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PAPER

Analyzing the Deep Learning-Based Mobile Environment in Educational Institutions

Ahdi Hassan[1](✉), Habibullah Pathan[2,3], Sedigheh Shakib Kotamjani[4], Sabah Mohamed Abbas Hamza[5], Richa Rastogi[5]

[1]Global Institute for Research Education & Scholarship, Amsterdam, Netherlands

[2]Sohar University, Sohar, Oman

[3]Peoples' Friendship University of Russia (RUDN), Moscow, Russia

[4]Central Asian University, Tashkent, Uzbekistan

[5]Faculty of Applied College of Dhahran Al-janoub, Department of English, King Khalid University, Abha, Saudi Arabia

ahdihassan441@gmail.com

ABSTRACT

More efficient instructional models that encourage students to engage more actively in their education are essential in today's world. How information can be found and exchanged, as well as how explanations are delivered, have been shaped by technology. The outcomes demonstrate that mobile learning (m-learning) has enhanced collaboration among instructors and learners, provided immediate feedback, increased student participation and engagement, allowed for authentic learning and evaluation, and supported learning communities in higher education institutions. There was also a change in the teachers' instructional methods. Students will benefit from simple learning activities, convenient communication, and coaching provided through mobile devices. This study recommends using a learning-based convolutional neural network (CNN) technique to improve students' English-speaking fluency. In addition, communication between teachers and children in remote areas becomes easier through an interactive system, making both sides more accessible. As a result, it is advisable that educational institutions continually develop innovative teaching techniques that bridge face-to-face and formal-informal learning in the educational setting. The article discusses the background of mobile learning and how it might enhance e-learning as a whole. The m-learning approach is described in this paper as a future version of e-learning. In comparison to the next generation of educational systems, it will be extensively offered and simple to operate for any individual interested in learning. The article also discusses the benefits and potential drawbacks of mobile learning in current educational institutions.

KEYWORDS

mobile learning (m-learning), smart education, convolutional neural network (CNN) algorithm, enhanced interaction

1 INTRODUCTION

The adoption of smartphones and tablets in education continues to rise, despite evidence of the potential negative impact that social media, Internet access, and mobile device use could have on students' education. Students may be confronted

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by improper instructional techniques and be distracted from their studies due to the features of mobile devices, as well as the inexperience of educators and educational institutions. The approaches to education have shifted as a result of the digital revolution, involving teachers, students, and educational institutions. The achievement of learners can be boosted by incorporating digital technologies appropriately and utilizing pedagogical methods when establishing learning models [1].

Students may succeed in their programs by accumulating credits through communication with fellow learners via mobile devices and social media. As an innovative model, m-learning promotes adaptability, enabling students to engage in learning methods without being constrained by age or aptitude level. Both teachers and learners can utilize materials and resources through m-learning at any time and for any purpose (see Figure 1) [2].

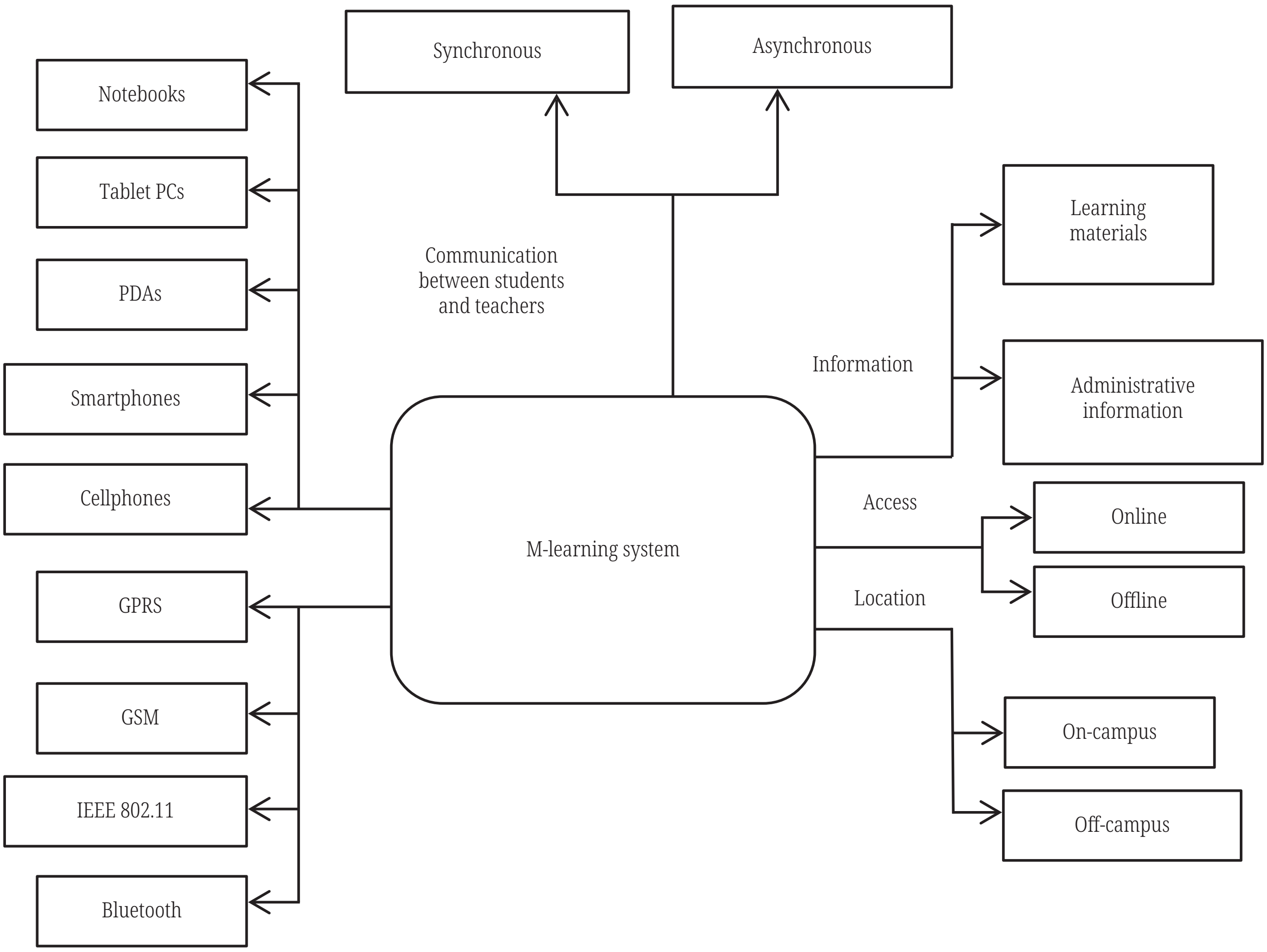

Fig. 1. M-learning system classification

The potential of students to share information, communicate, collaborate, and innovate with readily accessible tools is much more important than portability. As one element of the m-learning initiative, we have made them functional. Figure 2 illustrates a wireless virtual learning environment. We strive to reconnect with students who have discontinued traditional schools by leveraging the appeal of these new technologies. For the past two decades, research and development have been ongoing, with a significant number of learners engaging in these approaches and attributing their career advancement to them [3].

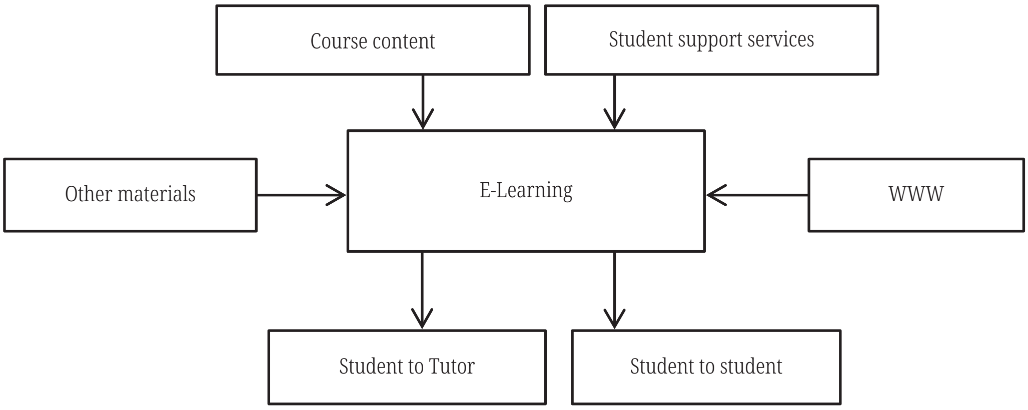

Fig. 2. Wireless virtual learning environment

The logical premise for the use of information and technology in education is the acceptance of new technologies that change what is taught to enhance effective learning. It is crucial that our approach to analyzing and implementing knowledge be adapted quickly to align with the rapid development of communication and information methodologies. In this vein, there has recently been a revolution in the gadgets, approaches, and strategies used in teaching. The implementation of active, practice-based teaching methods is a crucial aspect of a comprehensive educational system. It cannot be recognized without electronic media [4]. This model will also include an attention mechanism to improve accuracy and efficiency. The dataset was used to train both the suggested model and conventional neural network (CNN) models to recognize student engagement [5].

In the developing world, the concept of mobile learning, or "m-learning," has become increasingly common. For the purpose of this article, m-learning refers to learning materials that are accessible via mobile devices. The use of mobile technology in education in the developed world has evolved from short-term, small-scale trials to large-scale integration. The development has subsequently led to a boom in the number of research efforts studying the prospects of mobile phone-facilitated m-learning in emerging nations [6]. Students' willingness to quickly shift their attention from learning content to beneficial material that they can access on mobile devices is cause for concern. Omani undergraduate students in the study utilized complex applications on their mobile devices. Learning programs containing documentation and instructions for use have been significantly less commonly utilized [7].

This writing is structured as follows: This paper has the following section and utilizes a deep learning (DL) algorithm in the context of a m-learning environment. A comprehensive summary of the algorithms used for ML will be provided in Section 3. The methods and simulations used to assess e-learning and improve student education, student-teacher communication, and understanding are detailed in Section 4. Our investigation was conducted in Section 5.

2 RELATED WORKS

The pre-service educators ensure that college learners participate in learning experiences by utilizing technology, their subject-matter expertise, and their pedagogical awareness [8]. Through collaborating on projects, pre-service teachers and college students have the opportunity to contribute their skills and knowledge, learn from one another, and develop "rich connections." As highlighted by one of the pre-service science teachers, the lesson becomes "much richer because you are able to communicate ideas and bring everything together" when it is facilitated using a mobile device.

Incorporating technology in the classroom may occasionally result in unplanned consequences, such as learners becoming dependent on it and expecting it to solve almost all of their problems [9]. More importantly, using mobile devices during school hours can be compared to an auditorium workshop where individuals can portray multiple personalities that are distant from their own lives. This could prove to be a great analogy for appreciating the way one should approach the collaboration between the instructor and their student. In contrast, there are certain risks associated with this technology, and the highlighted risks above are impacting it.

Anticipating student dropout offers the potential to increase participation rates and enhance the overall impact of the learning environment [10]. However, the vast majority of research on student dropouts has focused on school and course dropouts; exploring unemployment in m-learning scenarios has not received as much attention in the literature. The intriguing issue of predicting study session dropouts in a m-learning environment was established in the aforementioned study. To predict study session dropout in advance, our team developed DAS, an innovative transformer-based encoder-decoder model.

Understanding the adoption of technological advancements in education requires delving into perceptions [11]. However, there is a lack of in-depth investigations beyond recently published studies, such as exploring the implications of the novelty phenomenon associated with the introduction of tablet devices. In furtherance of the crucial importance of examining instructor perspectives, secondary school students' viewpoints remain inadequately explored. It is therefore useful to consider the perspectives of both teachers and students over an extended period of time that involved frequent tablet use.

A comprehensive investigation of the literature was provided in this paper [12]. The content analysis method was used to evaluate a total of 32 research studies published in journals. We researched the following criteria in the identified studies: education, the industry's intended audience, the type of augmented reality (AR), stated goals, benefits, constraints, affordances, and the effectiveness of AR in learning environments. Furthermore, the examination considered user modeling and modification processes in augmented reality, along with the development of AR applications tailored to individuals' needs.

3 METHODS AND MATERIALS

Assessment is conducted to address the needs of students, educators, and the online learning objectives of a college English classroom. Moreover, English m-learning technology has been created and produced in accordance with design and development principles and contemporary educational learning theories. The way schooling operates has changed, and English has become a requirement in all colleges and universities. This study aims to investigate the structure and viability of an English education course in an academic setting.

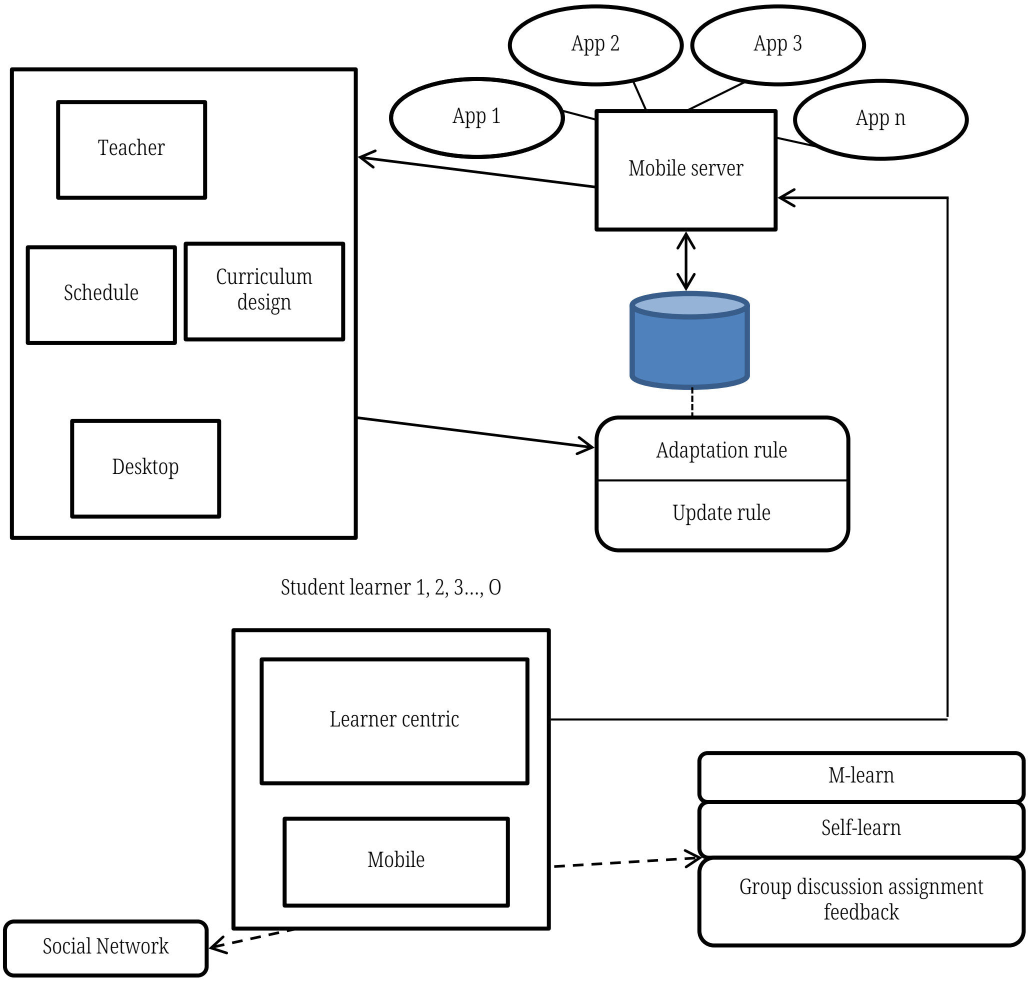

Fig. 3. Proposed architecture

The CNN strategy for multiprocessor education will be built on a CNN, and its architecture will host the system module classification algorithm. Figure 3 illustrates the CNN architecture within the m-learning framework.

In this regard, we will discuss how to structure graphs and the use of semi-supervised multiple processor learning for association optimization.

$$\partial_1 \|e\|^2 \leq \int_{s_0}^{s_0+S_0} |V^s(\varphi)|^2 bc(\varphi) \leq \partial_2 \|e\|^2, \dashv_{s0} \geq 0, s \in D^Q \tag{1}$$

As the structures become more complex, the intelligence of the data processing significantly improves, as $\partial_1 \|e\|^2$ ignoring the chance that certain parameters $|V^s(\varphi)|^2 bc(\varphi) \leq \partial_2 \|e\|^2, \dashv_{s0} \geq 0$ are virtually impossible to identify when creating illustrations. Equation (1) presents a breakdown of this process. The English language framework is acquired through a process where a word's meaning decides the fact that $g^Q(r)$ is used or omitted in an individual statement:

$$g^Q(s) = \lim_{h\to 0} \frac{1}{h^Q} \sum_{r=1}^{Q} (-1)^r \frac{q}{r} g(s - rh) \tag{2}$$

A single term or multiple terms that appear prior to a sentence indicates how similar it is to someone $-sent(\Delta^b y/|\Delta^b y| + u)$; this is how the English language framework is defined.

$$-sent\left(\frac{\Delta^b y}{\left|\Delta^b y\right| + u}\right) + \delta_f (y - y^0) = 0 \tag{3}$$

Equation (4) leverages the students' communication level, or $r_j(i)$, to quantify the difference between the students' language proficiency and the learning resource's level of difficulty.

$$r_j(i) = \frac{g_j s_j - bad(i)}{good(i) - bad(i)} \tag{4}$$

Equation (5) employs $F_j^o(s)$ to express the learner's progress and consequently demonstrates the reader's comprehension of the two separately contained and within learning resources alongside the comprehension of notations the student is looking for in m-learning. The sooner and more closely the expert knowledge points in a learning resource $randam_k F_{jk}^o(s)$ reflect the pupil's permit knowledge notes, the lower the discrepancy.

$$F_j^o(s) = \sum_{k \in M} randam_k F_{jk}^o(s) \tag{5}$$

Equation (6) incorporates both educational materials to define the complete expenditure knowledge by employing several kinds of teaching materials, with $(v, x; B, \omega)$ to represent the issue of optimization of investment.

$$(v, x; B, \omega) = \left|e\right|^{-0.6} \int_{-\infty}^{+\infty} e(\varphi) i(\varphi - s) e^{-kc\varphi} d\varphi \tag{6}$$

The primary purpose of education $M_{qq}(v)$, as described in Equation (7), is to clarify the variations among the length of time necessary to complete learning materials $c_j V_j(v) = C^S V(v)$ and the percentage of time utilized on learning.

$$M_{qq}(v) = \sum_{j=1}^{Q} c_j V_j(v) = C^S V(v) \tag{7}$$

Equation (8) expresses the overall optimization performance alongside ω_{rq} the m-learning route suggested by the remarks strand is functional through recalibrating coefficient values.

$$\omega_{r,q} = \frac{\left\|R_{r,q}\right\|^2}{\varepsilon^2} exps\left(\frac{(R_{r,q} * B)}{3\varepsilon^2}\right) * [e^{j(R_{r,q} * B)} - e^{-\varepsilon^2/3}] \tag{8}$$

A particle's standpoint through formation determines the $\left(\sum_{j=1}^{P} R_j Q_j\right) / V(R_j \in R)$ stance announcement of an element, and the generation has moved in the direction of movement, as described here:

$$e = \frac{(\sigma\omega_{35} + \sigma\omega_{04})^2 + 4\sigma\omega_{22}{}^2}{(\sigma\omega_{35} + \sigma\omega_{04})^2} \tag{9}$$

$$C = \frac{\sum_{j=1}^{P} R_j Q}{\sum_{j=1}^{P} Q_j} = \frac{\sum_{j=1}^{P} R_j Q_j}{V} (R_j \in R) \tag{10}$$

R″ potential has been deployed to define the mode of the ∂L/∂v particle. Each individual particle is represented in the following fashion, having a *r″* bit value in only a single subspace containing either 0 or 1.

$$R'' = \left\{ R'' \middle| r'' = \frac{r' \times o}{O}, \exists r' \in R' \right\} \tag{11}$$

$$\frac{\partial \mathrm{L}}{\partial \mathrm{v}} = \sum_{j=1}^{Q} \left[i_j - \frac{exps\left(v + \sum_{q=1}^{k} v_{jk} \gamma_k \right)}{1 + exps\left(v + \sum_{k=1}^{n} v_{jk} \gamma_k \right)} \right] = 0 \tag{12}$$

The formula for an item's characteristic function with just a single challenge parameter is in

$$\gamma_k(\partial) = \frac{e^{R(\vartheta - q_k)}}{1 + e^{R(\vartheta - q_k)}} \quad \mathrm{k} = 1, 2, \ldots\ldots\ldots\ldots, \mathrm{o} \tag{13}$$

There exist multiple methods of how reading has altered the $R(v_1, v_2, \ldots\ldots, v_n | \vartheta_n)$ shown by Equation (14). $\sum_{k=1}^{o} \gamma_k (\vartheta_o)^{v_k} R_k (\vartheta_o)^{1-v_j}$ have the instructions concerning distribution strategy.

$$R(v_1, v_2, \ldots\ldots, v_n \mid \vartheta_n) = \sum_{k=1}^{o} \gamma_k (\vartheta_o)^{v_k} R_k (\vartheta_o)^{1-v_k} \tag{14}$$

In the m-learning classroom, instructors and pupils undergo direct training. Educators can choose from multiple states to exercise conveyance $C_k(\vartheta)$ delivery techniques, such as switched study areas and extensive online programs that are designed for specific subjects [13].

4 IMPLEMENTATION AND RESULTS

When English learners use the interface, they can request to send data by pressing a function key. Figure 4 depicts the curve generated by the delay time across multiple components immediately following the assessment of changes in users one at a time. The graph's reaction outcomes illustrate how the system's components determine the consequences of delay. The data analysis demonstrates that seconds represent the unit of delay. As a result, hysteresis and so-called lag are practically eliminated. The time taken to respond flattened out over time as the number of users increased. The test results confirm the accuracy of the mobile platform system and indicate the intended improvement in user satisfaction.

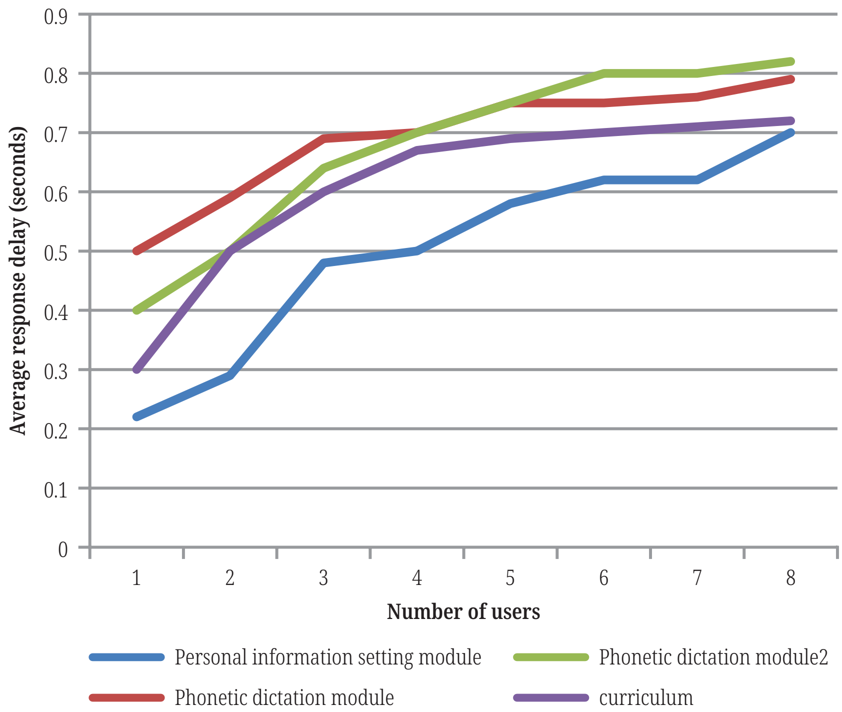

Fig. 4. Comparison of response delay

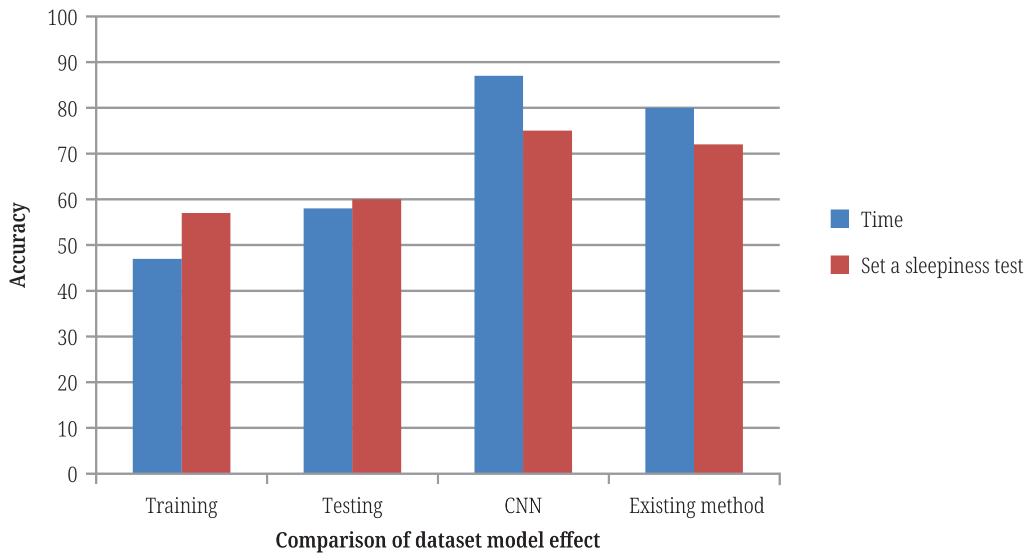

Fig. 5. Evaluation of dataset model effects

Figure 5 illustrates the perplexity scoreboard statistics for the most recent training data. Humans realized during our studies that the convolutional high-directional network model was specifically developed to handle English textual data (refer to Table 1). The objective of this set of satisfaction tests is to evaluate learners' satisfaction with configuring an English learning platform using a data analysis form with four other options. Table 1 presents the results of the satisfaction test.

Table 1. Test of the mobile English learning platform's overall satisfaction

Satisfaction	Mean		Difference Test P-Value
	Before	After	
I Like the teaching take on of mobile English learning website	1.762	3.327	0.000
Impressed with the process for employing the portable English learning platform	3.945	4.177	0.318
Like employing various kinds of modern media resources in my schoolwork	2.995	3.193	0.283
Incredibly impressed with the smartphone English learning platform's results	3.577	4.545	0.000

The test results suggest that English language learners should examine variations in data from standardization and mean value when comparing the pre-test and post-test. The results of the post-test appear to be more pronounced than those of the pre-test. The level of satisfaction increases in correlation with the impact of the teaching style on the English m-learning platform. This indicates that, in this scenario, English language learners initially adopt a foreign perspective before eventually finding love and identity.

There is no discernible distinction in their satisfaction with the process of learning the English language. The main cause is dependency on predictable strategies for instruction. Individual English learners believe that while the immediate impact of English m-learning platforms is evident, achieving long-term, sustained learning effects is challenging due to individual differences and variations in learning approaches, leading to a perceived sense of laziness. There is a consistent distribution of English word complexity in the recommended learning program, with levels fluctuating between 3 and +3. Based on the willingness levels, the developed English learning system suggests words with an appropriate level of difficulty for each young student individually (see Figure 6).

We have a better understanding of the obligations and responsibilities of educators as we view situations from the perspective of this theoretical paradigm. English-speaking students should receive quality-oriented instruction that caters to various student development opportunities, along with an immersion in principles and theoretical concepts. The only way to improve the quality of English education and promote holistic student development is to consistently update the educational framework and transform the methods of English instruction. Figure 7 illustrates the skill sets of the learners evaluated shortly after an initial intervention. The same information is presented in Table 2, which provides an explanation [14].

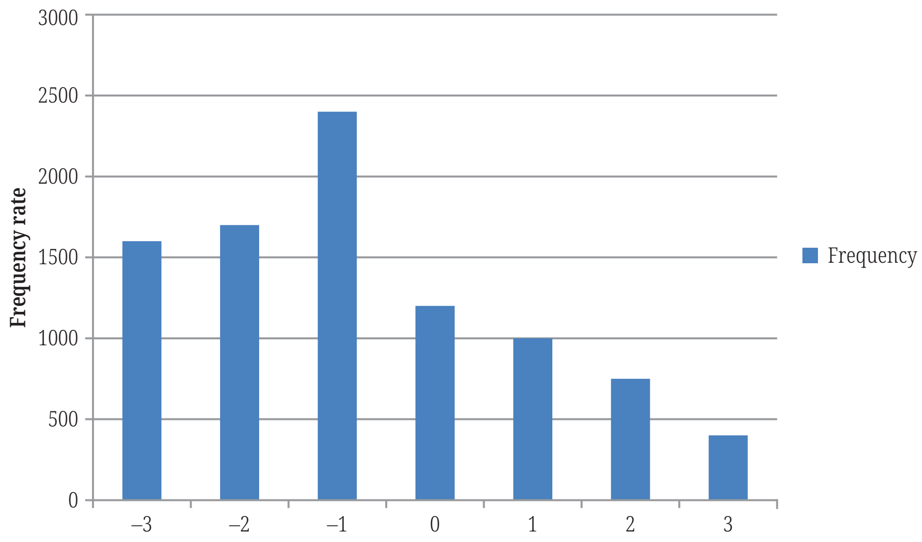

Fig. 6. The 8032 English learning system's limitations

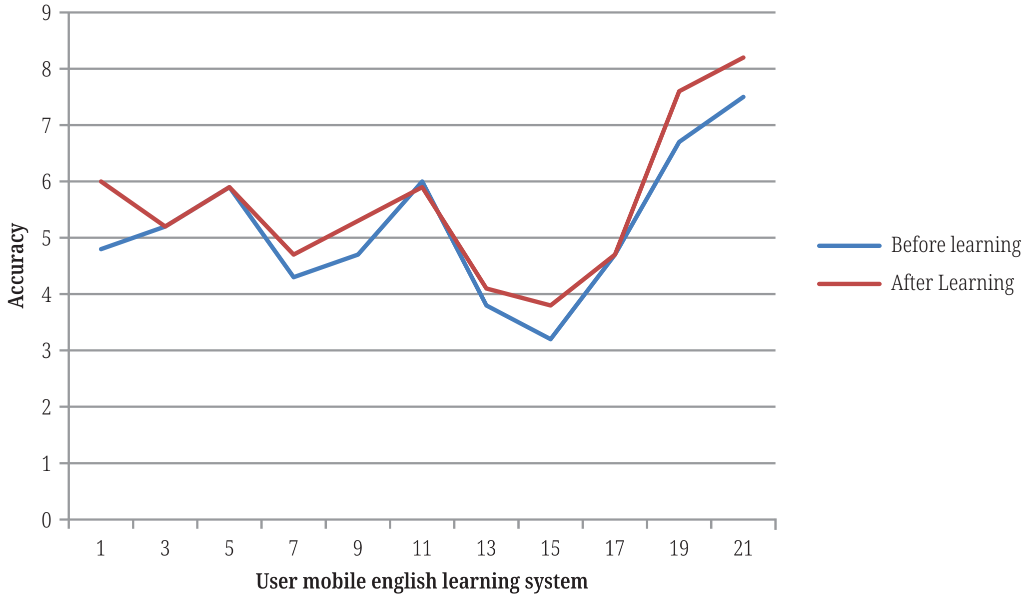

Fig. 7. Assessment of learners' self-assessed capabilities whenever they benefit from the personalized mobile English learning program

Table 2. Analysis of outcomes from comparison for the system of mobile English training

Algorithm	After Learning	Before Learning	Accuracy
CNN algorithm	90.56	80.99	98.67
Existing method	83.56	75.76	93.56

5 CONCLUSION

The guiding learning theories necessary for creating educational environments are determined based on the findings of previous studies. Furthermore, the questionnaire methodology was implemented to provide evidence that an m-learning system could be successful. This study examined the reliability of an English m-learning system designed for colleges. The multiprocessor CNN algorithm was recommended by the study to determine the rate at which the English m-learning system instructs students. The outcomes of the research indicated that, compared with various other approaches to analyzing the teaching effect, the proposed method functions magnificently. The willingness to demonstrate multiple characteristics requested by the sample set is rationalized by the technique known as DL. It is a nonlinear network structure that can be defined by the distribution of knowledge and information processing. It has become significant in fostering the development of English m-learning applications and has become more proficient in learning algorithms that mimic the overall functioning of the human brain.

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8 AUTHORS

Ahdi Hassan is currently working as a Researcher at the Global Institute for Research Education & Scholarship in Amsterdam, Netherlands. He also holds the position of Commissioning Editor at IGI Global, a publisher that releases over 170 journals on a quarterly and semi-annually basis. Additionally, he is a Researcher at the Austrian Academy of Sciences, focusing on "Vanishing Languages and Cultural Heritage." Hassan is also a representative of Imperial English UK, a reputable British brand in English language education, and is affiliated with Independent Research International (IRI) as an Advisor for Scholarly Journal Management. He has been an Associate or Consulting Editor for numerous journals and has also served on the editorial review board since 2013. He has numerous publications and research papers published in various domains. He has been invited as a keynote speaker to more than 50 international conferences. He has made significant contributions by utilizing modern and scientific techniques to explore the sounds and meanings of words, investigating the relationship between the written and spoken forms of diverse Asian and European languages, creating artificial languages that align with modern English, and employing a scientific approach to analyze various ancient written materials in order to trace their origins. He teaches a variety of topics related to communication, including but not limited to English for Young Learners, English for Academic Purposes, English for Science, Technology, and Engineering, English for Business and Entrepreneurship, Business Intensive Course, Applied Linguistics, interpersonal communication, verbal and nonverbal communication, cross-cultural competence, language and humor, intercultural communication, culture and humor, language acquisition, and language use (E-mail: ahdihassan441@gmail.com).

Professor Habibullah Pathan is currently serving as a Research Professor at Sohar University in Oman. Prof. Pathan has published his papers in many reputable journals, including those published by Springer, Taylor and Francis, Emerald, Sciendo De Gruyter, the National University of Malaysia, RUDN University Moscow, and others. He has served as a Guest Editor of the Russian Journal of Linguistics (Scopus Q1). His research interests include technology integration in TESOL, L2 Motivation, CDA and corpus linguistics. Prof. Pathan has won several research and travel grants and fellowships, including an international research grant from RUDN University, a research grant from USEFP State Department, USA, the Hubert H. Humphrey Fellowship, AFHEA, and the HEC Faculty Development Scholarship awarded by the Higher Education Commission (E-mail: Hpathan@su.edu.om).

Sedigheh Shakib Kotamjani serves as an associate professor, teacher trainer, and deputy head of research and development at the Department of English Language Teaching and Educational Management at Central Asian University, in Uzbekistan. Her research interests include integrating technology into teaching and learning, artificial intelligence in higher education, academic writing, corpus linguistics, reading, critical thinking, and multidisciplinary research. She has made significant contributions to her field, with publications in numerous indexed journals showcasing her expertise and commitment to advancing education through innovative methodologies (E-mail: s.shakib@centralasian.uz).

Sabah Mohamed Abbas Hamza is an Assistant Professor at King Khalid University. She earned her PhD in Applied Linguistics in 2016. She has been teaching English as a foreign language for several years. Her research interests include language teaching, pedagogy, curriculum methods of teaching, and design. She worked as the Head of the English Department at Dhahran Al-Janoub Arts and Sciences College for eight years, covering the period from 2017 to 2024 (E-mail: shamza@kku.edu.sa).

Richa Rastogi is a Lecturer at King Khalid University. She is an experienced teacher who specializes in English Literature. Her research interests include English language teaching and practice, contemporary literature, literary criticism, and analysis (E-mail: rostojy@kku.edu.sa).