



## Digital Transformation in English Material Development: Opportunities and Challenges for EFL Curriculum Designers

### *Transformasi Digital dalam Pengembangan Materi Bahasa Inggris: Peluang dan Tantangan bagi Perancang Kurikulum EFL*

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#### Abstrak

Transformasi digital telah secara signifikan mengubah pengembangan bahan ajar bahasa Inggris, terutama dalam konteks Bahasa Inggris sebagai Bahasa Asing (EFL). Perubahan ini mengharuskan perancang kurikulum untuk menyesuaikan strategi dan pendekatan mereka agar bahan ajar tetap relevan, efektif, dan sesuai dengan tuntutan pembelajaran abad ke-21. Artikel ini berfokus pada analisis peluang dan tantangan yang timbul dari pengembangan bahan ajar berbasis digital dengan mengkaji konsep dan kerangka kerja kunci dalam pengembangan kurikulum dan bahan ajar. Studi ini menggunakan pendekatan tinjauan literatur, merujuk pada sumber-sumber teoretis terkait desain kurikulum, jenis bahan digital, dan prinsip evaluasi bahan. Temuan menunjukkan bahwa transformasi digital menawarkan peluang signifikan, termasuk akses yang lebih luas ke sumber belajar, lingkungan belajar yang fleksibel, dan interaktivitas yang ditingkatkan. Namun, tantangan seperti literasi digital yang terbatas, keterbatasan infrastruktur, dan kebutuhan akan evaluasi kualitas bahan yang ketat memerlukan perhatian yang cermat. Secara keseluruhan, studi ini menyimpulkan bahwa transformasi digital memiliki potensi untuk meningkatkan kualitas pengembangan bahan ajar Bahasa Inggris sebagai Bahasa Asing (EFL), asalkan perancang kurikulum memiliki kompetensi digital yang memadai dan menerapkan prinsip evaluasi bahan ajar yang sesuai.

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#### **Kata Kunci : Transformasi, Pengembangan Materi Pembelajaran Digital**

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#### Abstract

Digital transformation has significantly changed the development of English teaching materials, especially in the context of English as a Foreign Language (EFL). These changes require curriculum designers to adjust their strategies and approaches so that teaching materials remain relevant, effective, and in line with the demands of 21st-century learning. This article focuses on analyzing the opportunities and challenges arising from the development of digital-based teaching materials by examining key concepts and frameworks in curriculum and teaching material development. This study uses a literature review approach, referring to theoretical sources related to curriculum design, types of digital materials, and principles of material evaluation. The findings show that digital transformation offers significant opportunities, including wider access to learning resources, flexible learning environments, and enhanced interactivity. However, challenges such as limited digital literacy, infrastructure constraints, and the need for rigorous material quality evaluation require careful attention. Overall, this study concludes that digital transformation has the



potential to improve the quality of EFL material development, provided that curriculum designers have adequate digital competence and apply appropriate material evaluation principles.

**Keywords : Transformation, Development of Digital Learning Materials**

## INTRODUCTION

The rapid development of digital technology over the past two decades has brought significant changes to the field of education, including to curriculum design and the development of English learning materials as a foreign language (English as a Foreign Language/EFL). Digital transformation has not only altered the ways in which learners access information but also reshaped how educators and curriculum designers design, organize, and deliver instructional materials. Twenty-first century learning demands the integration of technology as one of the core competencies, making the use of digital learning materials increasingly relevant in modern educational contexts. Within this shift, EFL curriculum designers are required to adjust their strategies and approaches to ensure that the materials they develop remain aligned with the needs of a highly digitalized learning environment.

The transformation of teaching and learning practices is evident in the shift toward smarter and more interconnected learning environments. (ROOZAFZAI & Ph.D., 2024) highlights that digital transformation requires a fundamental reevaluation of traditional TEFL theories, especially as online learning becomes not merely an instructional alternative but a structural necessity in modern education. The integration of technology from Computer-Assisted Language Learning (CALL) to intelligent CALL (ICALL) has expanded the role of digital resources in material development and has pushed curriculum designers to rethink how content, interaction, and assessment are constructed for EFL learners. This shift has blurred the boundaries between content delivery and technological mediation, making digital competencies essential in designing effective and context-responsive materials.

In the context of materials development, digital technology provides a wide range of opportunities that were not available in traditional paper-based learning. Digital materials allow broader access, greater flexibility, and more interactive content through features such as videos, audio recordings, animations, and web-based learning applications. Furthermore, the availability of Learning Management Systems (LMS), online learning platforms, and abundant digital resources has opened space for innovation in content delivery. These changes are consistent with modern curriculum development principles that emphasize relevance, efficiency, and alignment with learners' needs. Therefore, integrating technology into material development is no longer optional but has become an essential component of English language teaching in the digital era. Teachers often overlook gendered content in textbooks, reducing opportunities for critical engagement. This underscores the importance of digital English material development that embeds gender awareness and supports EFL curriculum designers in addressing hidden curriculum challenges. (Vu, 2025)



## METHODS

This study employs a qualitative approach using the library research method. This method was selected because the focus of the study lies in the conceptual and thematic analysis of digital transformation in English learning material development and its implications for EFL curriculum designers. The data were obtained from various written sources, including books, scholarly journal articles, research reports, and academic publications relevant to curriculum development, teaching material design, educational technology, and digital material evaluation. The selection of sources was conducted purposively based on their relevance to the topic, publication year (with a preference for works published within the last ten years), and the credibility of the authors or publishers.

The research procedure consisted of three main stages. First, the researcher conducted identification and collection of literature through academic databases such as Google Scholar, ERIC, and ResearchGate using keywords such as “digital learning materials,” “EFL curriculum development,” “materials evaluation,” and “digital transformation in ELT.” Second, the collected literature was classified and analyzed using content analysis techniques to identify major themes related to opportunities, challenges, and implications of digitalization for material development. Third, the results of the analysis were interpreted to generate findings and draw conclusions aligned with the objectives of this study.

To ensure data validity, this study employed source triangulation by comparing findings across multiple references and confirming consistency among them. No data collection instruments such as questionnaires or interviews were used, as the study relied entirely on secondary data derived from documents. All research procedures were carried out systematically to produce a valid, comprehensive, and academically reliable analysis.

## RESULTS AND DISCUSSION

### Research Findings

EFL curriculum design, and digital learning. The analysis resulted in three major findings: (1) forms of digital transformation in EFL material development, (2) opportunities offered by the use of digital learning materials, and (3) major challenges faced by curriculum designers.

#### 1. Forms of Digital Transformation in EFL Material Development

The results indicate that digital transformation has encouraged the emergence of various new types of instructional materials, including e-modules, interactive worksheets, video-based learning materials, mobile learning applications, and Learning Management Systems (LMS). Teachers and curriculum designers now frequently utilize platforms such as Canva, Google Classroom, Moodle, Edmodo, Quizlet, and YouTube-based video lessons as integral components of material design. The findings also reveal that digital materials are no longer merely supplementary resources but have become primary tools in many contemporary EFL learning contexts.



## 2. Opportunities in Digital-Based Material Development

The analysis of the literature highlights at least four significant opportunities created by digitalization. First, digital platforms provide unlimited access to learning resources, enabling the development of varied and authentic materials. Second, technology supports flexible learning environments that extend beyond traditional classroom boundaries. Third, digital materials offer high levels of interactivity through audio-visual features, simulations, hypertext, and gamification. Fourth, digital tools allow materials to be revised and updated quickly, making them more responsive to learners' needs.

## 3. Challenges Encountered by Curriculum Designers

Despite its advantages, digital transformation presents several major challenges. A persistent digital literacy gap remains among both educators and learners, preventing optimal use and development of digital materials. Another challenge is infrastructural inequality, such as unstable internet access and limited technological devices in certain regions. Additionally, the vast amount of freely available digital content does not always meet pedagogical standards, requiring curriculum designers to possess strong evaluative skills to ensure the quality, relevance, and curriculum alignment of digital materials.

The study finds that digital competence and organizational culture significantly influence employees' performance within English education institutions, especially when mediated by digital transformation. Institutions with adaptive cultures and strong digital readiness achieve better implementation of technology-based instruction and materials. Conversely, low digital competence becomes a major barrier that impedes effective digital material development and slows down transformation processes. (Abbadi Said Thalib, Fetty Poerwita Sary, 2024)

## DISCUSSION

The findings of this study reveal that digital transformation has reshaped the landscape of English material development, creating both substantial opportunities and critical challenges for EFL curriculum designers. Digital ecosystems and smarter learning environments expand the possibilities for multimodal, adaptive, and learner-centered materials, enabling designers to integrate intelligent systems that personalize instruction and increase learner autonomy. Digital speech-based activities further demonstrate how online platforms and technological tools can enhance students' oral proficiency and engagement, illustrating the pedagogical value of integrating interactive digital components into EFL materials. Moreover, AI-assisted learning supports higher-order cognitive development by facilitating critical and creative thinking, suggesting new directions for materials that promote cognitive flexibility and innovation in language learning.

However, the integration of digital materials requires curriculum designers to navigate institutional, cultural, and competency-based barriers. Limited digital competence among educators and unsupportive organizational cultures undermine effective implementation, indicating that technological readiness is a prerequisite for successful material development. Additionally,



evaluating digital learning materials becomes more complex in technology-rich environments, requiring advanced analytical frameworks such as RFSS to assess teaching quality and material effectiveness.

In addition, digital teaching practices have demonstrated significant benefits for communicative language learning. (Jiaxi, 2024) finds that speech-based digital activities such as online presentations, speech recognition tools, and video-recorded tasks substantially improve students' oral English proficiency and learning motivation, highlighting the potential of digital platforms for designing interactive and multimodal learning materials. AI-driven instruction also contributes to material innovation shows that AI-assisted learning enhances learners' critical and creative thinking, suggesting that digital materials can be developed to support higher-order cognitive skills.

Curriculum design is a complex problem-solving process that requires teachers to make informed pedagogical decisions, a task that becomes more challenging in the era of digital transformation. Using the Understanding by Design (UbD) framework, teachers can approach material development more intentionally as they integrate digital tools and align learning outcomes with technology-enhanced instruction. However, research shows that many teachers lack confidence and expertise in curriculum design, especially regarding pedagogical content knowledge and digital competence. Collaborative structures such as teacher design teams and professional learning communities help teachers share resources, solve practical challenges, and co-create effective digital English learning materials. (Trinter & Hughes, 2021).

With the advancement of digital transformation, technological tools have become increasingly integral to English language learning and have significantly influenced how EFL materials are designed. (Qoura, n.d.) notes that platforms such as Prezi, Screencast-o-Matic, VoiceThread, Camtasia, Captivate, PowerPoint, and YouTube function as key components of flipped learning environments, encouraging students to interact with instructional content before classroom sessions. For curriculum designers, these tools expand opportunities to develop multimodal and student-centered materials that promote autonomy and engagement. Social media platforms, including Twitter, Instagram, and Pinterest, offer continuous, authentic language exposure that can be integrated into digital learning materials to enhance vocabulary development and visual literacy.

Although stakeholders recognized the value of benefits-realization approaches for demonstrating impact and aligning strategic goals, tensions emerged because national and organizational priorities were not always aligned. Different stakeholders required different evidence and timeframes, making it difficult to satisfy all needs within a single reporting system. Consequently, organizations viewed the collection of data that offered limited immediate value as burdensome, a challenge intensified by the reporting tool's limited usability despite gradual improvements. (Cresswell et al., 2022)

Digital transformation demands learning models that support effective online instruction, and hybrid learning has become one of the most recommended approaches in higher education,



particularly for English language learning. Prior studies highlight its effectiveness in combining physical and virtual environments to enhance flexibility, access, and interaction. In relation to this research, hybrid learning offers important insights for developing digital English learning materials, demonstrating how technology-supported environments can align instructional design, learner autonomy, and contextual values needed in modern EFL curriculum development. (Access et al., 2023). Digital transformation continues to influence English learning, especially in areas with limited educational access. This study examines challenges in developing digital English materials for EFL learners, highlighting gaps in technology use and the need for curriculum designs that support effective, technology-integrated instruction. (Nurhayati et al., 2024)

This study explores how digital transformation enhances English material development through adaptive technologies, multimodal resources, and data-driven evaluation. Findings highlight improved curriculum design, instructional quality, and learner outcomes, emphasizing the need for digitally competent EFL curriculum designers in evolving educational environments. (Liu, 2025). Finnish teacher autonomy supports flexible curriculum design through strong professional trust and research-based preparation. However, this freedom also creates challenges, including uncertainty, workload, and inconsistent practices highlighting the need for guided, collaborative approaches in modern curriculum and digital English material development. (Shamsuddinova & Nisa, 2021)

Findings show that digital, AI-supported learning tools significantly enhance learners' cognitive development, strengthening both critical and creative thinking. These results highlight how adaptive digital systems can inform more effective English material development and guide curriculum designers in leveraging technology for improved learning outcomes. (ROOZAFZAI, 2024). Digital transformation and hybrid instruction enhanced teachers' technological competence, pushing them beyond traditional methods. Findings show increased digital proficiency and positive shifts in teaching practices, underscoring the importance of integrating technology into English material development for more effective and modernized instruction. (Shaheen, 2023)

Digital innovation in speech-based instruction enhances learners' oral proficiency and improves teaching outcomes. However, stronger topic design, greater use of digital tools, and closer alignment with professional needs are required to support EFL curriculum designers in creating more targeted, workplace-relevant English materials. (Jiaxi, 2024). Digital systems such as VAR demonstrate how technological transformation brings both benefits and errors, emphasizing the need for accuracy, training, and clear protocols. Similarly, digital transformation in English material development requires skilled curriculum designers who can manage technological challenges while ensuring reliability, fairness, and effective learning outcomes. (Liga, 2023)

Student participation in curriculum co-design shows how shared authority reshapes learning practices. Such collaborative approaches align with digital transformation, emphasizing learner agency, inclusive design, and innovative material development key considerations for EFL curriculum designers navigating new technological and pedagogical demands. (Mustafa et al.,



2023). Curriculum design shaped meaningful learning by integrating workplace-connected goals, hands-on projects, and authentic professional contexts. Such approaches parallel digital transformation in EFL material development, emphasizing relevance, real-world alignment, and thoughtful design processes that guide curriculum designers in creating effective, future-oriented English learning materials. (Bopardikar & Bernstein, 2020)

Digital transformation challenges traditional learning theories, as seen in the diminishing distinction between acquisition and learning in fully online TEFL environments. These shifts highlight the need for EFL curriculum designers to reinterpret theory and develop materials suited to evolving digital learning realities. (ROOZAFZAI & Ph.D., 2024). Digital transformation highlights the need for culturally responsive English materials. Findings affirm the importance of balanced cultural representation and underscore challenges for EFL curriculum designers in integrating diverse cultural dimensions into digitally mediated resources. Continued research is essential to refine culturally informed digital material development. (Khoeriah, Anisa Didin Nuruddin Hidayat, Alek, 2024)

Curriculum analysis shows misalignment in outcomes, mapping, and credit distribution, highlighting the need for EFL curriculum designers to integrate digital innovation and flexible structures when developing modern English learning materials. (Solikhah, 2022). Digital transformation and MBKM demand flexible, communicative curricula. Findings show the need for adaptable English material development, enabling EFL curriculum designers to integrate technology and communication-focused approaches for modern higher education needs. (Rohiyatussakinah, 2021)

Findings show local culture-based curricula enhance learner confidence and skills. For EFL curriculum designers, integrating cultural elements into digitally developed English materials supports relevance, engagement, and improved learning outcomes within transformed educational environments. (Alakrash et al., 2021). Findings show gaps between teachers' assessment practices and curriculum expectations, highlighting limited authentic assessment use. These challenges emphasize the need for digitally informed assessment strategies within English material development to better support EFL curriculum designers. (Çimen, 2022)

Critical media literacy supports digital era English learning by fostering critical thinking, multimodal engagement, and deeper vocabulary use. These insights guide EFL curriculum designers in integrating CML into digitally transformed English material development. (Pederson, 2023). AI-driven digital transformation offers major opportunities for personalized English learning but requires strong infrastructure, teacher training, ethical safeguards, and culturally responsive design key considerations for EFL curriculum designers developing effective technology-integrated English materials. (Ahmed, 2024).

Findings show strong support for prioritizing speaking skills, highlighting gaps in current curricula. Digital transformation offers opportunities for EFL curriculum designers to develop interactive, technology-enhanced speaking materials that address learner needs and modern communication demands. (Abdulrazzaq et al., 2023). Integrating authentic materials and



assessments improved preservice teachers' readiness for real-world EFL instruction. These findings highlight opportunities for EFL curriculum designers to develop digitally supported, authentic English materials that better prepare learners for contemporary professional demands. (Jaelani & Umam, 2021)

## **CONCLUSION AND SUGGESTION**

In this section, the author presents the conclusions derived from the discussion and data analysis, emphasizing the key insights related to digital transformation in English material development. The findings indicate that digital innovation offers significant opportunities to enhance curriculum design, improve instructional quality, and support learner engagement. However, several challenges remain, including limited teacher digital competence, misalignment between curriculum goals and assessment practices, and the need for culturally responsive digital materials.

Based on these conclusions, the author suggests that future researchers explore more comprehensive models for integrating technology into EFL material development, examine long-term impacts of digital tools on learning outcomes, and investigate teacher readiness in diverse educational contexts. Further studies focusing on AI-supported curriculum design, adaptive learning technologies, and critical digital pedagogy are also recommended to strengthen future research and provide valuable contributions to the field.

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