



## REVIEW

# English Modern Curriculum Development

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## ABSTRACT

With rapidly advancing technology, culture, and work, reconsidering traditional educational approaches is highly demanded. Specifically, the English curriculum has shifted from rote grammar rules to student engagement and language proficiency. This study explores emerging methods influencing English curriculum development, particularly in English as a Foreign Language (EFL) context, where learners communicate across linguistic and cultural boundaries using English. Using a narrative approach, this paper synthesizes recent research on how English curriculum development integrates technology, personalized and competency-based learning, integrated curriculum, multimodal literacy, and culturally responsive pedagogy. It also examines how findings from applied, psycholinguistic, and sociolinguistic research impact curriculum reform and assessment. The results document growing support for student-centered, culturally-responsive teaching, although challenges remain, including teachers' underpreparedness, outdated assessments, and institutional resistance. In today's world, students are expected to acquire critical thinking, communication, creativity, and collaborative skills. Using AI and adaptive technologies improves students' performance by reducing lecture times and improving learning environments. Additionally, incorporating applied and psycholinguistics in modern curriculum is essential, whereas sociolinguistics is important to examine how social factors influence language variation and use, ensuring curriculum prepares students for various communication contexts. Integrating these perspectives into curriculum can improve students' interest and learning outcomes. By addressing these concerns, educators can design English curricula that equip students to thrive in the global economy. Overall, English curriculum should embrace interdisciplinary, evaluation-informed designs

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that emphasize real-world communication competencies, cultural sensitivity, and learner agency. This approach guarantees that English education is both relevant and effective in increasingly connected learning contexts worldwide.

**Keywords:** English Curriculum Development; English as Foreign Language; Learning Environments; Pedagogy; Assessment Strategies; Curriculum Evaluation; Linguistic Research

## 1. Introduction

In the 21st century, rapid technological progress, globalization, and societal demands have led to a significant shift in education, with the English language playing a crucial role. As English plays a vital role in communication and is widely used in international business, academia, science, and digital communication, the expectations placed on English language curricula have shifted dramatically<sup>[1]</sup>. Acquiring only the basics of grammar and vocabulary is insufficient for learners, as they now need to express themselves across many cultures, work with various types of texts, and engage with information in English. Recent research in applied linguistics supports this paradigm shift, with comprehensive studies illustrating that traditional curriculum models are frequently vague in their objectives and fail to develop essential communication skills necessary for contemporary professional contexts<sup>[2,3]</sup>. Beyond basic skills and competencies, students' learning capacities are of utmost importance. At the elementary and secondary school levels, students' learning potential is predominantly enhanced through the educational system and the teaching they receive. Therefore, improving students' learning potential significantly depends on their academic experiences and curriculum implementation<sup>[4]</sup>.

Curriculum evaluation using linguistic research has provided us with reliable methodologies to assess educational effectiveness. A revolutionary study of 350 English lecturers from 20 vocational higher education institutions in China designed and confirmed a five-factor measurement scale with outstanding reliability (Cronbach's alpha coefficients and the McDonald's omega composite reliability being greater than 0.70), providing empirical evidence for systematic ways to evaluate the curriculum<sup>[3,4]</sup>. The curriculum plays a pivotal role in implementing the necessary changes in education, as it embodies the educational vision by specifying what information, skills, and values should be taught to students<sup>[5]</sup>. Current pedagogical trends and policies are shifting, creating an environment favorable to innovation in curricula

design and teaching methods<sup>[6]</sup>. Additionally, studies on the development of culturally responsive curriculum show that knowledge of students' acculturation process and intercultural awareness is fundamental for designing effective pedagogical strategies. For instance, studies have reported that bilingual speakers develop specific adaptation strategies to overcome cultural challenges in academic contexts<sup>[7]</sup>. Developmental timelines highlight two main themes: educational reform and curriculum change, with core attributes including students' learning abilities and literacy<sup>[4]</sup>.

Currently, English curriculum development is characterized by flexibility and innovation. This involves using technology in learning and choosing approaches based on students' needs and teaching skills rather than just memorizing facts. Current research in linguistics stresses that sociolinguistic competence needs to be incorporated into language learning. This may be because formal language education often creates vast differences between classroom exposure and real-world communication of students, especially in multilingual environments where acquiring intercultural communication skills is crucial<sup>[8,9]</sup>. Nowadays, people need to master CBE, multiliteracies, and practice inclusive pedagogy to use English effectively. Students are encouraged to employ critical thinking and problem-solving skills in real-world situations through interactive and student-centered learning methodologies, as promoted by educational theorists<sup>[10]</sup>. Core literacy and student-centered learning have been combined with global advancements to create innovative approaches in the education sector. Owing to these changes, new teaching methods, curriculum reforms, and interactive pedagogical practices have been introduced to improve student learning. This includes increasing awareness of the role of cognitive linguistics in understanding how students process and conceptualize language, resulting in more intuitive and effective teaching strategies for grammar and vocabulary<sup>[11]</sup>. Furthermore, insights from discourse analysis, a subfield of applied linguistics, influence how students can be taught to understand language in real-world

communication beyond isolated sentences<sup>[12]</sup>.

The dynamic nature of English as a global communication medium necessitates curriculum development in EFL and ESL contexts that accommodate diverse linguistic realities and intercultural competencies. English learners today must acquire “metacultural competence.” This competence encompasses the ability to understand, interpret, and communicate effectively across cultural boundaries, a necessity that carries significant implications for the design of educational curricula. Similarly, Fu<sup>[13]</sup> found that English teachers in Chinese middle schools are increasingly advocating for the integration of Global Englishes (GE) perspectives into ESL/EFL classrooms. This integration is reported to enhance students’ confidence, intercultural awareness, and communicative effectiveness within multilingual environments. Nonetheless, despite this growing support, numerous national curricula and assessment frameworks continue to adhere to native-speaker standards and antiquated models. Consequently, this review aims to investigate how contemporary trends in English curriculum development address these evolving global demands.

Therefore, this review aims to investigate:

1. In what ways has the emergence of English impacted curriculum design and pedagogical approaches in EFL/ESL contexts?
2. To what degree do contemporary English curricula integrate intercultural, sociolinguistic, and cognitive competencies to facilitate effective real-world communication among EFL/ESL learners?
3. What innovations in assessment and instructional strategies reflect real-world communication skills, learner autonomy, and cultural sensitivity in modern EFL/ESL language education?

## Review Methodology

This review takes a narrative synthesis approach to investigating the evolution of contemporary English curriculum models, with specific emphasis on English as a Foreign Language (EFL). The overall objective was to examine pedagogical trends, theoretical bases, and global innovations that represent changing practices in curriculum development. For this, peer-reviewed journal articles, empirical research, and theoretical texts from 2016 to 2025 were chosen using databases like

Scopus, ERIC, Web of Science, and Google Scholar<sup>[14,15]</sup>.

The inclusion criteria required that the sources

1. are written in English;
2. are centered on curriculum theory, language teaching methods, or education innovation pertinent to EFL/ESL environments;
3. yield theoretical or empirical information about English language educations.

The exclusion criteria encompassed

1. non-peer-reviewed articles;
2. outdated theoretical articles;
3. Publications dealing entirely with first language (L1) English contexts that have no transfer implications for EFL/ESL education<sup>[16]</sup>.

Narrative synthesis was chosen because the data are heterogeneous, comprising qualitative results, pedagogical approaches, and curriculum designs from more than one country. This enabled thematic clustering (for example, blended learning, flipped classes, gamification) and conceptual integration of cross-disciplinary knowledge, for example, neurolinguistics, sociocultural theory, and applied linguistics<sup>[17,18]</sup>. Where pertinent, exemplar case studies (e.g., Finland, Singapore, the UK) were employed to anchor theoretical discussion in the context of practice, following a contextualized framework of curriculum review<sup>[19]</sup>.

This approach recognizes that curriculum studies are context-dependent and influenced by sociolinguistic, technological, and policy factors<sup>[20]</sup>. Thus, the intention was not just to paraphrase previous literature but to critically analyse and structure it to inform the design of contemporary English curricula in line with the requirements of effective communication in EFL/ESL settings<sup>[21,22]</sup>.

## 2. Evolution of Curriculum Development

Curriculum development originates from history, philosophy, and society and is influenced by early school education and the ideas of prominent educators. The theoretical foundation of curriculum originated in seventeenth-century didactics, which developed in response to the regulations of teacher education, experimental psychology, pragmatism, and social changes in the early twentieth century. Two major

tensions emerged during this period: John Dewey's focus on students' learning experiences and Bobbitt's attention to institutions and teaching content.

## 2.1. Following World War II, the Publication of Tyler's "Basic Principles of Curriculum and Instruction" in 1949 Significantly Influenced Educational Theory and Practice

Hilda Taba proposed a more inductive and teacher-centered model of curriculum development, emphasizing that the curriculum should be shaped at the classroom level through diagnostic teaching and the concept development. Taba promoted the "grassroots approach," which holds that educators should be involved in curriculum creation. However, Taba emphasized the value of teachers in curriculum development within the concept. According to her, general learning objectives should be structured around curricula that help students effectively uncover concepts<sup>[23]</sup>.

Taba's Inverted Model (Figure 1) introduced Eight Key Steps as follows:

**Step 1:** Using needs assessment tools to diagnose needs for curriculum develop.

**Step 2:** Establishing clear goals that include attitudes and ideas to be acquired, modes of thinking to be instilled, and routines and abilities to be mastered. Teachers are responsible for accomplishing these.

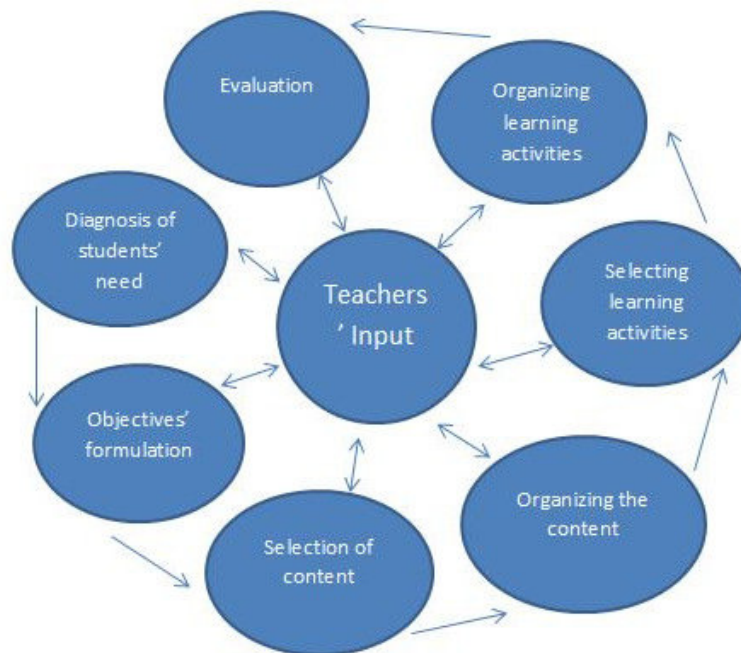
**Step 3:** Writing a justification for each decision and selecting activities and content appropriate and pertinent to the children's developmental stage.

**Step 4:** Organization content, starting with the easier subjects and processing to more challenging ones.

**Steps 5 and 6:** Selecting and arranging the experiences of educators and learners through multifunctional exercises that enable learners to accomplish several goals.

**Step 7:** Continuously assessing the unit while taking note of the students' preferences.

**Step 8:** Verify that the activities offer suitable chances for learning how to generalize, that the material order makes sense, and that there is a balance between written, oral, re-search, and analytical tasks.



**Figure 1.** Taba's model of Curriculum Development.

Note: Taba's Model of Curriculum Development; Adapted from Bhuttah, T.M., Xiaoduan, C., Ullah, H., Javed, S. Analysis of curriculum development stages from the perspective of Tyler, Taba, and Wheeler. European Journal of Social Sciences, 58(1), 14–22.<sup>[24]</sup>

In addition to fostering the development of comprehension abilities, including inference, synthesis, and summarization, Taba's Inverted Model engages higher-order thinking

skills. There is no definitive right or wrong answer in this open-ended approach. Students collaborate in groups to improve their speaking and listening abilities. This gives

students the opportunity to engage in constructive class discussions both before and after generalizations are made.

## 2.2. The Need for Innovation in the English Curriculum

With the increasing interconnection between societies and the adoption of knowledge-based approaches, it is now crucial to shift the educational paradigm, particularly in English language teaching within EFL/ESL contexts. Traditional teaching methods that focus on rote grammar instruction and decontextualized word lists are increasingly recognized as insufficient to equip students with the capabilities needed for authentic, intercultural communication<sup>[25]</sup>. Sociolinguistic studies, such as those by Sankar<sup>[9]</sup> have demonstrated that learners tend to approach second language learning as fulfilling academic requirements instead of developing functional communicative competence—a challenge that mirrors the disconnect between curricular objectives and language use across various contexts. This demonstrates a recurring discrepancy between curriculum objectives and the real-world communication demands that students must meet.

By contrast, contemporary curriculum models in EFL/ESL are placing more emphasis on the development of intercultural competence, pragmatic flexibility, and intelligibility often at the expense of native-like accuracy. Nevertheless, few national curricula have effectively translated ELF principles into pedagogical design<sup>[14]</sup>. For instance, although the theoretical basis for dynamic, interaction-based learning models is grounded in usage-based and systemic functional linguistics<sup>[12]</sup>, practical application of such insights in curriculum materials varies across educational contexts.

In addition, the literature is in absence of a critical consensus regarding how innovation can reconcile local linguistic conditions with the communicative demands of the world. Even though Kessler<sup>[25]</sup> makes the case for technology-enriched, learner-centered curricula, it is not necessarily apparent how such advice is being converted into classroom practice or how educators are being supported in shifting from exam-driven instruction. Hence, there is still a critical gap in research that assesses the efficacy of curricular innovations in EFL/ESL contexts within particular teaching environments.

## 2.3. Globalization and English as a Global Lingua Franca

English was originally spoken by a few groups; however, it has now evolved into a global language and is commonly used by people from diverse backgrounds to communicate more easily. This transformation significantly impacts curriculum design and development, especially in EFL/ESL contexts. Currently, learners use English for more challenging activities such as academic studies, work, and international events with people from diverse cultural backgrounds<sup>[26]</sup>. Recent Sociolinguistic research in multilingual settings, such as Nigeria, suggests a gap in teacher preparedness for intercultural and pragmatic teaching. Although many teachers are professionally certified, they often lack sufficient sociolinguistic knowledge, which limits their effectiveness in diverse classroom settings<sup>[27,28]</sup>. Therefore, it is imperative that modern English curricula prioritize functional communication and intercultural competence, moving beyond rigid adherence to grammatical accuracy<sup>[26]</sup>.

In addition, English globalization has brought new dynamics of language commodification. For example, Guo et al.<sup>[29]</sup> highlighted how English and increasingly Chinese, are commodified as a means of upward social mobility in Thailand. Consequently, this trend provides accessible learning opportunities for students from low-income families, thereby offering a diverse array of career options, for instance, in tourism, commerce, services, but it also raises concerns about linguistic imperialism and fairness. From a pedagogical perspective, emphasis must be placed on pragmatic skills such as the ability to interpret tone, politeness strategies, and implicit meanings. Instructional tasks, such as writing emails, participating in global discussions, and analyzing intercultural case studies, are now being integrated to prepare learners for real-world communication. These developments also necessitate a transition from traditional British or American models to pluralistic theories of English that accommodate diverse accents, discursive norms, and cultural conventions<sup>[26]</sup>.

## 2.4. Technological Disruption

Technological advancement has dramatically changed how English is taught and learned. With the increasing availability of EdTech tools, such as language learning apps

(Duolingo and Babbel), online classrooms, and AI-powered resources, students can learn in a more personalized and engaging manner<sup>[30]</sup>. However, most of the research has been concerned with the availability or efficacy of such tools in abstract terms, with scant critical evaluation of their pedagogical congruence with EFL/ESL classroom requirements or their regional contextual adaptability.

Research on Corpus linguistics illustrates the transformative impact of data-driven learning technologies in language education. For instance, Qi<sup>[31]</sup> highlighted that corpus-based learning, which utilizes systematic, authentic, and rich language resources, can significantly optimize business English teaching by providing learners with real-world context and integrating professional discourse. There has been limited research into whether existing corpora represent the diversity of English usage in international EFL (English as a Foreign Language) and ESL (English as a Second Language) contexts. If these corpora place too much emphasis on Inner Circle varieties of English, such as British or American English, they may inadvertently promote Anglo-centric models of language. This could lead to the exclusion of other varieties of English that learners encounter in international communication.

The educational system must include digital literacy and the use of technology as integral components of EFL/ESL education<sup>[30]</sup>. Chatbots that stimulate discussions, programs for checking speech pronunciation, and online writing apps, for example, Grammarly and QuillBot, facilitate independent learning and practice for students. Learning Management Systems (LMSs), such as Google Classroom and Moodle, also support blended and flipped learning, providing students with more flexibility and enabling differentiation in teaching<sup>[32]</sup>. But pedagogical integration of such tools has to extend their adoption; teachers must critically evaluate their cultural assumptions and learning effects. Otherwise, technology is liable to turn into surface-level modernization instead of being a means for deep instructional innovation.

Liu et al.<sup>[33]</sup> provided a strong critique by analyzing over one million words across 40 volumes of university English textbooks in China. Their findings revealed the dominance of Anglo-American cultural representations, confirming a persistent bias that excludes Outer- and Expanding-circle cultures, and highlighting the necessity of technologically enhanced multicultural content. This indicates the

pressing necessity for multicultural content development enabled by technology, such as interactive digital readers or AI-assisted curriculum tools, to help create inclusive, multicultural content that is appropriate for EFL/ESL students.

However, the inclusion of technology alone is insufficient. Curriculum frameworks must ensure that these tools are integrated pedagogically to promote critical digital literacy. For example, Coiro<sup>[32]</sup> argued that digital literacy should go beyond tool usage to foster critical thinking about digital content, guide learners in evaluating online sources, and teach them to communicate effectively in digital genres such as blogs, podcasts, and social media posts. However, it is still unclear if these tasks foster intercultural competency in EFL/ESL contexts.

From a psycholinguistic perspective, technology has shown benefits for implicit learning, especially through tailored feedback on pronunciation and grammar to optimize cognitive load for different language skills. For instance, Walter<sup>[34]</sup> highlighted how artificial intelligence-based resources can analyze learner errors and offer targeted interventions based on psycholinguistic models of interlanguage development and error correction. However, the majority of existing tools, are trained on Inner Circle English norms, which may cause them to overlook pragmatics, idiomatic expressions, and accent variability that are crucial in ELF interactions. Curriculum designers must make sure that digital resources support context-sensitive, cross-cultural communication and represent global English varieties in order for them to be truly in line with ELF pedagogy.

Although studies such as Coiro<sup>[32]</sup> and Walter<sup>[34]</sup> provide insightful information about the potential of technology in English language instruction, they frequently overlook how these innovations can be methodically incorporated into curriculum frameworks that support EFL/ESL objectives. In order to support culturally responsive, context-sensitive pedagogy based on EFL/ESL realities, future curriculum design must make sure that technology enhances rather than homogenizes student learning experiences.

## 2.5. Shifting Pedagogical Paradigms

The view of learning has undergone a significant transformation owing to the impact of modern educational theories, including constructivism, sociocultural theory, and connectivism. These theories argue that learners actively

construct knowledge through social interactions, collaboration, and meaningful engagement with the content<sup>[35]</sup>. Such paradigms challenge conventional transmission models and have influenced the curriculum design in EFL/ESL classrooms, promoting the use of situated, dialogic, and purpose-driven language learning. Research in neurolinguistics provides a scientific basis for transforming pedagogical practices, which are based on fundamental differences between first and second language learning. For instance, many studies have reported that children primarily utilize Universal Grammar to acquire language, whereas adults mainly use memory and cognitive strategies. This is corroborated by data showing that while adult second language learners may also activate the right hemisphere of the brain due to the use of distinct learning strategies, native speakers primarily process language in the left hemisphere of the brain<sup>[36]</sup>. These results highlight the value of differentiated instruction in English instruction, particularly in EFL/ESL classes for adults. Learner outcomes can be optimized with the use of techniques like cognitive scaffolding, retrieval-based learning, and emotionally supportive settings. Consequently, the English teacher's function has changed from imparting knowledge to serving as a mentor, facilitator, and co-learner<sup>[35]</sup>. This change is also consistent with psycholinguistic theories of second language acquisition (SLA), which place more emphasis on meaningful interaction, meaningful input, and communicative output than on rote memorization. According to Walter<sup>[34]</sup>, emotionally supportive learning environments can improve engagement and long-term memory retention, two important factors for curriculum designers in EFL/ESL contexts. A comprehensive, learner-centered method of teaching languages is promoted by incorporating affective elements with cognitive development.

## **2.6. Innovative Practices in Curriculum Design and Implementation**

Modern English curricula are increasingly emphasizing student-centered learning approaches that promote autonomy, inquiry, and real-life relevance. Linguistic studies corroborate these novel strategies through empirical evidence that indicates their effectiveness. A review of washback studies indicates that different evaluation methods, such as examinations, tests, and assessments, produce positive washback effects on teaching and learning. Conversely, studies on

curriculum reform necessitate the careful coordination between written, assessed, and delivered components of the curriculum for its successful implementation<sup>[37,38]</sup>. These include:

### **2.6.1. Project-Based Learning (PBL) in the English Curriculum**

PBL is an advanced educational model in which students brainstorm and develop ideas to address real-life problems. In this context, PBL enables students to engage in meaningful language activities based on real-world communication rather than memorizing grammar rules. It aims to encourage students to contribute ideas that help them develop the abilities needed in this century, specifically, higher-order thinking skills. PBL transcends disciplinary boundaries by integrating multiple fields and developing competencies such as creative and critical thinking skills, problem-solving, communication, and teamwork, which are essential skills for the future. PBL aligns with Vygotsky's sociocultural theory and constructivist learning theories, which both place emphasis on meaningful, cooperative, and active engagement with the material<sup>[35,39]</sup>. Despite extensive research on the effects of PBL, there is clear evidence of its impact on students' abilities, emotional attitudes, and grades<sup>[40,41]</sup>.

Through PBL, students can understand that English is a valuable tool for understanding and changing their environment. For example, a climate change project may require reading scientific materials, writing thoughtful essays, and presenting discoveries in English, which helps improve both language and subject-area expertise. PBL is an innovative educational approach that emphasizes real-life issues and concepts while seeking to achieve 21st-century skills, particularly higher-order critical thinking skills. It integrates different subject areas and cultivates 21st-century skills in learners, including problem-solving, information assessment and evaluation, communication, and teamwork. In the transition to the information age, educators must develop extraordinary higher-order thinking skills in students<sup>[42]</sup>. PBL does not recognize the separation of subjects and disciplines and encourages creativity, problem-solving, evaluation, effective information communication, and joint efforts with others. However, in some cases, contrary to expectations, PBL has changed students' thinking, academic achievement, and emotional states<sup>[43]</sup>.

The linguistic study of writing skills provides further

evidence in favor of PBL. Comprehensive studies analyzing writing competencies demonstrate that students have satisfactory skills in composition and research; however, they face difficulties in thesis development, idea organization, and academic writing. Pre-writing strategies are significantly positively correlated with overall writing proficiency; however, there is variability in how often students actively engage in planning and improving their writing, for instance, brainstorming and revision. These findings emphasize the necessity of guided writing processes with project-based frameworks<sup>[44]</sup>. In English curriculum development, PBL serves as an innovative instructional strategy that engages students in investigating topics, solving problems, and presenting findings, often through writing, discussion, multimedia, or performance. At the university level, studying literature enables students to develop multimedia documentaries on social issues, write persuasive essays, and undertake community-level literacy initiatives. These projects help them become stronger readers, more creative writers, thoughtful researchers, and confident speakers—all essential skills in today's English classrooms. Furthermore, PBL aligns with the principles of Task-Based Language Teaching (TBLT), which emphasizes real-world, goal-oriented communication exercises to enhance both accuracy and fluency<sup>[45]</sup>. PBL provides authentic contexts for language use where learners can be exposed to different language genres and registers and develop communicative competence in contexts similar to those of the real world, which promotes linguistic accuracy and sociolinguistic appropriateness<sup>[46]</sup>.

### **2.6.2. Blended Learning (BL)**

Following the rise of remote learning due to COVID-19, blended learning (BL) has begun to play a significant role in effective English language teaching, especially in EFL/ESL contexts<sup>[47]</sup>. BL supports active student-centered learning by integrating multiple technologies, and adopts a learner-centered focus educational process<sup>[45,48]</sup>, all as cited in Han's<sup>[49]</sup> article. Students are increasingly enrolling in BL courses because they are unable to attend on-campus classes for various reasons. Research has also examined its effects on student engagement, academic performance, and satisfaction as cited in Han's<sup>[49]</sup> article. BL enables students to interact with their peers and instructors through multimedia and interactive self-assessments and enhances class activities by providing access to online information<sup>[50]</sup>.

This method enables students to learn at their own pace and place, reinforcing autonomy and lifelong learning patterns. BL-facilitated online interactions provide a peaceful and less stressful learning environment, which can benefit students with varied learning styles and anxiety levels. Factors such as a lack of technology, poor quality of emerging designs, and poor internet connections may hinder students' engagement. Its efficacy may be restricted by disparities in access to dependable internet, electronic devices, or supportive learning environments. Furthermore, learning outcomes are strongly impacted by instructional design, including task relevance, interactivity, and feedback mechanisms. Educational institutions must therefore provide digital literacy training schemes that enable students to acquire online technological skills and adapt to BL environments, considering factors such as location, family background, and prior education<sup>[51]</sup>. In this regard, BL should be viewed as a pedagogical change based on inclusivity, autonomy, and cognitive engagement rather than just as a technological fix.

From a neurolinguistic perspective, BL may help people learn a language by encouraging spaced repetition and multimodal learning, both of which improve memory encoding and retention. Studies examining brain-evoked potential analysis in SLA indicate that the processing of foreign language vocabulary creates unique patterns in the brain and can result in distinct N1 and N400 effects in both concrete and abstract nouns. Multiple studies have indicated that students may forget vocabulary within three months if they lose regular exposure and practice, which could be achieved by BL, providing regular online engagement between students and teachers<sup>[48]</sup>. Because BL environments are asynchronous and ongoing, they are perfect for keeping up with this important repetition and mental practice. BL in English education enables students to employ multiple learning methods simultaneously. Participating in podcasts, reading blogs, watching videos, joining discussion forums, and other digital activities improves learning and teaches students critical thinking. Students learn better and learn how to think critically when they listen to podcasts, read blogs, watch videos, join discussion forums, and other digital activities. Moreover, BL is critical in English curriculum development as it integrates language skills through digital platforms that support interactive grammar exercises, online reading assignments, and multimedia storytelling. Learning materials, including videos, podcasts,



and blogs, enhance students' access to various modes of communication, which are essential for contemporary English education. Students have more ways to communicate thanks to learning materials like videos, podcasts, and blogs. These are important for modern English education. Linguistic studies also support BL by highlighting that various input modes, such as aural, visual, and textual, and asynchronous interactions, can cater to different learning styles and optimize language processing, leading to more robust acquisition of language and its structural retention<sup>[34]</sup>. BL provides a dynamic environment where language learning becomes social and individualized, grounded in real-world communication needs, by fusing online and in-person collaboration.

### 2.6.3. Flipped Classroom

The flipped classroom approach has emerged as a transformative model in English curriculum development, primarily consistent with 21st-century, learner-centered education. Rooted in constructivist and student-centered learning theories, this approach shifts the traditional course design by requiring students to learn basic ideas—grammar, vocabulary, or background—using digital videos and texts before coming to class. The flipped classroom model is an innovative development that is gaining increasing importance in higher education and focuses on technology-enhanced pedagogy. Through organized pre-class input and in-class collaboration, it facilitates active engagement rather than depending on passive knowledge transmission. This modern approach focuses extensively on students, consequently shortening lecture time and maximizing practice while improving academic results, including the level of engagement, understanding, confidence, and critical thinking<sup>[52]</sup>. In a flipped English classroom, teachers provide lecture videos and grammar tutorials as homework, creating space in the classroom for more in-depth discussions and personalized instruction.

The flipped classroom approach encourages collaboration between students and teachers, improving classroom dynamics<sup>[53]</sup>. There are different versions of flipped classrooms. The association between evaluation and the process is helpful for some teachers but not for others. For some educators, pre-class technologies seem to define flipped classrooms, while for others, delivering or experiencing pre-class information appears to be unimportant<sup>[54]</sup>. These differing opinions imply that flipping is not a one-size-fits-all approach

and that careful pedagogical planning, as opposed to merely implementing digital content, is necessary for its success. Flipping also affects the allocation of instructional time in classrooms. Traditionally, teachers communicate with students who ask questions; however, those who do not ask questions tend to require the most care. One teacher said, “We refer to ‘silent failers,’” adding that flipping allows them to work with the least confident rather than the most confident. By refocusing teacher attention on underprivileged students, the flipped model has the potential to alleviate educational disparities. Flipping shifts education from the traditional focus of lecturing as a “sage on the stage” to actively assisting students through mini-workshops as a “guide on the side”<sup>[55]</sup>. Consequently, the flipped classroom fits with the trend in English curriculum development toward using constructivist and active learning approaches. It promotes the development of essential 21st-century skills such as independence, teamwork, and critical thinking. From a psycholinguistic perspective, the flipped classroom model allows for greater in-class focus on productive skills (speaking and writing), where learners can actively apply and automatize linguistic knowledge gained from pre-class materials, fostering deeper processing and better retention of language forms and functions<sup>[34]</sup>. This focus on meaningful use supports the importance of authentic input and output in second language acquisition and is consistent with usage-based language learning theories.

### 2.6.4. Gamification in Education

In recent years, as education has shifted more toward digital tools during COVID-19, incorporating gamification in English has become a successful way to motivate students. The term “gamification” refers to the use of game elements, such as points, badges, leaderboards, and narrative quests, in non-game contexts to enhance learning. This method of English education helps students acquire language, develop literacy skills, and interact by being actively involved<sup>[56]</sup>. Gamification is based on self-determination theory, which posits that motivation will be enhanced when learners feel autonomy, competence, and relatedness—states typically fulfilled by effectively designed game features.

The gamification approach fosters active student involvement in the learning process. This is the application of game elements in contexts outside games. It is helpful and positively impacts learning by boosting motivation, im-

proving engagement, and maintaining knowledge interaction. It reinforces intrinsic motivation by converting mundane academic activities into significant, engaging activities that maintain interest among students over an extended period<sup>[57]</sup>. The fact that games are compatible with active learning and beneficial practices in education has stirred enthusiasm for their use in teaching and learning.

Research on the impact of gamification shows promise as well as limitations. Studies have shown that utilizing gamification can solve the problem of decreased motivation for traditional learning approaches, especially among Generation Y students who find these approaches boring and ineffective<sup>[58,59]</sup>. Gamification is especially useful for technology-native learners, reflecting their cognitive style and comfort with interactive technologies. However, it needs to be applied cautiously, particularly when current learning platforms or technologies fail or malfunction, as gamification is unable to compensate for basic deficiencies in education<sup>[60,61]</sup>. Games, simulations, and educational games, whether fun or serious, are typically developed to be engaging and marketed, including action simulations. These are quite different from gamification, which is the process of using various elements to achieve a goal. This is an important distinction: gamification overlays current tasks with game logic, while educational games are specifically designed from scratch.

Gamification should be applied with caution, particularly in business contexts where it is inadvisable if existing learning platforms, technologies, or products are ineffective or malfunctioning<sup>[62]</sup>. Research has revealed that “the problem of teaching in this case becomes more complicated because there is a larger portion of students who are no longer interested in studies”<sup>[63]</sup>. Generation Y students, also known as millennials, find it particularly challenging to engage in classroom learning. Many students consider standard education boring and ineffective, even when educators attempt to modify their approaches and develop new and engaging practices. This discloses a systemic disconnect between the delivery of instruction and learner motivation to suggest that more profound curriculum change—not superficial engagement techniques—is required. Conventional teaching methods fail to develop self-guided problem-solving skills in students or their ability to apply the knowledge gained in class to various situations. There is a growing need for more effective teaching methods to convey information efficiently,

keep students engaged, and ensure that subjects and skills are transferred in the most efficient way possible when solving problems<sup>[63]</sup>.

In English classrooms, teachers employ gamification methods to conduct monotonous activities, such as vocabulary learning and grammar exercises, which are more exciting for students. For instance, students might earn digital badges for completing reading challenges, participating in vocabulary battles, or working through narrative-based writing quests that reward creativity and critical thinking skills. Gamification also fits with the ELF approach by enabling learners to investigate language use in varied communicative situations, promoting functional, pragmatic competence instead of strict compliance with native norms. Linguistic research, especially from a psycholinguistic viewpoint, informs the gamification design by emphasizing the importance of features such as instantaneous feedback, spaced repetition, and a range of task types. Such factors are generally embedded in game-based tasks, contributing to memory consolidation and the acquisition of vocabulary and grammar<sup>[34]</sup>. These features reflect cognitive models of language acquisition, where repetition, reinforcement, and affectively engaging input are stressed.

### **2.6.5. Experiential Learning (EL) in Classrooms**

Experiential Learning (EL), which is based on constructivist and student-centered ideas, is now a key method used in English curriculum planning. English helps advance communication, creativity, and critical thinking in English language teaching. Through creative writing workshops, drama lessons, volunteering, and authentic communication assignments (such as interviews, podcast episodes, and blogging), students become more deeply involved in learning new languages. Elaborating on constructionist approaches, EL has evolved into an educational technique and learner-oriented pedagogy, enhancing the value of education by developing skills and experiences<sup>[64]</sup>. EL was introduced by David Kolb (1984) to bridge the gap between abstract knowledge and real-world practice. It stresses learning through experiences and employs learners’ past experiences in evaluating them (Sternberg & Zhang, 2014). Kolb cited foundational thinkers such as Dewey (1859), Lewinism (1890), and Piaget (1896) as influences on his learning theory. In his model, he positioned EL as a spiral process with the use of concrete experi-

ence, reflective observation, abstract conceptualization, and active experimentation. EL, often described as “learning-by-doing,” involves students performing tasks such as listening, reading, and watching videos. Kolb’s EL theory posits that the learning process involves the transformation of experience into knowledge. It focuses on the learner in action, where new knowledge is constructed through evaluation and analysis of various practical experiences. Moreover, Kolb’s EL theory considers a broader picture in which perceptual, contextual, and emotional experiences encompass the entire learning process<sup>[65]</sup>. This theory supports both Dewey’s idea that education must be based on solving problems in real life and Vygotsky’s emphasis on mediated learning.

Creative writing workshops, service-learning projects, drama-based instruction, and real-world communication tasks, such as interviews or podcast creation, are effective tools for promoting language proficiency within English curriculum development. These practices are underpinned by the bases of task-based language teaching (TBLT) that focus on meaning-making and functional use of language rather than memorization.

Based on out-of-class experiences, students’ desire to learn and their overall growth in achievement were positively impacted. With the assistance of practice-oriented teaching activities, students can create and learn using relevant information<sup>[66]</sup>. The EL method allows students to acquire skills in a self-managed and cooperative manner, which corresponds to health promotion qualifications. Students can participate in experimental projects. They put health promotion into practice while simultaneously improving their project management and collaboration skills, reflecting on their engagement, and defining the project results. Students often provide feedback on the importance of purposefully and methodically applying classroom knowledge to real-life situations. They view this as a means of enhancing their skills and increasing their employability<sup>[67]</sup>. Overall, incorporating EL into the English curriculum strengthens students’ learning by helping them develop their language skills in real situations. It equips students with the skills to engage in complex conversations in school, work, and social environments. From the perspective of applied linguistics, EL provides authentic opportunities to students for engaging in genuine communication, allowing for the natural emergence and negotiation of meaning, which are essential for develop-

ing fluency and communicative competence beyond isolated grammar structures. The emphasis on real-world activities in EL also enables the application of sociolinguistic knowledge, such as appropriate register and politeness strategies, in meaningful contexts<sup>[12]</sup>. This experience-oriented approach also aligns with ELF principles by accepting multifarious communicative contexts and prioritizing intelligibility over native-likeness accuracy.

## **2.6.6. Personalized Learning**

Personalized learning is gaining popularity in schools, particularly in the design of English lessons. This approach enables students to learn in ways that suit their particular skills, character, and educational requirements<sup>[68]</sup>. It embodies the constructivist idea that learning needs to be experience-based, learner-specific, and context-driven<sup>[35]</sup>. Linguistics research supports the effectiveness of personalized learning in addressing the individual needs of language students. Recent studies on the development of English for Specific Purposes (ESP) curriculum have indicated that students have different levels of proficiency in four language skills. Students frequently rely on listening and reading to understand multimedia content and academic materials, while speaking and writing skills are used in informal contexts. Furthermore, they have an overall low confidence level in formal communication, including oral presentation and business writing, which emphasizes the necessity for customized methods of addressing individual skill deficiencies<sup>[69]</sup>. Personalized learning is a student-centered approach, contrasting with traditional teacher-directed instruction. It extends beyond face-to-face classroom settings, where the focus is typically on teachers. Students in an English program may pursue different pathways using age-appropriate reading, writing portfolios, podcasts, and individual feedback.

In this model, education is tailored to children’s knowledge, preferences, and pace. This can involve utilizing adaptive learning technologies and differentiated instruction techniques so that every child can excel, regardless of their starting level<sup>[70]</sup>. The theoretical underpinning for such practices is provided by sociocultural theory and Vygotsky’s Zone of Proximal Development (ZPD) idea, which promotes teaching to the readiness level of every learner<sup>[39]</sup>. Personalized learning is an educational approach that addresses each student’s individual needs. This approach encompasses factors such as gender, learning motivation, cognitive type, and learning

style. This designed mechanism removes the constraints of time and location, allowing the evaluation of the most suitable adaptive learning option. In the learning process, the phrase approach, “individual learning pathway,” addresses the specific needs and goals that a person wants to achieve. This pathway enables learners to access instructional information based on their knowledge levels<sup>[68]</sup>. Critically, although personalized learning fosters autonomy and learner agency, it also requires teachers to possess data analysis and learning design capacity—raising issues of equity in environments with fewer resources.

The United States Department of Education explains that customized education refers to education in which the learning pace and instructional methods are catered to individual learners’ needs. To ensure that students’ interests are met, learners engage in relevant activities that are important to them, and students generally initiate self-learning activities. Depending on the learning needs of the learners, goals, instructional strategies, and materials can be modified. In this regard, the individualization of education entails modifying the rate of training, which is necessary for learners. Conversely, differentiation in education refers to changes in teaching methods or a focus on the learner<sup>[71]</sup>.

The theoretical difference between personalization, individualization, and differentiation, while frequently used interchangeably, needs to be explained in curricula planning to minimize implementation confusion. The conventional education system has several limitations; therefore, countries such as the USA, Canada, Denmark, France, Germany, the United Kingdom, New Zealand, and Australia are embracing personalized learning to address students’ various needs in schools. From a psycholinguistic perspective, recent research on individual differences in language learning, such as working memory capacity and language aptitude, provides empirical support for personalized learning. These cognitive traits directly guide adaptive technologies that adjust content difficulty and presentation style to match each learner’s cognitive profile, thereby optimizing the learning process<sup>[34]</sup>.

### **2.6.7. Competency-Based Education**

Competency-based education in the English curriculum aims to shift the focus from the usual routine of teaching and testing to supporting students in mastering essential competencies, particularly in communication, critical thinking,

collaboration, and cultural literacy, to succeed in school and at work. This method embodies the principles of outcomes-based education and is consistent with constructivist learning theories, whereby knowledge is actively constructed through the use of skills in real contexts rather than through passive acquisition<sup>[72]</sup>. CBE radically reorganizes higher education by centering academic materials and delivery around competencies, which, by definition, are what students know and can do. This contrasts with the more traditional method of organizing content and delivery by subject<sup>[73]</sup>. Linguistic research on competency-based approaches reveals their effectiveness in developing practical language skills. Studies examining translation competence development demonstrate that competency-based curriculum design can successfully structure specialized translator training, with research establishing clear evaluation criteria for proficiency levels (excellent, sufficient, satisfactory, and low) and demonstrating measurable improvements in students’ discourse-oriented translation abilities<sup>[74]</sup>. These results validate a performance-based model of language education, where assessment tasks are mapped onto real communicative contexts.

This also aligns with the needs of students and the requirements of the current job market, consequently contributing to the improved quality and relevance of education. However, implementing CBE in English curricula necessitates strong teacher training and institutional support in order to make sure competencies are well-defined, observable, and measurable across diverse linguistic and cultural contexts. This approach draws on the instructional strategies of constructivism and social constructivism, which involve engagement and prior knowledge<sup>[72]</sup>.

Additionally, competency-based education and integrative learning are gaining traction. Integrative learning is a teaching strategy that combines diverse strands within a field of study to enhance student learning. An integrative curriculum effectively serves this purpose by systematically integrating knowledge and skills to reinforce learning<sup>[75,76]</sup>. From a curriculum design perspective, integrative learning encourages cross-disciplinary thinking and strengthens language competencies through contextually demanding activities like interdisciplinary projects or simulations in real-world contexts. By implementing competency-based education in the English curriculum, students can develop effective communication skills needed to solve real-world problems. Applied

linguistics, specifically language assessment, provides theoretical and practical frameworks for designing and evaluating competency-based curricula, ensuring that assessments accurately measure communicative abilities and not just isolated linguistic knowledge<sup>[46]</sup>. As recommended by performance-based and formative assessment models in SLA, it is critical to make sure that assessments go beyond discrete-point testing in order to capture the complexity of language use in various contexts.

### 3. Linguistic Research Contributions to Curriculum Development

Modern linguistic research advocates a strong empirical basis for designing an evidence-based curriculum across various subdisciplines that is inclusive and pedagogically effective. For example, pragmatics and syntax research has resulted in a more robust incorporation of authentic speech acts into curriculum planning, whereas sociophonetics has transformed pronunciation instruction to account for global English variation.

Consistent with these findings, research in corpus linguistics offers insights into textbook content and cultural representation, revealing Anglo-American cultural dominance as well as significant gender imbalances in English language materials, thereby highlighting the need for a more inclusive and balanced curriculum<sup>[33,77]</sup>. These findings indicate that curriculum developers need to critically assess the ideological basis of materials, most notably which cultures, English varieties, and identities are represented or excluded.

Neurolinguistics research has illuminated important perspectives on SLA, revealing that adult learners rely more on cognitive and memory strategies than children who benefit from innate abilities like Universal Grammar. This contradicts previous hypotheses and posits that curricula must incorporate metacognitive strategies, memory recall drills, and spaced repetition to maximize retention. Brain-evoked potential studies demonstrate dissipation of vocabulary within three months without continued exposure, emphasizing the importance of review in the curriculum. During mindfulness practice, even the inclusion of mindfulness practices in language programs is favorable, indicating improved attention and working memory<sup>[36,48,78]</sup>. These results inform the incorporation of social-emotional learning (SEL) activi-

ties into English teaching to aid learners' concentration and regulation of emotion.

Multilingualism studies describe advantages of an inclusive curriculum based on language diversity as enacted via student confidence and intercultural competence, while research on Global English and translanguaging advocates for locally relevant content and diverse English varieties<sup>[79,80]</sup>. These studies support translanguaging strategies that legitimize students' whole linguistic repertoires, allowing them to use their home languages while acquiring English to enhance both understanding and learner identity. Phonological awareness studies have linked early skills to later academic success, revealing that early identification and systematic instruction enhance reading and language outcomes across age groups<sup>[81-83]</sup>. While several of these methods rely on Inner Circle norms for English, they may not align with the phonological systems used by speakers in the Expanding- and Outer-Circle. To enhance fairness, curriculum developers need to incorporate localized phonological frameworks and accent variation training to assist global English learners.

Overall, contemporary linguistic research offers descriptive information as well as prescriptive instruments for revamping English curricula. By basing curriculum choices on corpus trends, brain-based mechanisms of learning, and sociolinguistic facts, educators can break free from classical models and create English programs that are inclusive, cognitively suitable, and internationally applicable.

### 4. Assessment and Evaluation in Modern Curriculum Design

Research in language assessment provides important implications for curriculum planning and evaluation. Studies examining assessment washback effects show positive effects of different assessment forms on teaching and learning. At the same time, research on curriculum alignment reveals that coordinating written, assessed, and delivered curriculum components is significantly challenging. According to assessment studies in various educational contexts, well-designed diagnostic assessment is critical to reveal individual student weaknesses and estimating abilities, thereby providing appropriate evaluation feedback to guide curriculum adjustments and instruction<sup>[37,38,84]</sup>. However, these findings must be critically situated in a broader conceptual framework. As stated

in Tyler's (1949) curriculum evaluation model, the core of instructional coherence remains the alignment of intended and actual performance in learner outcomes. However, the implementation gap remains a persistent issue in educational systems across the globe.

Studies of curriculum evaluation in basic education demonstrate concerning differences between intended and implemented curricula. Research investigating the implementation of reading curricula reveals generally low alignment between intended, tested, and enacted curricular aspects, suggesting that some targeted learning outcomes are not well transmitted or evaluated by teachers. These results underline the importance of comprehensive teacher training and systematic monitoring of curriculum delivery to ensure educational aims are achieved<sup>[38]</sup>. Assessment must be viewed as a formative process integrated into reflective teaching, not just a means of measurement. Based on Vygotsky's sociocultural theory, interactive, context-sensitive learner-centered assessments can encourage more meaningful learning by involving students in the active creation of knowledge<sup>[39,85]</sup>.

Assessment research also underscores the importance of culturally responsive evaluations to accommodate diverse learner backgrounds and needs. Reports on the assessment of inclusive education curricula indicate that many teachers are poorly trained in inclusive teaching strategies and in identifying language impairments, highlighting the demand for professional development in assessment practices that serve all learners effectively<sup>[86]</sup>.

## 5. Case Studies and Global Examples

Analyzing global curriculum models offers valuable insights into context-responsive design, which can be applied to bring theoretical innovations into practice. The following examples demonstrate how pedagogical flexibility and linguistic theory are integrated into curriculum reform across various educational systems.

### 5.1. Finland: Phenomenon-Based Learning

Finnish schools are recognized for their progressive, student-centered approaches, and their national curriculum serves as a model of innovation. Phenomenon-based learning (PhBL) is a crucial component of the curriculum, providing

a multidisciplinary approach that enables students to study English and other subjects by examining real-world situations<sup>[87,88]</sup>.

In Finnish schools, English is not taught as an isolated subject but is frequently incorporated into broader thematic modules. For example, a project on "Global Warming" might involve studying scientific texts in English, engaging in debates, writing reflective essays, and analyzing media reports, all while developing language proficiency through meaningful, contextual use<sup>[89]</sup>. This interdisciplinary approach is consistent with the principles of cognitive linguistics, which emphasize that language is inextricably grounded in our conceptual systems and our perception of the world. By incorporating other subjects in English instruction, students develop a more holistic and meaningful understanding of the language within a broader cognitive framework<sup>[11]</sup>. Additionally, this pedagogical model aligns with constructivist learning theories, especially those of Dewey and Vygotsky, which emphasize collaborative, situated, and active learning. In EFL/ESL contexts, this type of multidisciplinary, task-based approach is highly effective because it promotes language learning and academic content mastery, moving beyond rote grammar teaching toward practical communicative competence.

### 5.2. Singapore: Strategic Use of Technology

Singapore's education system is widely recognized as both challenging and flexible, and the English Language Syllabus (2020) highlights this adaptable approach to curriculum modernization.

As an essential language in its multilingual and global settings, English plays an important role in Singapore, leading to the introduction of a teaching approach that focuses on traditional ways of reading and writing while also emphasizing digital, spoken, and various types of literacy<sup>[90,91]</sup>. Singapore's emphasis on diverse literacies reflects a strong awareness of sociolinguistic realities, acknowledging that English is used in a wide range of contexts and forms beyond traditional print, thereby requiring curriculum design to address multimodal communication and digital discourse competence<sup>[91-93]</sup>. Theoretically, this method is consistent with multiliteracies pedagogy, which demands that curricula give students the skills they need to comprehend, create, and evaluate texts in oral, visual, and digital media. Sin-

gapore's curriculum offers a real-world illustration of how educational systems can adapt to these emerging demands while preserving fundamental competencies as technology redefines language practices.

### 5.3. United Kingdom: Focus on Cultural Capital

In the United Kingdom, the emphasis is on the development of cultural capital—knowledge, skills, and experience—that enables students to participate fully in society. This goal is evident in the selection of specific texts and the encouragement of students to learn about social, historical, and moral issues<sup>[94]</sup>. This approach is strongly underpinned by sociolinguistics and the sociology of language, which recognize language not simply as a means of communication but also as a carrier of cultural values, social identities, and power relations. By integrating culturally diverse texts and discussions, the curriculum provides students with opportunities to develop sociolinguistic competence, or the ability to use English in social and cultural contexts<sup>[95]</sup>. The ideological aspects of curriculum theory, which hold that language acquisition is never neutral but is always entwined with power structures, are crucially reflected in the UK model. It calls into question what constitutes valid knowledge, whose narratives are given priority, and whose culture is being taught. Therefore, it is important to approach the integration of cultural capital reflexively so that it empowers all learners with culturally sustaining pedagogies rather than reproducing social hierarchies.

## 6. Conclusions

A modern English curriculum has been developed to address the new challenges from technological advances, diverse cultures, and various educational needs. Traditional teaching methods have shifted to student-centered, flexible approaches that stress critical thinking, creativity, communication, and teamwork. Comprehensive linguistics studies supports these teaching changes by showing that sociolinguistic skills, phonological awareness, and culturally sensitive pedagogy greatly affect student achievement. Research indicates that teachers often lack sufficient sociolinguistic knowledge for multilingual classrooms, while corpus linguistic studies highlight troubling patterns of cultural dominance in textbooks that demand urgent action. Modern methods such

as blended learning, flipped classrooms, project-based learning, gamification, EL, and personalized instruction make the curriculum more engaging, inclusive of all students, and connected to real-world experiences. Additionally, incorporating competency-based education and digital skills prepares students for success in various fields worldwide. Crucially, the evolution of English language education is increasingly informed by robust linguistic research. Insights from applied linguistics guide curriculum designers in addressing real-world language problems, from developing effective language assessment tools to crafting materials that resonate with diverse learners. Psycholinguistics provides a deeper understanding of how the brain processes and acquires language, influencing pedagogical choices related to explicit and implicit learning, memory, and cognitive load. Moreover, sociolinguistics ensures that curricula are sensitive to the varied social functions of English, preparing learners to navigate different dialects, registers, and cultural contexts, thereby fostering true communicative competence in a globalized world. Although digital inequalities, insufficient teacher training, and resistance to change are some challenges, Finland's EL Model and Singapore's technological approach to teaching demonstrate how an effective English curriculum can make a significant difference. Therefore, teaching through innovative and inclusive methods is crucial for students to acquire the language and cultural skills needed in the current era.

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All authors contributed equally to the conception, design, data collection, analysis, and writing of this study. All authors have read and agreed to the published version of the manuscript.

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The data used in this study are available in the paper and from the corresponding author upon reasonable request.

## Conflicts of Interest

The authors declare no conflict of interest.

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