REFERENCES

Adipat, S. (2021). Developing Technological Pedagogical Content Knowledge (TPACK) through Technology-Enhanced Content and Language-Integrated Learning (T-CLIL) Instruction. *Education and Information Technologies*, *26*(5), 6461–6477. https://doi.org/10.1007/s10639-021-10648-3

Ahmadi, D. M. R. (2018). The Use of Technology in English Language Learning: A Literature Review. *International Journal of Research in English Education*, *3*(2), 115–125. https://doi.org/10.29252/ijree.3.2.115

Chamot, A. U. (2004). Issues in Language Learning Strategy Research and Teaching. *Electronic Journal of Foreign Language Teaching*, *1*(1), 14–26. https://doi.org/10.1017/S0261444808005612

Creswell, J. W., & Creswell, J. D. (2018). Mixed Methods Procedures. In *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

Fernández-Batanero, J. M., Román-Graván, P., Reyes-Rebollo, M. M., & Montenegro-Rueda, M. (2021). Impact of educational technology on teacher stress and anxiety: A literature review. *International Journal of Environmental Research and Public Health*, *18*(2), 1–13. https://doi.org/10.3390/ijerph18020548

Fitriani, F. (2022). Learning Styles and Variety of Materials in English Teaching and Learning. *Fikruna*, *4*(1), 97–106. https://doi.org/10.56489/fik.v4i1.61

Ginja, T. G., & Chen, X. (2020). Teacher educators' perspectives and experiences towards differentiated instruction. *International Journal of Instruction*, *13*(4), 781–798. https://doi.org/10.29333/iji.2020.13448a

Holton, E. F., & Trott, J. W. (1996). Journal of Vocational and Technical. *Journal of Vocational and Technical Education*, *v12*(Spr), p49-57.

Hong Van, V. (2020). Identify Methods of Teaching and Learning To Create Interest, Self-Study, and Creativity of Students. *Humanities & Social Sciences Reviews*, *8*(3), 646–656. https://doi.org/10.18510/hssr.2020.8369

Johler, M., & Krumsvik, R. J. (2022). Increasing inclusion through differentiated instruction in a technology-rich primary school classroom in Norway. *Education 3-13*, 1–15. https://doi.org/10.1080/03004279.2022.2143721

Krishan, I. Q., & Al-Rsa'I, M. S. (2023). The Effect of Technology-Oriented Differentiated Instruction on Motivation to learn Science. *International Journal of Instruction*, *16*(1), 961–982. https://doi.org/10.29333/iji.2023.16153a

Kupchyk, L., & Litvinchuk, A. (2020). Differentiated Instruction in English Learning, Teaching and Assessment in Non-Language Universities. *Advanced Education*, *7*(15), 89–96. https://doi.org/10.20535/2410-8286.168585

Leppan, R. G., van Niekerk, J. F., & Botha, R. A. (2018). Process model for differentiated instruction using learning analytics. *South African Computer Journal*, *30*(2), 17–43. https://doi.org/10.18489/sacj.v30i2.481

Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Suárez-orozco, C., Appelbaum, M., Cooper, H., Kline, R., Mayo.Wilson, E., Nezu, A., & Rao, S. (2018). Reporting Standards for Qualitative Research in Psychology: The APA Publications and Communications Board Task Force Report. *American Psychologist*, *1*(2), 26–46. http://search.proquest.com.ezp-prod1.hul.harvard.edu/docview/61476746?accountid=11311%5Cnhttp://sfx.hul.harvard.edu/hvd?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&genre=article&sid=ProQ:ProQ:socabsshell&atitle=The+Victim+Ideology+of+Whit

Levy, H. M. (2008). Meeting the Needs of All Students through Differentiated Instruction: Helping Every Child Reach and Exceed Standards. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, *81*(4), 161–164. https://doi.org/10.3200/tchs.81.4.161-164

Nambiar, R. (2009). Learning Strategy Research — Where Are We Now ? *The Reading Matrix*, *9*(2), 132–149.

Partami, P. I., Padmadewi, N., & Artini, L. P. (2019). *Differentiated Instruction In Multicultural Classroom Of Primary Years Programme In Gandhi Memorial Intercontinental School - Bali*. *7*(1), 1–11.

Pozas, M., Letzel-Alt, V., & Schwab, S. (2023). The effects of differentiated instruction on teachers' stress and job satisfaction. *Teaching and Teacher*

Education, *122*, 103962. https://doi.org/10.1016/j.tate.2022.103962

Pressley, T., Ha, C., & Learn, E. (2021). Teacher Stress and Anxiety During COVID-19: An Empirical Study. *School Psychology*, *36*(5), 367–376. https://doi.org/10.1037/spq0000468

Ramberg, J., Brolin Låftman, S., Åkerstedt, T., & Modin, B. (2020). Teacher Stress and Students' School Well-being: the Case of Upper Secondary Schools in Stockholm. *Scandinavian Journal of Educational Research*, *64*(6), 816–830. https://doi.org/10.1080/00313831.2019.1623308

Sukiman. (2022). European Journal of Educational Research. *European Journal of Educational Research*, *11*(3), 1245–1257.

Synekop, O. (2022). Individual and Group Autonomy in Differentiated Esp Instruction of Information Technology Students. *Advanced Education*, 15–24. https://doi.org/10.20535/2410-8286.258135

Terrell, S. R., & Ph, D. (2012). *Mixed-Methods Research Methodologies Abstract and Key Words*. *17*(1).

Wahab, I., & Nuraeni, N. (2020). The Analysis of Students' Learning Style. *Seltics*, *3*(1), 41–46. https://doi.org/10.46918/seltics.v3i1.50

Sebihi, A. (2016). Strategizing Teaching: Differentiated Teaching Styles and Learning Brain. *EPRA International Journal of Economic and Business Review*, *4*(December), 5. https://www.researchgate.net/publication/312174424

Shah, S. S. (2022). Teaching and Learning with Technology: Effectiveness of ICT Integration in Schools. *Indonesian Journal of Educational Research and Technology*, *2*(2), 133–140. https://doi.org/10.17509/ijert.v2i2.43554

Shenoy, N., Ashok Shenoy, K., & Ratnakar, U. P. (2013). The perceptual preferences in learning among dental students in clinical subjects. *Journal of Clinical and Diagnostic Research*, *7*(8), 1683–1685. https://doi.org/10.7860/JCDR/2013/4940.3219

Smith, G. R. A. C. E. E., & Throne, S. (2011). *Differentiated Instruction within K-5 Classrooms*.

Stanford, P., Crowe, M., & Flice, H. (2010). Differentiating with Technology. *Teaching Exceptional Children Plus*, *6*(4), 1–9. http://escholarship.bc.edu/education/tecplus/vol6/iss4/art2

Summak, M. S., Bağlibel, M., & Samancioğlu, M. (2010). Technology readiness of primary school teachers: A case study in Turkey. *Procedia - Social and Behavioral Sciences*, *2*(2), 2671–2675. https://doi.org/10.1016/j.sbspro.2010.03.393

Sundaresan, S. (2023). Technology in English Language Learning. *SSRN Electronic Journal*, 1–21. https://doi.org/10.2139/ssrn.4374969

Tahiri, J. S., Bennani, S., & Idrissi, M. K. (2017). diffMOOC: Differentiated learning paths through the use of differentiated instruction within MOOC. *International Journal of Emerging Technologies in Learning*, *12*(3), 197–218. https://doi.org/10.3991/ijet.v12i03.6527

Technology, C. (2019). *Analyzing the Nigerian Teacher's Readiness for Technology Integration Eloho Ifinedo, Mirka Saarela and Timo Hämäläinen University of Jyväskylä, Finland*. *15*(3), 34–52.

Terrell, S. R. (2012). *Mixed-Methods Research Methodologies Mixed-Methods Research Methodologies*. *17*(1), 254–280.

Tomlinson, C. A. (2005). Grading and differentiation: Paradox or good practice? *Theory into Practice*, *44*(3), 262–269. https://doi.org/10.1207/s15430421tip4403_11

Tomlinson, C. A. (2014). *Responding to the Needs of All Learners*. 25. http://www.ascd.org/Publications/Books/Overview/Leading-and-Managing-a-Differentiated-Classroom.aspx