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Adapting English Language Tutorials for Romanian Children Using Marketing Strategy

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Abstract: *The purpose of our research is to identify how a marketing strategy can be developed for providing online English language learning services for children. Among the various types of online educational services, we focused on offering tutorials, targeting children up to the age of 13. The research methodology combines observation and qualitative analysis of content, of online English language learning platforms, along with a quantitative questionnaire-based survey to understand the behavior and expectations of users. The research emphasizes how major online learning platforms integrate key elements of the marketing approach into their educational offer and, based on their experience and users' expectations, we have identified solutions for the successful design of platforms focused exclusively on tutorials for children who want to learn English. Conceptually, this paper contributes to the academic literature that addresses the challenges of modern education, in the context of the need for digitalization and interactive learning. The practical contribution of this work lies in highlighting marketing practices used by online language education providers, as well as in proposing solutions to meet the expectations of young users.*

Keywords: *English for children; language platforms; online tutorials; educational marketing; digitalization.*

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Introduction

In a constantly changing world with an accelerated trend of globalization, English has become a necessity for both social and professional integration. English is currently one of the most widely spoken international languages, with around 400 million speakers across a wide variety of fields (Gonta, 2023).

Although English proficiency is now a clear requirement for professional success, in many countries the ability to write and hold a conversation in English remains limited. In Romania, for example, only 17% of people can hold a conversation in English ("Engleza pentru toţi", 2020a). In this context, the need for language education is obvious, especially in the case of the younger generation. For children, language education is constantly evolving, and the use of tutorials in the learning process, either as a complementary tool or as part of formal learning, is becoming an increasingly popular, accessible and adaptable solution. At the same time, the development of digital technologies in the educational field offers numerous advantages in terms of cost, time, interactivity, and accessibility, enabling the creation of unique and engaging learning experiences (Baltezarevic, 2023).

Starting from these premises, our aim was to identify how a marketing strategy can be developed for delivering English language tutorials for children, taking into account the characteristics of online educational services and the expectations of the beneficiaries. In a first stage, we made a review of the particularities of the marketing strategy in the field of online educational services, followed by a comparative analysis of two English language learning platforms. Then, we conducted a quantitative study through which we assessed the expectations of users in terms of online learning tutorials for children.

Theoretical considerations in the analysis of online educational marketing strategy

In the field of services, the marketing approach must be adapted to their specific characteristics (intangibility, inseparability, variability, and perishability) (Nicolescu & Verboncu, 2001) which turn the customer into an active participant in both the delivery and evaluation of the service (Zeithaml et al., 2010). In the context of services, the "product" is not a tangible item, but a lived experience. According to Zeithaml et al., the adoption of marketing strategies for services aims primarily at delivering processes, experiences, and intangible benefits to beneficiaries, rather than providing physical goods and carrying out transactions (Zeithaml et al., 2010).

On the other hand, educational services have the particularity of responding to social needs, based on a complex process designed to develop intellectual, physical and moral abilities alike (Mihăilă, 2019). According to Mihăilă, educational services are not only expected to deliver knowledge and activities, but also to continuously adapt to human needs and customer motivation. (Mihăilă, 2019). In this context, the integration of digital technologies in education becomes an opportunity to design unique and engaging learning experiences, allowing for both differentiation and competitiveness (Baltezarevic, 2023).

As for the designing a marketing strategy in the case of educational services, it must incorporate not only the traditional four Ps (product, price, promotion, placement), but also three additional ones, specific to services: people, processes, and physical evidence.

Product strategy refers to the set of coordinated decisions and actions through which an organization defines what products or services it offers, who they are aimed at, how they are positioned on the market and how they meet the requirements of the target market. In the educational field, an important role is played by defining the educational offer/program, as well as the attributes that guarantee the quality of the services offered. (Kotler et al., 1995).

The pricing strategy should meet both economic goals, such as profitability and competitive advantage, and psychological expectations, since price often acts as a signal of service quality (Yulianto, 2024).

Within the distribution strategy, an important role is played by technologies through which information can be delivered to service consumers. Modern channels, such as social media, online platforms, websites, and blogs should be used in combination (Şişcan, 2019). Facebook, for example, can be used to broadcast news, livestream lectures and host interactive debates, to create communities based on common interests. Instagram allows the exploration of digital storytelling in an engaging and creative way, while blogs can encourage students to create and share essays or other educational content and receive feedback from peers (Edpost, 2020).

The communication strategy is essential for informing the targeted publics, promoting the educational offer, building a positive image of the provider and maintaining relationship with the users. In this case too, social networks prove to be a key tool for promoting the offer, supporting interaction and collaboration (Grosu, 2017).

A particularly important role is played by human resources, both in the provision of educational services and in their promotion (Bărcuţeanu, 2020). Although some authors have questioned the influence of the human factor in the marketing mix, minimizing its role in public and consumer

perception, research has shown that it remains essential- not only due to professional and technical skills, including digital competencies, but also because of the direct social interactions it fosters with the target audience (Şişcan, 2019; Enache, 2011).

Alongside human resources, processes ensure the efficient delivery of services, and strategic decisions regarding these processes can reduce dissatisfaction among potential customers. An example is the enrollment process, which marks the transition from applicant to student and represents the first point at which the quality of the provider can be evaluated. (Enache, 2011).

Physical evidence, or ambience, refers to buildings, facilities, equipment, and other tangible elements through which the quality of service can be assessed. The need for tangibility can now be addressed through digital technologies that provide detailed descriptions, virtual tours, high-quality images and videos (Cardona et al., 2023).

The digitalization of the educational process involves a rethinking of the entire marketing mix as it affects all the components mentioned above. There are many advantages, including diversification of the educational offer, improved access to information, enhanced methods of learning assessment, and even increased financial efficiency. (Mara et al., 2024). However, a major limitation of this process is the restricted availability of free learning platforms, which reduces access to this form of education for many potential user groups. (Aissaoui, 2022). Income level is a factor generating the digital divide for children as it may influence access to technology and quality information content. Also, in the absence of adequate digital skills and professional support, the use of digital technology does not ensure the desired education outcomes (Holmarsdottir, 2024).

The use of tutorials in learning is justified by their advantages, such as accessibility (in terms of the user's location, but also the cost involved), the diversity of content that can be created for each level of customers, the user's autonomy from other learners, the possibility of repeating those lessons that have not been fully understood. These advantages, together with the increased interest of young people in the online environment, make tutorials increasingly attractive for the learning process (Ahmadi, 2018). On the other hand, it cannot be denied that tutorials also have disadvantages that derive from the limited possibility of adapting them to the needs of each customer, as offline learning can do, with a teacher. However, the growing interest of governments and economic environment in the digital field also encourages the educational organizations to find new solutions such as including personalized online feedback and offering rewards to users to stimulate their motivation and interaction (Trask, 2024).

The reference to learning theories also allows understanding the opportunities offered by tutorials in the learning process, but also provides a theoretical framework for their effective design. In this regard, we recall (Ertmer & Newby, 2013; Deniz & Alici, 2024; Valladares Fuente & Feriz Otaño 2021):

- Constructivist theory based on the works of Piaget (1937) and Vygotsky (1978) which bring into discussion the importance of an active learning process, and which can be fruitful in the case of interactive games;
- Social Learning theory (Bandura, 1969) which highlight the role of observation (of people, behaviors, characters) in learning – valuable by using demonstrative videos and personalized feedback;
- Multiple Intelligences theory (Gardner, 2015) which takes into account the learning differences of children and recommends a combination of the type of information (music, image, text) and the way of presenting it (video, puzzle, drawing);
- Cognitive Load theory (Sweller, 2010) which draws attention to the amount of information provided, so as to ensure the best possible memorization of it – principles that guide decisions regarding the duration, structure and language (textual, sound, visual) of the tutorials;
- Experiential Learning theory (Kolb, 2014) according to which learning is a cycle with four stages (concrete experience, reflective observation, abstract conceptualization and active experimentation) – in the case of learning through tutorials, a stage of testing knowledge in accordance with the learning objectives and the way of structuring the information is also necessary;
- The Behaviorist theory (based on Skinner (1953) and Watson (1924) regarding stimuli and rewards in the learning activity. The principle of immediate reinforcement involves rewarding the correct action performed by the pupil, even though symbolic gestures. From this point of view, the positive message integrated into interactive tutorials can be complemented with marketing techniques from the commercial field which are currently very varied and have proven their efficiency (the famous "incentives").

Research methodology

The aim of our research was to identify how a marketing strategy can be developed for the provision of online English language learning services

for children. Among the various types of online educational services, we focused on providing tutorials, targeting children up to the age of 13.

Our research was conducted in two stages. The first stage involved a comparative analysis of two online platforms offering English language learning services. The objective of this stage was to identify and evaluate the components of the marketing strategy that must be defined when launching educational services in the form of online tutorials. The method used in this stage was structured observation and content analysis of information available on each platform. The research instrument was the observation sheet (one for each platform). The analyzed items were selected based on the theoretical considerations regarding the components of the marketing mix in educational services. These items are summarized in Table 1.

Table 1. Items used in the comparative analysis

Category	Item descriptions
Educational service offer	13 items: Target age groups, types of courses/packages, adaptability vs standardization, course duration, materials offered, language level, placement test availability, educational model or concept used, type of certification provided, course support, progress evaluation methods, post-course support, preparation for international certifications.
Pricing Strategy	9 items: Pricing tiers, payment currency, available subscriptions, discount policies, payment methods, payment facilities, excluded services, money-back guarantee, certification exam fees.
Online service delivery	3 items: Registration methods, course material ordering options, online support available during the registration process.
Tutorial access and sharing	5 items: Tutorial access methods, social media presence, criteria for categorizing and organizing tutorial posts, level of interactivity provided, feedback available for users.
Communication and promotion	11 items: Online communication channels, advertising strategies, discounts offers and promotional pricing, group sales, contests/giveaways, use of blogs for content and engagement, events, press relations, reviews/influencer partnership, newsletter, personalized communication.

Source: authors research

For the comparative analysis, we selected one internationally active platform and one with national reach (Romania). This choice aimed to determine whether significant differences exist in marketing strategies between a platform addressing users with native languages and one targeting users who share a single native language (Romanian). In Romania, there are currently more than 20 online English learning platforms (Mălureanu, 2024). Among these, we selected "English for all" ("Engleza pentru toți" in the original language, as indicated in the references), a platform launched in 2015 that provides English lessons to Romanian-speaking children. It offers a wide range of English language courses, tailored to different proficiency levels, learning experiences, and the learner's available time.

Internationally, there are several online platforms dedicated to learning English for children such as ABCmouse, Lingokids, Duolingo, British Council, Reading eggs, Epic!Books or Monkey Junior. Some platforms target preschoolers only, others include older children also. In addition, some focus on music, others on games and others on reading, trying to differentiate their offering. Of these, we selected "British Council România", a branch of the British Council, which offers English language courses focused on skill improvement and preparation for international certification. Its educational offer is more standardized.

The choice of the two platforms is based on the following criteria: popularity and reputation (expressed through users reviews and ratings), diversity of the educational offer (in terms of interactive materials used and children's age), and accessibility regarding the cost, navigation and distribution.

The analysis focused on identifying the specific components of the marketing strategy by observing and analyzing content, from each platform's websites, blogs and social media pages (Facebook, Instagram, YouTube, TikTok), using the predefined research items. Additionally, we reviewed the tutorials offered by each platform for children's English language learning.

In the second stage of the research, we conducted a quantitative analysis using a survey method. The aim was to gather parents' opinions on existing tutorials and their expectations for improving the current offer. Table 2 presents the survey objectives and the initial hypotheses, which were developed based on the findings from the first stage of the research.

Table 2. Relationship between objectives and hypotheses (survey stage)

Objectives (O)	Hypotheses (H)
O1: Understanding children's usage behavior regarding English language learning tutorials;	H. 1.1. The main reason children use English learning tutorials is for individual training.
O2: Exploring parents' opinions about the effectiveness of English language learning tutorials for children;	H. 2.1. Vocabulary and conversation tutorials are considered the most useful by parents. H. 2.2. Online tutorials significantly influence children's communication skills, motivation to learn English and the attractiveness of this language.
O3: Identifying parents' expectations regarding the content of English tutorials for children;	H.3.1. Interactivity is considered highly important by users of these tutorials.
O4: Understanding parents' expectations regarding access to English language tutorials for children.	H.4.1. The most used platforms for accessing tutorials are YouTube, Instagram and TikTok.

Source: authors research

The survey targeted parents of children aged 3 to 14 who use or have access to English language tutorials, regardless of their place of residence (urban, rural, national, or international). The sampling method applied was non-random, through voluntary participation. The questionnaire was written in Romanian language, created using Google Forms and distributed online via social media platforms (Facebook and Instagram), through parent-focused communities and groups. The choice of these groups for research is justified by the large number of members and their interest in new education and learning methods applied to children. After a questionnaire test on a mini-sample of the same target group, the data collection period lasted from October 13 until November 28, 2024. No personal data was collected, the questionnaire was completely anonymous, and the results are based only on aggregated data. The questionnaire included 21 questions, featuring one semantic differential matrix and two additional semantic differential items. A total of 101 valid responses were collected. The structure of the sample is presented below:

- Age of respondents: 31-40 years old (45%), 41-50 years old (33%), 26-30 years old (14%), 20-25 years old (5%), +50 years old (4%);
- Respondents' place of residence: rural (38%), urban (63%);

- Number of children aged 3 to 14 years: 1 (69%), 2 (26%), more than 2 (6%); The ages of the children specified by the respondents cover all categories;
- Respondents' English language proficiency: intermediate (44%), advanced (22%), beginner (22%), don't know English (8%), don't want to answer (5%);

Results interpretation

Comparing the marketing strategies used by the two platforms analyzed revealed that both adopted similar approaches regarding the main components of the marketing mix. For instance, in terms of distribution, there are significant similarities: both use the same distribution channels (website, YouTube, Instagram, and TikTok), offer free access to most tutorials and subscription-based access to full services, and organize tutorials by topic and level of difficulty (Profa de Engleză, 2024b, 2024c).

Also, regarding the communication strategy, both platforms apply similar methods: online advertising through social networks (Facebook, Instagram, YouTube, TikTok), search engine optimization, and sponsored links. These are combined with promotional techniques such as early registration discounts, group offers, organizing children's events, publishing blog articles, and direct marketing through social media (Engleza pentru toți, 2020a, 2020b, 2024a, 2024b; British Council România, 2021, 2022, 2024c, 2024d; Profa de engleză, 2024d).

However, the comparison of tutorial offers (as part of the product strategy) (Profa de Engleză, 2024a; British Council România, 2024a, 2024b) revealed significant differences between the two platforms across all the criteria analyzed (see Table 3).

Table 3. Results of the comparative analysis of English language learning tutorials offered by "English for all" and "British Council Romania"

Criteria	English for all	British Council Romania
Learning themes	Focused on learning English through games and interactive activities (e.g., household items, animals, colors, etc.)	Focused on developing language skills through stories, songs, and creative activities (e.g., family, friends, feelings, school etc.)
Duration	>10 minute / video	< 10 minute/ video
Concept	Playful and fun-based approach.	Combination of educational games and classic language exercises.
Specific elements	Digital games and interactive challenges, simulations.	Illustrated stories, clips from everyday life, international customs, and English culture.
Accessibility	Easy-to-use platform intuitive navigation. Free and paid resources available, especially on social media.	Resources available for a fee, but free access to many of the tutorials is also allowed, both on the platform and on YouTube.
Platform	Simple layout, with many buttons and colorful images.	Modern and complex design, special section for children, with games, videos and activities.
Content	Diverse, focused on everyday situations, emphasizing vocabulary and communication.	Standardized, based on the development of listening, reading, speaking, writing skills.
Certification	Not offered after each tutorial, only after completing certain modules.	Not for individual tutorials, internationally certification is awarded at the end of the complete courses.
Progress evaluation	Simple, quiz, game, immediate feedback.	Detailed feedback from teachers and quizzes.
Adaptability	High adaptability, depending on the child's interest and time.	Flexible structure, part of a curriculum.
Mobile Apps	-	Integrated within the platform.
Technical support	Simple user guide and direct contact.	Advanced support, live chat, video tutorial, pdf guides, direct contact.

Source: authors research

The analysis of the data collected from the survey provides relevant information about the usage behavior of English language tutorials for children and user expectations:

A) Use of English language tutorials

In order to understand how children use English language tutorials, four items were examined:

Frequency of use: 35% of respondents reported using tutorials 2-3 times per week, 9% use them 2-3 times per month, while 20% indicated less frequent use.

Average session duration: The majority of respondents (51%) stated that they spend less than 30 minutes per session.

Devices used to access tutorials: The most common devices are: smartphones (83%), followed by computer/laptops (62%) and tablets (43%); additionally, 10% of respondents mentioned using other types of devices.

Motivation for use: The primary reason for using tutorials is personal interest or hobby (48%). A further 33% use them for individual learning, 10% for review or reinforcement, and 8% stated they access tutorials based on teacher recommendations, as part of the formal curriculum. Hypothesis 1.1 is confirmed.

B) The educational impact of tutorials

The educational impact of tutorials was assessed by analyzing parents' perceptions of the benefits generated through their use. Respondents indicated that online tutorials had a strong influence on several attributes (items): attractiveness of the English language (51% rated the influence as much, 38% very much), communication skills in English (46% much, 37% very much), knowledge acquired (53% much, 31% very much), overall language improvement (49% much, 39% very much), and motivation to learn English (49% much, 41% very much). (see Table 4).

Each response was assigned a numerical value as follows: not at all (x) = 1, little (y) = 2, much (z) = 3, very much (t) = 4. To calculate the average scores, we applied the formula: (x*1)+(y*2)+(z*3)+(t*4)/101, where x, y, z, t, represent the number of respondents for each answer category, and 101 is the total number of responses. The resulting average levels (scores) indicate a strong perceived impact across all dimensions: attractiveness of the English language: 3.23 (out of 4); communication skills: 3.14 (out of 4); knowledge acquired: 3.12 (out of 4); overall language improvement: 3.23 (out of 4), and motivation to learn English: 3.27 (out of 4).

Table 4. The influence of English tutorials

Analyzed items	Distribution of responses				Score
	Not at all	Little	Much	Very much	
Attractiveness of the English language	3%	8%	51%	38%	3.23
Communication skills	4%	13%	46%	37%	3.14
Knowledge acquired	3%	13%	53%	31%	3.12
Overall improvement of language skills	2%	10%	49%	39%	3.23
Motivation to learn English	4%	6%	49%	41%	3.27

By analyzing preferences regarding the typology of English tutorials, a clear preference emerges for conversation (82%), followed by vocabulary (67%) and grammar (58%). Based on the survey results, hypotheses 2.1 and 2.2 are confirmed.

C) Expectations regarding the content of English tutorials

Expectations regarding the content of the tutorials were analyzed based on the following five items:

Diversity of topics covered: respondents primarily prefer tutorials that draw on everyday situations (90%), followed by stories and games (56%) as sources of inspiration for English language learning.

Optimal tutorial duration: according to 42% of respondents, the ideal duration of a tutorial is between 5 and 10 minutes. They are followed by 37% who believe it should exceed 10 minutes, while only 22% consider less than 5 minutes to be optimal.

Content typology: respondents favor a variety of visual content types, including interactive Q&A videos (77%), videos presented by a speaker (64%), illustrations and drawings (58%), colored animations (49%), and other formats (8%).

The importance of interactivity: this criterion was evaluated using the same scoring formula, resulting in a value of 3.46 (out of4), which indicates a "high" to "very high importance" placed on tutorial interactivity.

Importance of subtitles or translations: this item received a score of 2.81 (out of 4), reflecting a" medium" to "high level" of importance.

Based on these findings, hypothesis 3.1 is confirmed.

D) Accessibility of English tutorials

In order to identify the preferred means of accessing English language tutorials, we analyzed the following four items:

Preferred platforms for access: the results indicate that YouTube is the most preferred platform (86%), followed by TikTok (29%), Instagram (19%), and Facebook (16%). Additionally, 18% of parents reported using other platforms.

Preferred frequency of tutorial publication: 43% of respondents would like tutorials to be published weekly, while 37% prefer them to be posted several times per week.

Types of tutorials (free versus paid): the majority of respondents (56%) believe that some tutorials should be free, while others can be offered for a fee.

Components of the online tutorial package: respondents consider that the price of a tutorial should include: access to all video and text materials (68%), personalized support from a teacher (58%), periodic quizzes and assessments (58%), access to mobile applications or other interactive tools (52%), additional printed or digital materials (51%), and certification upon course completion (39%).

Based on these findings, hypothesis 4.1 is partially confirmed, as TikTok is preferred more than Instagram as a platform for accessing tutorials.

Solutions for adapting the offer of online English language learning tutorials for children

Based on the results of the comparative analysis of tutorial platforms and the quantitative study conducted, we have identified the key elements around which a platform dedicated exclusively to online English learning tutorials for children can be developed within a year, in order to meet the expectations of the target audience. These elements will be further detailed from a strategic marketing perspective.

The product mix should include video tutorials organized by specific topics (e.g., colors, domestic/wild animals, numbers, body parts, common conversations such as "at the restaurant", "at the doctor" etc.). Lessons should be structured by age group and difficulty level: ages 4-6 (A1), 7-9 (A1), and 10-12 (A2), with exercises adapted to each category. Each lesson must have a clear objective and provide opportunities to practice pronunciation and expand vocabulary. Teaching should be interactive, relying on storytelling and simple dialogues. Animated characters are particularly effective in guiding children through the learning process.

To support knowledge retention, repetition and visual association should be emphasized. The optimal duration of a lesson is 5-10 minutes. The platform offer should also include supplementary materials such as printable activity sheets, interactive quizzes, online assessments, and personalized

feedback. Additionally, learners should receive certification of acquired skills, along with a points and rewards system (e.g., special worksheets) to encourage consistent engagement and motivation.

The fact that nearly half of respondents expressed a preference for free-access tutorials supports the recommendation to offer a combination of free lessons and premium content for a fee. The pricing strategy should include discounts for full one-month subscriptions and loyalty incentives for returning users. Consumer behavior also suggests the value of offering both weekly and monthly payment options. For premium content, the price could include: five short video lessons (5-10 minutes each), downloadable activity sheets, vocabulary-building worksheets, daily quizzes sent via WhatsApp, and immediate, personalized feedback.

A money-back guarantee is recommended as a sign of service quality, allowing for a full refund within the first 14 days after purchasing a one-month subscription.

Regarding the distribution strategy, it should enable both free and paid access. Recommended platforms include: TikTok, Instagram (for distributing free content and raising visibility), YouTube (using private or unlisted videos accessible only via link for subscribers), WhatsApp (for delivering quizzes, feedback, and video links), Udemy (as a paid course platform), and email (for sending printable materials). All these channels allow for a high level of interactivity through embedded games, quizzes, direct communication, Q&A sessions, and comment sections. Special attention should be given to the enrollment process, as this first step strongly influences user satisfaction. Personalized support during registration is highly recommended.

As for the communication and promotion strategy, a mix of digital media channels (TikTok, Instagram, Reels, Facebook, WhatsApp, and public YouTube videos) is considered most effective. These can be combined with advertising techniques such as short educational videos and promotional reels showcasing the learning methods. Promotion can also include temporary seasonal discounts and contests. Public relations efforts may involve publishing educational blog posts and collaborating with educators who can recommend free tutorials.

Organic marketing via social media can be achieved through frequent posting, daily exercises or quiz questions, fun challenges for children, contests with digital certificates, and active engagement with followers, such as encouraging comments and providing motivation through direct interaction.

Discussion on methodological and interdisciplinary approach

The results of our research should be considered together with some limitations inherent to the methodology used. These weaknesses are indissolubly linked to any exploratory study, and which privileges a constructivist approach in research. Thus, from a methodological point of view, in the first stage of the research, the comparative analysis was based on only two online platforms, one of which targeted only Romanian-speaking users. The choice of these platforms, which offer multiple services and not just tutorials, allowed us to compare a large number of elements that define the marketing strategy. On the other hand, the number of platforms analyzed is specific to a case study which cannot be generalized to all platforms. The results of the observation aimed to understand how a platform should be built from the point of view of a rigorous marketing strategy.

Also, the use of a non-random sampling method in the quantitative research applied and the sample size obtained reduce the representativeness of the results. As we mentioned, the statistical population considered in the second stage of the research is represented by Romanian users of platforms and the statistical data obtained could not be generalized to other populations. Since the survey aimed to evaluate the opinion of parents, as the main decision-making factor in choosing the learning platforms, the results obtained do not implicitly express the opinion of children and do not fall into the category of studies evaluating learning outcomes.

Although non representative, the sample has the advantage of including respondents from all categories targeted by the research, regardless of age, area of residence, number of children and level of English proficiency, so it offers useful information about the opinions and expectations of that category of Romanian users to whom the proposed English language learning services are addressed.

Another methodological limitation is related to the construction of the instruments used in the research: lack of inter-coder reliability in establishing observation criteria and lack of statistical tests in the pilot study stage to validate the questionnaire.

In defining the theoretical framework of the research, we used recent works but not exhaustive on building marketing strategy in the educational services sector, information on how online technologies influence the educational process and how they can be leveraged in creating tutorials in accordance with the basic principles of the learning theories. The paper includes a series of online sources (blogs, websites, video channels) belonging to the platforms observed and relied in the analysis.

In term of disciplinary approach, our research proposed a combination between marketing and foreign language teaching, but with an emphasis on marketing techniques that can be used both to know the expectations of users and to adapt the educational offer. As a result, the paper did not develop the child specific acquisition models and confine to identifying how learning principles can be integrated into the strategy for developing the tutorial offer.

Also, the topic of digital divides in the case of children is not developed in the theoretical framework of the paper, the issues that should be followed in this matter being numerous: the determining factors in this gap, the forms of manifestation of the gap and its implications. However, the proposed solution for creating a tutorial platform supports the needs of low-cost users, given the profile of the respondents and the proposed pricing strategy.

Despite its limitations, the research has a pronounced applied character that can be capitalized within an entrepreneurial initiative in the online foreign language teaching sector through the use of tutorials. Comparing an international learning platform with a national one shows the requirements that a newly created platform must meet in order to face the competition. The comparison of the offer with the expectations of parents in Romania, one of the countries with the lowest incomes in the EU, can be used as a benchmark for designing offers intended for low-income users from other countries. The strategic approach proposed for tutorial platform can be used to offer such services to users from other countries as well, the main constraint being cultural, with influence on the product concept policy.

Conclusions

The study of the literature allowed us to understand the particularities of applying marketing in the educational services sector, especially in the case of online services. The comparative analysis of two online English learning platforms helped us highlight how each component of the marketing mix is implemented. Then, following the quantitative research, we identified the essential elements expected by the Romanian market of consumers of English language tutorials. Based on these results, we outlined the strategic directions on which an offer focused exclusively on online English language tutorials can be built, including speaking, reading, and listening lessons.

Therefore, the paper proposes concrete solutions for organizing and promoting online tutorial platforms, adapted to consumer needs, based on the quantitative research that evaluated the main elements used to define the marketing mix for English language tutorials for children.

As it was carried out, the research has several limitations which we have explained in the previous paragraph. However, operating in a dynamic market means continuously observing competitors and analyzing user expectations, so the research activity must be continued. Among the directions for future research, the most important in terms of practical application is expanding the analyzed population and ensuring comparability with user categories from other countries. Also, the implementation of a tutorial platform requires subsequent studies on the efficiency of the materials used and the results assessment.

In addition, from a theoretical perspective, further study is needed on English language learning methods that can be applied in tutorials for children.

Beyond its limitations, this study makes a valuable contribution to the use of tutorials in language learning - a topic of growing interest in the context of digitalization in education and one that has not been sufficiently addressed in the academic literature, especially regarding tutorials for children.

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