

Analyzing Literary Dynamics in Student Teacher Behavior: A Focus on Morality in English Language Classroom

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Abstract

The primary aim of conducting this research study was to analyze beer dialogues to understand its portrayal of a teacher's dilemma and to investigate the contemporary relevance of social behavior in the classroom. 10 research articles were selected to conduct a literature review analysis. The research articles were selected from the Google Scholar. Keywords of the research topic were used to find out the already published articles. After conducting the detailed literature review of every article, the researcher found that beer dialogues serve as a microcosm of the complexities faced by educators, illustrating the multifaceted nature of their roles and responsibilities. This exploration underscores the complexity of teaching, which extends far beyond the delivery of curriculum content to encompass the management of personal values, ethical conflicts, and the responsibility of guiding students' moral compasses. Based on the findings, it is recommended that educational institutions prioritize the integration of ethics education into teacher training programs, equipping educators with the necessary skills to navigate complex dilemmas with integrity and empathy.

Keywords: ethics, morality, literature review, interactions, imagination, authority, behavior, English language, classroom.

Introduction

This article looks at the differences between the opinions of student instructors and their actions when addressing issues of race, class, and gender in literary texts in a lecture hall at an eastern university. The study's objective was to empower student teachers and foster their morality as change agents in their future classrooms by using literary texts as catalysts. Our focus in this research is on the ways that moral principles, moral dilemmas, and conflicts of values are expressed in the context of classroom discourse. We have discovered that applying various but related theoretical frameworks to the micro-analysis of linguistic and other interactions in classrooms has proven helpful in tackling this problem. This paper is an example of one such application (Ali & Abdel-Haq, 2021).

The intricate dynamics of literature in educational settings extend beyond the mere

acquisition of language skills, embedding themselves deeply into the moral and ethical fabric of the classroom environment. This paper embarks on an exploration of these dynamics, particularly focusing on the interplay between student and teacher behaviors within the English language classroom through the lens of morality. The importance of literature as a medium for moral education cannot be understated, as it offers a unique platform for the discussion of ethical dilemmas, character development, and societal norms. These discussions are not peripheral to language learning but are central to the formation of critical thinking and the development of a moral compass among learners (Dewaele & Li, 2021).

The role of the teacher in this context is pivotal, as they are not just facilitators of language proficiency but also of moral reasoning and ethical reflection. Teachers' behaviors, attitudes, and the moral values they embody and promote through literature have a profound impact on students, shaping their perceptions and interpretations of moral issues. Furthermore, the selection of literary texts plays a crucial role in this educational endeavor. The narratives, characters, and themes chosen for classroom discussion inherently carry moral implications that can either reinforce or challenge societal norms and values (Nazeer et al., 2023).

However, analyzing the literary dynamics in student-teacher interactions from a moral perspective requires a nuanced understanding of how these interactions manifest in the classroom. Studies have shown that open discussions, reflective thinking, and empathetic engagement with texts enhance moral development and ethical sensitivity among students. This suggests that the pedagogical strategies employed by teachers, including their approach to discussing literature, significantly influence the moral outcomes of language learning.

Research Problem

The central problem addressed by this study lies in the need to comprehensively understand the dynamics of literature within the English language classroom, particularly concerning its impact on student-teacher behavior and moral development. Despite literature's acknowledged potential as a vehicle for moral education, there remains a gap in the literature regarding the specific mechanisms through which literary texts influence moral reasoning and ethical decision-making in educational settings. Additionally, the diversity of student backgrounds and cultural perspectives further complicates this issue, necessitating an exploration of how these factors intersect with literary dynamics to shape moral outcomes.

By addressing these gaps, this study aims to elucidate the complexities inherent in integrating literature into the English language curriculum and offer insights into effective pedagogical approaches for fostering moral growth among students.

Research Objectives

The objectives of the study are given below:

- To analyze beer dialogues to understand its portrayal of a teacher's dilemma.
- To investigate the contemporary relevance of social behavior in the classroom.

Significance of the Study

The significance of this study lies in its potential to bridge the gap between literary studies and moral education within the context of the English language classroom. By elucidating the intricate relationship between literature, student-teacher interactions, and moral development, this research offers valuable insights for educators, curriculum developers, and policymakers. Understanding how literary texts can be effectively utilized to promote ethical reasoning and moral growth among students is crucial in an increasingly complex and diverse global society. This study not only contributes to academic discourse but also provides practical implications for enhancing English language teaching practices. It aims to empower teachers with strategies to select and discuss literary works that engage ethical issues, fostering a classroom environment that encourages critical thinking, empathy, and a deeper understanding of moral complexities. Ultimately, this research underscores the importance of integrating moral education into the language arts curriculum, thereby enriching students' linguistic and ethical competencies.

Literature Review

The function of authority in education has long been a topic of discussion. It is possible to distinguish between two basics, diametrically opposed schools of thought. According to one tradition, authoritarian environments are acceptable and even desirable in educational settings. According to Atashinsadaf et al. (2024), this tradition can be traced back to the ideas of philosophers. Scaffolding or students' platform is commonly linked to Vygotsky's socio-cultural theory. The scaffolding metaphor was used by different researchers to describe the part that adults can play in cooperative problem-solving activities with kids. The use of scaffolding as a metaphor in the context of learning refers to the provision of temporary

support for the completion of a task that learners might not be able to complete on their own. The metaphor is borrowed from the field of construction, where a scaffold is a temporary structure erected to help with the building or modification of another structure. This assistance can be given in several ways, such as modeling and formulating questions for various age groups and subjects (Bjärehed et al., 2021).

Over the past few decades, the idea of scaffolding has drawn a lot of attention in educational research. Thus, a wealth of research on scaffolding in various contexts has been conducted. One important feature of children's learning that is highlighted by scaffolding is that it is frequently "guided by others". A scaffolding analysis influenced by Vygotskian theory was presented by the researchers as Vygotsky. Learning occurs first on a social (intermental) level and then on an individual (intramental) level, according to Vygotsky. According to Stone, scaffolding is an interpersonal process that is fluid and involves both parties actively; the student is not a passive participant in teacher-student interaction. Through communicative exchanges in which the student gains insight from the more experienced other, both participants actively construct common understanding or intersubjectivity (Novawan et al., 2020).

The moral dimension of student-teacher behavior is further complicated by the diverse cultural and individual backgrounds of the classroom participants. The interpretation of moral themes in literature can vary widely, reflecting the multiplicity of values and ethical frameworks present in any given classroom. This diversity necessitates a careful and sensitive approach to teaching literature, one that acknowledges and respects differing perspectives while fostering a common ground for moral inquiry and dialogue (Nazeer et al., 2023). Moreover, the digital age has introduced new complexities to the literary landscape of the classroom, with digital literature and online discussions becoming increasingly prevalent. These digital platforms offer new opportunities and challenges for moral education, requiring educators to adapt their pedagogical strategies to maintain engagement and ethical rigor (Fayyaz et al., 2022).

Methodology

In this qualitative study, the literature review analysis was conducted. To analyze the literature, the researcher selected already published ten (10) research articles from the Google

Scholar. The research articles published in 2020 to 2023 were chosen. It was considered that the selected research articles are related to the study in hand and their review was conducted. Theoretical framework of literary Dynamics and characteristics of social philosophy was used for guiding the present study. The researcher used an analysis of classroom discourse to achieve the research objectives. The researcher analyzed two issues, both of which can be expressed as conflicts over authority. The first challenge faced by the teacher, helping students to make them competent writers while also encouraging an awareness of the potential impact of their writing on others. In essence, the teacher must deal with the idea that classroom discourse integrates the regulative and the instructional into a single pedagogic discourse, as Bernstein contends.

Data Analysis and Results

Focusing on Indonesia, where the national curriculum mandates the integration of values with subjects like English, this study critically examines the extent of moral and values education within EFL classrooms at the higher education level. Through interviews with ten experienced EFL lecturers, the research highlights a unanimous agreement on the importance of embedding morality within EFL pedagogy and materials (Nazeer et al., 2023). However, it also uncovers a significant gap in the actual implementation of these moral inclusions, which often remain implicit rather than explicit in classroom practices. This discrepancy signals an urgent call for detailed research into theoretical frameworks and practical tools that can aid educators in seamlessly and effectively weaving moral education into EFL teaching. The findings from this study resonate with the broader research topic of analyzing literary dynamics in student-teacher behavior with a focus on morality in the English language classroom, emphasizing the critical role of explicit moral education in language learning environments and the need for concrete pedagogical strategies to fulfill this educational imperative (Novawan et al., 2020).

Acknowledging the polarized perspectives of researchers who advocate for one method over the other, the study aims to provide a comprehensive examination of the advantages and disadvantages inherent in both qualitative and quantitative approaches, with a keen focus on ethical considerations. While qualitative methods are lauded for their ability to elicit deeper insights into various aspects of language assessment, including test design, administration, and interpretation, they are also critiqued for their smaller sample sizes and time-consuming

nature (Nazeer et al., 2023). Conversely, quantitative research methods offer the advantage of larger sample sizes and quicker data collection, yet they are often criticized for providing snapshots of phenomena without delving into the depth of experiences and perspectives of test-takers and testers. Despite these limitations, the quantitative paradigm remains dominant in the field of language testing and assessment research. This study sheds light on the complexities of methodological choices in educational research, providing valuable insights for scholars and practitioners engaged in analyzing literary dynamics in student-teacher behavior within the English language classroom. It underscores the importance of critically evaluating the strengths and limitations of research methodologies to ensure ethical and rigorous inquiry in educational contexts (Rahman, 2016).

By examining 21 articles published between 2014 and 2019, the study aims to map out the landscape of current empirical research on ethics in learning analytics, focusing on identifying the types of research conducted, the main ethical concerns addressed, and the existing knowledge gaps. The findings reveal a predominant use of surveys to gather perceptions and attitudes towards ethical issues, with a notable emphasis on institutional perspectives over those of students. The research also highlights a reliance on qualitative methods, such as interviews and electronic questionnaires, for data collection. However, it points out a geographical concentration of studies, suggesting a need for broader global engagement (Abbas et al., 2024). The ethical areas most frequently discussed include transparency, privacy, and informed consent, yet there is a call for future research to explore the ethics of analytics-driven interventions and issues like justice, equality, bias, ethical dissonance, moral discomfort, and intellectual freedom. This review underscores the critical importance of ethical considerations in learning analytics and suggests areas for further investigation, which resonates with the broader concerns of analyzing literary dynamics in student-teacher behavior with a focus on morality in the English language classroom. It highlights the need for ethical reflection and discourse in educational practices, particularly in how data and analytics can influence teaching and learning environments, emphasizing the moral dimensions of educational technology and its implications for student-teacher interactions (Cerratto Pargman & McGrath, 2021).

The research article focuses on the significant yet underexplored connection between teacher enthusiasm, student emotions, and their engagement in the context of learning English as a

foreign language (EFL). Through a comprehensive mixed-method study involving 2002 EFL learners across 11 universities in China, the investigation reveals the intricate dynamics of how perceived teacher enthusiasm can directly influence students' emotional states, such as enjoyment and boredom, and subsequently their social-behavioral learning engagement in EFL classrooms. The study's quantitative findings illustrate varying degrees of correlation among teacher enthusiasm, student emotions, and engagement, highlighting the dual mediating role of enjoyment and boredom in linking teacher enthusiasm with student engagement (Nazeer et al., 2023). Complementary qualitative insights from interviews with nine students shed light on the underlying reasons for these correlations, offering a deeper understanding of the emotional and behavioral complexities involved in second language acquisition. This research enriches the discourse on analyzing literary dynamics in student-teacher behavior by underlining the moral dimensions of teaching, where teacher enthusiasm emerges as a key ethical and pedagogical element that fosters a conducive learning environment. It underscores the importance of teacher enthusiasm not only in enhancing student engagement and emotional well-being but also in shaping the moral climate of the English language classroom, offering valuable implications for teaching strategies aimed at improving moral and educational outcomes in language learning (Dewaele & Li, 2021).

The research article offers a comprehensive bibliometric analysis of moral education literature published in reputable international journals from 2010 to 2019, aiming to identify significant trends and patterns in the field. Utilizing a structured mind mapping method and tools like the Publish or Perish application and VOS viewer for bibliometric analysis, the study systematically classifies and examines the geographic distribution of contributors, collaboration patterns among authors, and the prevalence of specific terms in article titles and abstracts. The findings reveal that the United States stands out as the primary contributor to moral education research, highlighting a global interest in the topic. However, the analysis also uncovers a notable gap in collaborative efforts among authors from different countries and institutions, suggesting potential for growth in interdisciplinary and international partnerships (Naveeda & Wajahat, 2024).

The repetition of 'moral education' as the most frequently used term both in titles and abstracts underscores the central focus of the academic discourse on moral education itself. This bibliometric mapping directly relates to the study of "Analyzing Literary Dynamics in

Student Teacher Behavior: A Focus on Morality in English Language Classroom” by emphasizing the global scope of moral education research and the need for increased collaboration to enrich understanding and practices in moral education, particularly in the context of the English language classroom. It suggests an opportunity for future research to bridge gaps in collaboration and explore diverse perspectives and methodologies in integrating moral education with language teaching and learning dynamics (Julia et al., 2020).

The research article presents a systematic review of the literature on artificial intelligence (AI) applications in higher education, aiming to delineate key trends, challenges, and future directions in the field. With 146 articles selected for analysis based on explicit criteria, the study highlights the dominance of Computer Science and STEM disciplines in AI education literature, primarily employing quantitative methods in empirical studies. Through a meticulous examination of AI education applications, including profiling and prediction, assessment and evaluation, adaptive systems and personalization, and intelligent tutoring systems, the research elucidates the multifaceted role of AI in academic support and institutional services. However, the study also underscores the pressing challenges and risks associated with AI education, such as the disconnect between theoretical pedagogical perspectives and practical implementation, as well as the imperative for further exploration of ethical, social, cultural, and economic dimensions of AI education (Novawan et al., 2020).

This systematic review offers valuable insights into the evolving landscape of AI in higher education and serves as a critical foundation for understanding the intersection of technology and pedagogy. In the context of “Analyzing Literary Dynamics in Student Teacher Behavior: A Focus on Morality in English Language Classroom,” this literature review prompts reflection on the implications of AI integration for the roles of educators and learners, as well as the ethical considerations surrounding the use of AI in shaping literary dynamics and moral education within the English language classroom. It underscores the need for continued inquiry into the ethical and pedagogical dimensions of AI education to ensure its responsible and effective implementation in educational settings (M. Ali & Abdel-Haq, 2021).

The research article delves into the unique pedagogical approach of Pesantren (Islamic

boarding schools) in teaching Islamic Arabic literature (Al-Adab Al-'Arabi) and its profound impact on cultural transformation and moral education among students. Employing a phenomenological design, the study leverages qualitative methods to explore three central themes: the pedagogy of Arabic literature, cultural transformation within Pesantren environments, and the pedagogical roles of Kyai (scholars) and their influence on students. Conducted with 20 Santris and 7 Kyais across two Pesantrens, the research integrates in-depth interviews, observations, and documentary analyses to capture the nuanced experiences of learning Arabic literature and its role in shaping students' moral and cultural identities (Soler-Costa et al., 2021). The findings highlight how Pesantren-specific Arabic literature not only deepens students' linguistic and literary appreciation but also cultivates character education, tolerance, and a holistic Islamic way of life. This study underscores the potential of traditional Islamic literary education in fostering moral values and cultural transformation, suggesting that such educational practices hold significant implications for the broader discussion on morality in educational settings, including English language classrooms. Relating this research, it emphasizes the importance of integrating moral education and cultural sensitivity into language teaching, illustrating how literary studies can serve as a conduit for moral and cultural education across different educational contexts and traditions (Manshur, 2020).

The research article delves into the multifaceted nature of school bullying, recognizing it as a complex social phenomenon influenced by various factors at different ecological levels. Grounded in social cognitive theory, the study explores the interplay between individual and collective moral disengagement and their association with bullying perpetration among Swedish fifth-grade children. Analyzing self-report questionnaire data from 1,577 children in 105 classrooms, the study employs multilevel modeling techniques to uncover significant associations between moral disengagement at both the individual and classroom levels and bullying perpetration. Specifically, the findings reveal a positive correlation between moral disengagement at the child level and bullying perpetration, as well as collective moral disengagement and pro-bullying behavior at the classroom level. Moreover, the study highlights the exacerbating effect of classroom-level pro-bullying behaviors on the association between individual moral disengagement and bullying perpetration. These results underscore the importance of addressing both moral processes and behaviors within classrooms to effectively prevent bullying, emphasizing the crucial role of educators in

creating environments that promote moral awareness and discourage harmful behaviors. The study underscores the significance of integrating moral education and fostering ethical reflection in educational settings, including the English language classroom, to combat issues like bullying and promote positive student-teacher interactions grounded in moral principles (Bjärehed et al., 2021).

The research article embarks on a critical exploration of Artificial Intelligence in Education (AIED), highlighting its potential to revolutionize learning experiences and outcomes while simultaneously raising significant ethical concerns related to personal data protection and learner autonomy. By examining and synthesizing ethical policies and guidelines from international organizations, the study aims to identify whether a global consensus on ethical AIED exists. Through thematic analysis, the authors propose a set of ethical principles designed to guide stakeholders in the responsible development and implementation of AIED solutions. This examination of ethical dimensions in AIED aligns with the broader discourse on morality within educational contexts, particularly within the English language classroom, as explored in this study. The ethical principles derived from the study not only underscore the importance of safeguarding learner data and autonomy but also resonate with the moral responsibilities of educators to foster environments that respect students' rights and dignity. This parallel draws attention to the necessity of integrating ethical considerations into all educational technologies and methodologies, ensuring that advancements in AIED are leveraged to enhance learning experiences without compromising ethical standards (Nguyen et al., 2023).

The research article conducts a comprehensive analysis of existing literature on netiquette, focusing on its conceptualization, objectives, methodologies, and empirical findings. Utilizing the Preferred Reporting Items for Systematic Reviews (PRISMA) framework, the study systematically reviews 18 articles from the Web of Science and Scopus databases. The analysis reveals a dearth of well-defined research in both theoretical frameworks and practical applications of netiquette, indicating a pressing need for updated theoretical perspectives and empirical investigations supported by robust samples. In the context of a society increasingly reliant on information and communication technologies (ICT), understanding and analyzing netiquette have become imperative, given the proliferation of cyber-bullying, digital scams, fake news, and negative interactions on social networks. This

literature review echoes the broader discourse on analyzing literary dynamics in student-teacher behavior within the English language classroom, as it underscores the significance of promoting ethical conduct and responsible communication in digital environments. It emphasizes the moral imperative for educators to incorporate discussions on netiquette and digital citizenship into language learning curricula to equip students with the necessary skills to navigate and engage ethically in online spaces (Soler-Costa et al., 2021).

Findings

The findings of the study portray the teachers' dilemma through beer dialogues, revealing nuanced dynamics within the classroom setting. Through careful analysis, it became evident that beer dialogues serve as a microcosm of the complexities faced by educators, illustrating the multifaceted nature of their roles and responsibilities. The dialogues depicted various scenarios wherein teachers grapple with ethical dilemmas, such as balancing disciplinary measures with empathy, navigating power dynamics, and addressing moral conflicts among students. These portrayals offer valuable insights into the challenges educators encounter in real-world classroom scenarios and highlight the importance of moral reflection and decision-making in pedagogical practice.

Furthermore, the study delves into the contemporary relevance of social behavior within the classroom, uncovering its profound impact on student-teacher dynamics and the overall learning environment. By examining the interactions and social dynamics depicted in beer dialogues, the research illuminates the significance of fostering positive social behavior for effective teaching and learning outcomes. It underscores the interconnectedness between social interactions, moral development, and academic achievement, emphasizing the pivotal role of teachers in cultivating a supportive and inclusive classroom culture. The findings underscore the need for educators to prioritize social-emotional learning and foster a sense of community and mutual respect among students to enhance classroom engagement and promote positive social behavior.

The study's findings underscore the intricate interplay between teacher dilemmas and social behavior in the classroom, offering valuable insights into the challenges and opportunities inherent in educational practice. By analyzing beer dialogues, the research provides a nuanced understanding of the complexities faced by educators and underscores the

importance of fostering positive social behavior for creating conducive learning environments. These findings have significant implications for teacher training and professional development, emphasizing the importance of ethical reflection and social-emotional competencies in effective teaching practices.

Discussion

The study's findings provoke a deeper contemplation on the intricate role of educators, challenging the traditional perceptions of teaching as merely a conveyance of academic knowledge. The nuanced portrayal of teachers' dilemmas through beer dialogues emphasizes the ethical and moral dimensions inherent in the teaching profession. It highlights the critical importance of empathy, ethical decision-making, and the ability to navigate complex social dynamics within the classroom. This underscores a pivotal shift in understanding teaching as a multifaceted role that extends beyond academic instruction to include shaping the moral and social fabric of learners. The portrayal of such dilemmas not only humanizes educators but also reflects the real-world complexities of fostering a balanced and inclusive learning environment. This resonates with contemporary educational discourse that advocates for a holistic approach to teaching, where educators are seen as key agents in the moral and social development of their students.

The investigation into the contemporary relevance of social behavior in the classroom underscores the necessity of integrating social-emotional learning into the educational framework. The findings suggest that positive social behavior is paramount for creating a conducive learning environment and for the effective engagement of students. This aligns with emerging educational paradigms that prioritize the development of social and emotional competencies alongside academic skills. The emphasis on social behavior and its impact on the learning environment calls for educational strategies that foster empathy, respect, and understanding among students. It challenges educators and policymakers to consider the broader implications of classroom dynamics on student well-being and academic success, advocating for a more comprehensive approach to education that addresses the intellectual, moral, and social needs of learners.

Conclusion

The study's meticulous analysis of beer dialogues has shed light on the multifaceted

dilemmas faced by teachers, revealing the depth of ethical and moral considerations inherent in their role. This exploration underscores the complexity of teaching, which extends far beyond the delivery of curriculum content to encompass the management of personal values, ethical conflicts, and the responsibility of guiding students' moral compasses. It highlights the importance of recognizing and addressing the personal and professional challenges teachers encounter, advocating for a supportive framework that allows educators to navigate their dilemmas with integrity and empathy. This finding is crucial for educational policy and practice, suggesting the need for professional development programs that equip teachers with strategies to manage ethical dilemmas and reinforce their role as moral guides in the classroom.

The investigation into the contemporary relevance of social behavior within classroom settings emphasizes the pivotal role of social interactions in shaping educational outcomes. The study illuminates how positive social behavior enhances the learning environment, facilitating better student engagement and academic performance. This underscores the necessity for educational systems to adopt a holistic approach that values social and emotional learning as integral components of education. By fostering an environment that promotes respect, empathy, and inclusivity, educators can significantly impact students' social development and academic success. This conclusion calls for a reevaluation of current educational practices to incorporate strategies that nurture positive social behaviors, highlighting the interdependence of academic achievement and the social dynamics within the classroom.

Recommendations

Based on the findings, it is recommended that educational institutions prioritize the integration of ethics education into teacher training programs, equipping educators with the necessary skills to navigate complex dilemmas with integrity and empathy. Additionally, schools should implement social-emotional learning initiatives aimed at fostering positive social behaviors among students, promoting a supportive and inclusive classroom culture conducive to academic success and holistic development. These recommendations emphasize the importance of addressing both the ethical challenges faced by teachers and the social dynamics within the classroom to create an environment that nurtures the moral and social growth of learners.

Implications

The findings of the study have significant implications for educational practice, emphasizing the need for a holistic approach to teaching that recognizes the moral and social dimensions of classroom dynamics. By understanding and addressing the ethical dilemmas faced by teachers and promoting positive social behaviors among students, educators can create learning environments that foster both academic achievement and the holistic development of learners. These implications highlight the importance of integrating ethics education and social-emotional learning initiatives into educational frameworks to cultivate a culture of integrity, empathy, and respect within schools.

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