30 to 60 minutes on average. Indonesian was used as the primary language to prevent misinterpretations during data collection. Additionally, a recorder application was utilized to systematically document each interview session, maintaining the integrity and accuracy of the data collected. Following this, a second interview was conducted by the researcher to confirm the consistency of the responses given by the participants. This supplementary interview was conducted to validate the dependability and uniformity of the data collected in the initial interview stage. Through the implementation of a follow-up interview, the researchers sought to assess whether the participants' responses stayed constant or showed any significant changes or inconsistencies.

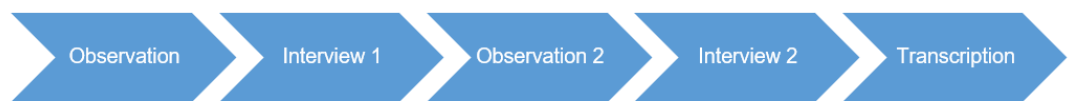


FIGURE 1 / Data Collection Process

The current study utilizes thematic data analysis techniques to systematically recognize, extract, and classify the main themes present in the research results (Cresswell et al., 2019). The initial phase of the analytical process involves transcribing the collected data, which entails a careful conversion of the information obtained during the interview stage into written form. This particular step is crucial in ensuring the precision and reliability of the data. Following this, the researcher delves into a thorough familiarization with the data by extensively examining all the narratives obtained from the interviews. This detailed examination enables the researcher to fully engage with the data, facilitating a profound comprehension of the content.

After becoming acquainted with the data, a thorough coding process is carried out, where codes are assigned by the researcher to specific units of analysis, capturing the emerging themes. This coding stage is crucial as it converts unprocessed data into organized segments that emphasize important patterns and themes. Following this, thematic development takes place, where the codes are methodically arranged and clustered according to their similarities or broader connections. This phase includes a repetitive process of fine-tuning and condensing codes into overarching themes that most accurately reflect the data.

The subsequent examination involves a meticulous examination and analysis of the clustered themes, enabling the researcher to identify underlying patterns and connections within the data. The researcher then conducts thematic validation to confirm the identified themes, guaranteeing their dependability and consistency. This validation procedure may include comparing with established literature or obtaining peer validation.

During the concluding stage, the data is analysed by the researcher and transformed into a narrative format. This narrative effectively captures the core essence of the research findings and presents a cohesive account of the identified themes. Moreover, this narrative synthesis not only clarifies the findings but also contextualizes them within the wider scope of the study. By following this methodological approach, which is in line with the established norms of academic research, the credibility and depth of the study's conclusions are enhanced through a rigorous and comprehensive process of data analysis. Such an approach adheres to the principles of thematic analysis and provides a structured and systematic pathway for uncovering and presenting qualitative insights.

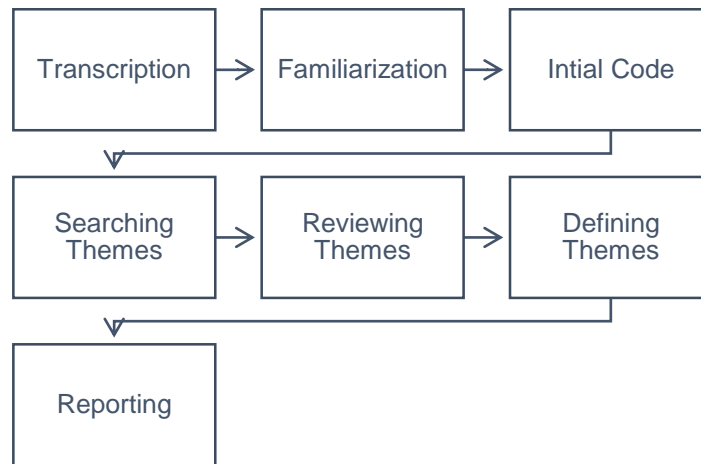


FIGURE 2 / Data Analysis Process

RESULTS AND DISCUSSION

In this particular research discovery, the scholar systematically classifies the discoveries into two overarching themes: Personalized and Collaborative Support, and Accessibility and Resource Demands. These themes encapsulate the multifaceted dimensions explored within the study, shedding light on the intricate interplay between individualized assistance, cooperative efforts, as well as the evolving landscape of accessibility requirements and resource needs. The demarcation of these thematic domains furnishes a structured framework for comprehensively analysing the diverse facets inherent in the subject matter, thereby enriching scholarly discourse and offering insights into tailored interventions and systemic adaptations. Such categorization facilitates a nuanced understanding of the research landscape, fostering informed deliberations and potential avenues for future investigation.

Designing and Developing Personalized

In the realm of developing and implementing tailored English learning programs, the provided transcription highlights a number of crucial factors. At the heart of this discussion is the pivotal role played by English teachers or curriculum designers in addressing a wide range of learning requirements, thereby fostering personalized educational experiences. The narrative explores various relevant perspectives on how to organize individualized teaching frameworks that are carefully tailored to the unique characteristics of each learner. An important aspect of this discourse is the recognition of the diversity in learners' cognitive, emotional, and socio-cultural dimensions, which necessitates a nuanced approach to curriculum design.

The integration of differentiated instructional strategies and adaptive learning technologies is of utmost importance in accommodating the varying abilities and learning speeds observed among students. Furthermore, the emphasis on ongoing assessments and feedback mechanisms helps refine and enhance the personalized learning paths. By systematically incorporating learner-centered methodologies, educators can create an environment that optimizes language acquisition outcomes. This approach not only aligns with contemporary educational paradigms that advocate for inclusivity and fairness, but also ensures that instructional design remains responsive to the evolving needs and aspirations of the learners. Thus, the development of customized pedagogical structures emerges as a cornerstone in the advancement of effective English language education.

The main obligation entails outlining the inherent obligations linked to the positions of an English tutor or curriculum designer. This undertaking requires the implementation of comprehensive evaluations aimed at identifying the exact educational needs of each student, thus guaranteeing customized instructional approaches and individualized learning encounters.

As an English tutor, my role includes creating and developing individualized English learning plans for students with different learning

needs. To do this, I conduct thorough assessments to understand each student's unique educational requirements ... By customizing content, incorporating various teaching methods, and utilizing technology, I ensure that the curriculum meets the needs of different learning styles. Regular monitoring and adjustments are made to track student progress and make any necessary changes to the curriculum. (P1)

By actively involving teachers, parents, and relevant parties, specific learning goals tailored to each student's needs are developed. The curriculum is skilfully adjusted to include various learning styles, incorporating a variety of teaching methods and technology tools. Ongoing evaluation and continuous improvement processes are put in place to measure student progress, guaranteeing consistent effectiveness and alignment with evolving educational needs.

Furthermore, P2 is specifically dedicated to the implementation of differentiated instructional strategies that are tailored to accommodate the diverse learning needs of students. The English educator actively engages in a collaborative partnership with fellow faculty members to identify the specific cognitive abilities and challenges encountered by students. By leveraging this deep understanding, pedagogical approaches, pacing of lessons, and level of complexity of tasks are adjusted to provide individualized support or enrichment. The combined efforts of educators and effective utilization of technological tools play a crucial role in ensuring that the curriculum is finely tuned to address the unique educational needs of each learner. This meticulous customization fosters an inclusive and supportive learning environment that promotes academic growth and achievement.

... I have been involved in creating and developing customized English learning plans for students with various learning needs. The main focus of these plans is to adapt the teaching methods to suit each student's strengths and weaknesses. By working closely with English teachers, we can identify and address the specific challenges and strengths of individual students. Using this information, I am able to tailor the instructional methods, pace, and level of difficulty to provide personalized support or challenge ... I ensure that the curriculum meets the unique educational requirements of each student... (P2)

Then, P3 transcription underscores the integration of technological instruments and resources to cater to heterogeneous educational requisites. The English instructor cooperates with curriculum experts and learning facilitation administrators to discern appropriate technological remedies. These may encompass interactive educational interfaces, linguistic acquisition applications, and adaptive aids. The overarching objective is to ascertain that the employed technology is both accessible and egalitarian, thereby enabling students to interact with the curriculum in consonance with their cognitive predilections and capabilities. In contemporary educational paradigms, the fusion of pedagogical practices with technological advancements has become pivotal in addressing the diverse needs of learners.

P3 transcription epitomizes this synergy by fostering collaboration among educational stakeholders, including English educators, curriculum specialists, and learning support coordinators, to navigate the intricate landscape of technology-mediated learning interventions. By leveraging interactive learning platforms, language acquisition applications, and adaptive technologies, educators endeavour to craft an inclusive learning milieu wherein students can engage with the curriculum in consonance with their cognitive preferences and abilities.

I am responsible for integrating technology tools and resources into personalized English learning curricula to meet the needs of a diverse range of learners ... This may involve utilizing interactive learning platforms, language learning applications, and assistive technologies. It is crucial for me to ensure that the technology used is accessible and inclusive, allowing students to engage with the curriculum in a way that aligns with their individual preferences and abilities. (P3)

Furthermore, the main goal is to go beyond traditional educational limitations by utilizing technology to facilitate personalized and easily accessible learning experiences. Through careful planning and implementation, educators strive to remove barriers to learning and promote equal

access to educational resources for all students, regardless of their individual learning styles. This intentional focus on technological integration demonstrates a commitment to creating inclusive educational settings where a variety of learners can succeed and reach their full academic potential. This collaborative push towards technological incorporation emphasizes a dedication to fostering diverse educational environments where all students can thrive and achieve their maximum academic capabilities. This shift in approach is crucial for enhancing educational results in modern learning environments.

Then, P4 emphasizes the crucial role of parents or caregivers in the development of a customized English language curriculum. This involvement entails actively participating in discussions and collaborating with English educators, learning support coordinators, and technology integration specialists. By sharing relevant insights into their child's cognitive tendencies, abilities, and challenges, parents provide valuable perspectives on their offspring's unique educational needs. This mutually beneficial partnership and exchange of information help create a supportive educational environment that caters to the diverse learning requirements of each student. As a result, these collaborative efforts promote an enriched educational setting that fosters personalized learning experiences and holistic development.

My engagement in the creation and development of individualized English learning curriculum is intended to give insights into my students' specific requirements ... I actively engage in meetings, give comments, and cooperate to ensure that the curriculum meets my students' individual educational needs. Regular contact and cooperation with the team contribute to a supportive learning environment that suits my students' different learning requirements... (P4)

In academic parlance, P4 underscores the integral role of parental involvement in tailoring English language instruction to suit the distinct learning trajectories of students. This participatory approach entails the active engagement of parents in consultations with educational stakeholders, including English instructors, learning support coordinators, and technology integration specialists. Through the provision of comprehensive insights into their child's cognitive proclivities, competencies, and challenges, parents contribute indispensable perspectives that inform the development of bespoke curricular interventions. Such collaborative endeavours foster a supportive educational environment characterized by responsiveness to the diverse learning needs of each student. Explicating the parental role in curriculum design and implementation ensures a holistic approach to pedagogical practice, wherein educators leverage familial insights to optimize educational outcomes. By integrating parental input, educators can cultivate inclusive learning environments that prioritize individualized instruction, thereby fostering student engagement and academic achievement.

Collaboration and Stakeholder Involvement

The transcription provided in this document offers valuable insights into the dynamics of collaboration and stakeholder engagement within the domain of designing and developing personalized English learning curricula. It delineates the multifaceted roles assumed by different individuals involved in the process and clarifies their interactions. By examining these interactions, one can identify the intricate interplay between stakeholders, such as educators, curriculum designers, learners, and administrators, as they collectively strive to customize English learning experiences to meet diverse needs. This qualitative analysis brings to light the collaborative efforts, decision-making processes, and communication strategies employed to promote effective curriculum development and implementation within educational settings, thus contributing to the scholarly discussion on personalized learning approaches.

The educational discussion surrounding the P1 transcription emphasizes the mutual relationship inherent in the professional obligations of the English tutor. Their approach revolves around a cooperative philosophy, characterized by close interaction with educators, guardians, and relevant stakeholders. Together, they combine to establish clear educational objectives that are both precise and achievable for each individual student. This collaborative effort ensures a customized curriculum is developed, skilfully tailored to address the diverse learning requirements exhibited by the group of students. Key to this ongoing process is the integration of feedback obtained from

teachers, parents, and other invested individuals, facilitating necessary improvements and adjustments to the instructional framework. These modifications are supported by a system of continuous monitoring, which allows the tutor to identify evolving student progressions and adjust teaching strategies accordingly.

In close collaboration with educators, parents, and other relevant stakeholders, I actively contribute to the development of specific and achievable educational goals. I prioritize the adaptability of the curriculum to accommodate various learning styles by modifying content and resources, implementing a range of pedagogical strategies, and incorporating cutting-edge technological tools...(P1)

This joint effort highlights the crucial role of the tutor as an active participant in the educational environment, skilfully navigating the intersection of stakeholders to improve positive learning results. By promoting a culture of collaboration, the tutor creates a supportive educational atmosphere and promotes a teaching approach based on adaptability and openness to the varied needs of learners. This diverse involvement emphasizes the tutor's ability to coordinate harmonious relationships among stakeholders, ultimately creating an enriched educational setting that supports the achievement of ideal educational goals. As a result, the tutor becomes a key figure in enabling comprehensive and effective educational experiences.

Furthermore, the transcription designated as "P2" underscores the synergistic partnership between the English tutor and educators. This cooperative endeavour entails a meticulous examination of students' distinct learning aptitudes and obstacles, thereby enabling the adaptation of pedagogical approaches, pacing strategies, and task intricacies. Such concerted collaboration serves to tailor the curriculum to suit the individualized educational needs of each student. Moreover, the integration of technological resources serves to enhance the collaborative efforts between the tutor and educators, fostering the provision of personalized assistance or enrichment opportunities to students.

... I collaborate closely with English instructors to discover students' individual learning strengths and obstacles. Based on this information, I adjust teaching approaches, tempo, and task difficulty to give tailored assistance or challenge. I collaborate with instructors and use digital tools to ensure that the curriculum meets each student's specific educational needs. (P2)

In the educational milieu, the elucidation of P2 transcription highlights a symbiotic relationship between the English tutor and faculty members. This collaborative framework entails a comprehensive assessment of students' specific cognitive proficiencies and impediments, facilitating the customization of instructional methodologies, pacing modalities, and task complexities. By virtue of this concerted collaboration, the educational curriculum undergoes meticulous tailoring to cater to the unique scholastic exigencies of individual students. Moreover, the incorporation of technological tools augments the collaborative synergy between the tutor and faculty, thereby streamlining the delivery of bespoke support or enrichment initiatives to students.

Moreover, the P3 transcription delineates a strategic alliance involving an English tutor, a curriculum specialist, and a learning support coordinator. This collaborative endeavour aims to discern efficacious technological interventions tailored to accommodate a spectrum of learning exigencies. By synergizing efforts, the stakeholders endeavour to integrate technological modalities adeptly within the educational milieu. Such integration is pivotal in rendering the curriculum accessible and egalitarian, thus fostering substantive engagement amongst students' contingent upon their cognitive proclivities and aptitudes. The iterative process of collaboration and discernment culminates in the judicious selection of technological adjuncts bespoke to the educational imperatives of the student cohort. This orchestrated alliance not only underscores a commitment to pedagogical inclusivity but also underscores the deployment of technology as a facilitator of equitable educational access and attainment.

... I work with the English curriculum expert and the learning support coordinator to develop appropriate technological solutions. This might include interactive learning platforms, language learning applications, and assistive technology. (P3)

The involvement of a curriculum specialist and learning support coordinator in tandem with the English tutor signifies a comprehensive approach to pedagogical augmentation, wherein multifaceted expertise converges to orchestrate a cogent response to diverse learning proclivities. The collaborative nexus serves as a fulcrum for the identification, evaluation, and implementation of technology-driven solutions aimed at ameliorating educational efficacy and fostering an inclusive learning milieu. Through this concerted effort, the academic landscape is imbued with an ethos of accessibility and equity, where technological innovations are leveraged as conduits for realizing pedagogical imperatives tailored to the individualized needs of learners.

The P4 transcription highlights the crucial role of parents or caregivers as vital participants within the educational framework. Parents are actively involved in meetings and establish cooperative partnerships with English teachers, learning support coordinators, and technology integration specialists. Through their involvement, parents provide insights into their child's learning styles, strengths, and areas of difficulty, thus providing valuable perspectives on the personalized educational needs of the child. This collaborative effort facilitates the creation of a conducive learning environment and ensures that the curriculum aligns with the diverse learning requirements of the students.

... I collaborate frequently with my child's English teachers, learning support coordinator, and technology integration specialist to exchange information on their learning styles, skills, and issues. I actively engage in meetings, give comments, and cooperate to ensure that the curriculum meets my kids' individual educational needs... (P4)

In the realm of pedagogical discourse, the P4 transcription emphasizes the essential nature of parental engagement in the educational process. Specifically, parents are depicted as active contributors who engage in meaningful dialogue with various educational stakeholders, including English educators, learning support facilitators, and technology integration experts. By offering insights into their child's cognitive tendencies, abilities, and challenges, parents provide relevant information that enhances the understanding of the child's unique learning needs. This collaborative partnership between parents and educators is considered vital in cultivating an inclusive learning environment that accommodates the diverse learning profiles of students. By fostering effective communication channels and mutual cooperation, this collaborative framework ensures that instructional strategies align with the varied learning modalities and preferences exhibited by students.

The research discourse revolves around the development and implementation of individualized English language acquisition curricula, with a specific focus on elucidating the pivotal elements and obligations entailed in this undertaking. The transcriptions labelled as P1, P2, P3, and P4 offer valuable insights into the functions performed by an English tutor or curriculum designer, the integration of technological tools, and the significance of active parental engagement in customizing the curriculum to cater to the distinctive learning requirements of every student. This academic discussion aims to delve into the aforementioned aspects, shedding light on the theoretical underpinnings and practical implications of personalized English acquisition curricula (Alam & Zhu, 2023). Moreover, it seeks to contribute to the existing body of knowledge in the field by providing comprehensive and scholarly perspectives on this subject matter.

The data underscore the significance of conducting thorough assessments to discern the precise educational requirements of individual students. This process entails a comprehensive examination of their aptitudes, limitations, preferred learning modalities, and cognitive capacities (Carpio, 2024; Petruse et al., 2024; Saudagar et al., 2024). The English tutor or curriculum designer assumes the responsibility of formulating and constructing personalized instructional schemes, integrating diverse pedagogical approaches, tailoring content, and incorporating technology to accommodate distinct learning styles. By employing a multidimensional framework, these professionals endeavour to optimize the efficacy of English language acquisition by customizing curricula to suit the specific needs of learners (Ojong, 2023; Shalash, 2024). This scholarly discourse aims to delve deeper into the aforementioned aspects, offering theoretical insights and practical implications pertaining to the development and implementation of individualized English acquisition plans. Furthermore, it seeks to contribute to the existing scholarly discourse by providing an extensive and rigorous examination of this subject matter (Chou et al., 2023).

The establishment of precise learning objectives tailored to the unique needs of each student necessitates collaborative engagement with educators, guardians, and stakeholders. This collaborative approach enables the curriculum to be flexibly adjusted, thereby facilitating individualized support or enrichment through the implementation of differentiated instructional strategies, personalized pacing of lessons, and varying levels of task complexity (Ayeoribe & Ayeoribe, 2026; Goyibova et al., 2025). By fostering this collaborative environment, the educational stakeholders can collectively contribute their expertise, insights, and perspectives to inform the design and implementation of the curriculum. This academic discourse aims to delve into the significance of collaboration in the context of personalized English acquisition curricula, elucidating the theoretical underpinnings and practical implications of engaging educators, guardians, and stakeholders in the establishment of precise learning objectives. Moreover, it seeks to expand the scholarly discourse by providing a comprehensive and rigorous examination of this collaborative approach (Kayani & Hasan, 2024; Vaira et al., 2024).

The incorporation of technology is underscored as an integral component of personalized English language learning curricula. The integration of interactive learning platforms, language acquisition applications, and adaptive technologies assumes a critical role in ensuring the accessibility and inclusivity of the curriculum (Navas-Bonilla et al., 2025; Pratiwi et al., 2024). By leveraging these technological tools, students are provided with opportunities to actively engage with the instructional content in alignment with their individual preferences and abilities. This academic discourse aims to delve into the significance of technology integration within the context of personalized English language learning curricula, shedding light on the theoretical foundations and pragmatic implications of incorporating interactive platforms, language acquisition applications, and adaptive technologies (Al-khresheh, 2024; Song et al., 2023). Furthermore, it endeavours to contribute to the scholarly conversation by offering a comprehensive and scholarly examination of the role and impact of technology in facilitating personalized language acquisition experiences.

The vital role of parental involvement in tailoring the curriculum to accommodate the distinctive needs of students is acknowledged. The active engagement of parents in consultations and cooperative endeavours yields valuable insights into their child's cognitive predispositions, competencies, and challenges (Erlina et al., 2024; Lanjekar et al., 2022). This collaborative approach nurtures a pedagogical environment that embraces the diverse learning exigencies of individual learners. By fostering a partnership between parents and educators, a comprehensive understanding of students' learning profiles can be developed, leading to the design and implementation of targeted interventions and instructional strategies.

This scholarly discourse aims to explore the significance of parental involvement within the context of personalized curriculum development, elucidating the theoretical underpinnings and practical implications of collaborative efforts between parents and educators (Gedik, 2025; Geduld, 2024). Moreover, it seeks to enrich the academic conversation by providing a rigorous examination of the role and impact of parental engagement in tailoring curricula to meet the unique needs of students.

CONCLUSION

In summary, the research findings indicate that English tutors working in non-formal educational settings demonstrate a wide range of experiences throughout the process of developing the curriculum. Some tutors perceive a sense of empowerment and motivation when they are given the autonomy to create their own curriculum. On the other hand, there are tutors who face challenges such as limited resources and the difficulties of aligning the curriculum with standardized assessments. These experiences are influenced by various factors, including the tutors' educational background, training, support from their institution, and contextual nuances. It is important to note that collaborative efforts among English tutors during the curriculum development phase play a crucial role in enhancing the quality of the curriculum. Through collaboration, tutors have the opportunity to share their insights, pedagogical approaches, and instructional methods, which ultimately leads to the creation of a comprehensive and student-centered curriculum. However, the implementation of collaborative practices is hindered by time constraints, inadequate institutional support, and a lack of opportunities for shared engagement. To maximize the benefits of collaboration, it is essential to foster a culture of collaboration, provide

dedicated time and resources, and facilitate effective communication among tutors. By addressing the challenges faced by tutors and promoting collaborative efforts, the experiences of English tutors and the quality of curriculum development in non-formal educational settings can be improved.

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