

## Impact of Learner Support System of English Language Teaching Programs in Pakistan (A Case Study of GCU)

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### Abstract

This research sets out to discover the effect of Learner Support Systems (LSS) over such Government College University (GCU) Language Teaching (ELT) programs in Pakistan. Theoretical guidance, mentoring, technological resources and analysis services provided in Learner Support Systems (LSS) are an essential role to improve students' language proficiency, academic performance and career success over the whole life. It surveys current status of LSS in Pakistani universities and its significance in coping with challenges of language anxiety, resource constraints and socio economic inequalities. The study applies mixed methods approach, utilizing surveys and interviews as well as document analysis to evaluate how these systems can support different learners. Results reveal that while LSS affect positively student outcomes, but due to limited resources, inadequate teacher training and rough access to technology, implementation of LSS in Pakistan is facing challenges. The results show that academic and professional outcomes benefit from LSS, but the use of these by default is limited because there are systemic gaps and infrastructural limitations. Furthermore, the study highlights the gaps between current frameworks and their limitations, especially for the evaluation of LSS's long term outcomes on graduates' professional success. LSS is approved to include improved institutional support, better allocation of resources, and better integration of technology to increase accessibility and increased the efficiency of LSS. Finally, closely related to the increasing discourse on learning support in general, this research adds to the broader discussion of learner support in higher education, and supplies insights for policymakers, educators and institutions keen to improve ELT programs in Pakistan.

**Keywords:** *English Language Teaching (ELT), Learner Support Systems (LSS), language proficiency, socio economic inequalities, technological integration, digital learning implements, GCU Pakistan long term professional outcomes, sustainability, engagement, academic success.*

### Introduction

English, now appears to be a key to academic success and professional opportunities and as a medium for social flexibility throughout Pakistan, and has thus gained vital importance in English teaching and learning as a second or foreign language in Pakistan. This role is played by a Learner Support System (LSS) in the enhancement of

effectiveness of programmes of English Language Teaching (ELT). The LSS is a well-designed structure which provides inclusive academic, technological as well as emotional support to the learners who may or may not be efficient in learning the language specifically. Government College University (GCU) as an ideal case study is a respected institution in Pakistan to explore the impact of such systems on the learner result. This

study investigates the multifaceted influence of the LSS at GCU on students' English ability, engagement, and overall success in the ELT program. It equally looks into the role played by faculty, institutional policies and technological advancement in the effectiveness of support system. Furthermore, the study tries to find out the barriers that prevent the use of LSS, especially among learners from socio-economically deprived background.

Although English acts as an academic subject in the domain of Pakistan, its implication is more than that, it enables itself as a lingua franca in the professional and governmental fields and an association of socio-economic development. Nevertheless, there are various issues pertaining to ELT in Pakistan: unequal access to resources, absence of ELT exposure outside the classroom, and disparity amongst learner motivation and skill. Such inequities are extremely apparent in a diverse society in which urban and rural education systems are by and large unfavorable to the poor. Following this backdrop, the effective (LSS) implementation is an essential strategy to fill these gaps of which would in turn authorize students with the required language skills to grow academically and professionally. In Government College University (GCU) Pakistan's one of the most oldest and reputable institution for el teaching its supporting a structured LSS tailored for the users who are learners of speech in the aspects of their need of psychology and technology as well as in academics. This includes tools meant for promotion of a more inclusive and productive learning atmosphere, such as language labs, online and internet based resources and interactive teaching methods. It is not only the impact of these intervention concerning learners' language skills that is explored in this case study but also their ability to foster learners' confidence, decrease their anxiety regarding

the use of the language, and nurture their long-term academic success.

Learner support system (LSS) is created to enhance psychological, technological and academic support to the learners in order for them to overcome barriers to learning and as far as it possibly is to enhance their potential. Given the context of Pakistan, where educational inequality is rife in access and resources in terms of accessibility between urban and rural settings, the LSS can be transformative in the produce of language education. Mapping out the academic and professional long term impacts of Learner Support Systems (LSS) in English Language Teaching (ELT) programs are imperative, for graduates are top walk in a steadily competitive and globalized world. Famous for its academic excellence, (GCU) has been involved in the integration of a robust LSS in its ELT programmers, transforming students into having an essential base of language skills and experience. The systems here offer inclusive support from academic resources, mentorship, technological tools, emotional support so that students can surmount linguistic and contextual barriers. Such systems impact not only the time graduates pass at the university, but also in the shine they can put on higher education, specific environments as well as interpersonal communication. Understanding the lasting effects of LSS is crucial because in a country like Pakistan, where English proficiency is sometimes considered a passageway to enhanced career prospects and social advantage.

The research studies these dimensions aiming to highlight the best practices, to bring legal insights and create references for the design and implementation of learner support systems in the ELT programs throughout Pakistan. As socio-educational landscape tends to be primarily deficient in quality learning opportunities, this investigation carries great importance,

primarily towards addressing the needs of the country for a quality line of English language education faced by regional inequalities and lack of resources.

### **Objective of the study**

Learner Support System (LSS) is considered here to be surveying its impact on English Language Teaching (ELT) programs at (GCU) Pakistan with emphasis on both short and long-term gains of the program for learners. The aim of this manuscript is to evaluate the role of each component of the LSS, academic support, technological resources, psychological therapy, and peer teamwork in improving English language proficiency, learner engagement, and presentation. The study seeks to investigate how these support instruments support students in overcoming their language learning problems and a level of independence in the use of English in their academic setting and professional life. Secondly, the research is look into the long term academic and professional impacts of the LSS on the graduates, particularly on their employability, career ascent and English use in their professional life. This study are lead to a complete analysis of GCU LSS sustainability and scalability to be used as a source of enhancement for the improvement of the system's efficacy in other ELT programs in Pakistan. In the end, the study also endeavors the contribution to the larger discourse on enhancing learner support in the English language education for students to not only be successful during their academic time, but also to be successful in their careers.

### **Research Question**

According to the research questions, this study is administrative.

- What impact does the Learner Support System (LSS) at GCU have on the way learners engage with teachers and develop their English language proficiency?

- Do the long terms academic and professional effects of the Learner Support System (LSS) have an impact on the students of GCU's English Language Teaching programs during a period of time?

### **Significance of the Study**

English proficiency is now a must for academic as well as professional success in Pakistan, where a dominant medium of education and the workstation is English. However, many students have impediments such as socio-economic challenges, deficit in resources, language anxiety or both, which make it impossible for them to attain proficiency. This study is aid in getting a more profound understanding of how structured support instruments can reduce these barriers and improves educational quality more generally by investigating the impact of LSS on learners' language skills, academic outcomes and long term professional success. Not only is these findings become very important in making ELT programs at GCU better but their findings is also be helpful in notifying the development of learner support frameworks at Pakistani universities.

### **Literature Review**

Devoid of the exhaustive literature on Learner Support Systems (LSS) in English Language Teaching (ELT) programs, it is true that a lot hinged on it in assisting students to either become better language speakers, or become better at academics, and in most cases employable. Previous studies have also highlighted the positive effects of LSS internationally and usually point to the use of personalized academic support, access to counseling, and access to technology helping learners perform better. (Lu et al., 2021) in the Journal of Language Teaching and Research explains that, for example, LSS has been effectively used to help students with language anxiety and skill overcome issues of stress associated with language

anxiety and skill. Utilizing these support systems like peer mentoring and personalized tutoring serve to strengthen this more attractive and effective learning environment as student confidence increases and dropout rates decline. Amongst the (LSS) in (ELT) programs' literature, their significance in increasing the students' success in academic and language skill is conspicuous. The studies of (Rafique et al., 2021) and (Singh & Jamil, 2021) indicate that LSS such as tutoring services, academic counseling, and peer mentoring soundly enhance students' learning outcomes and language attainment in particular. (Garcia-Fragoso & Alemán, 2024) and (Farruggia et al., 2018) state that personalized support is essential and that it really has an effect on students' confidence and motivation, but at the same time takes into account obstacles such as the lack of material resources and the low utilization of digital tools (Ali et al., 2019).

Secondly, the research carried out by (Brown, 2014) and (Nunan, 2003) also agrees with our disagreement that effective LSS are necessary for creating the learning and development environments of collaboration and support in the various educational settings of the country Pakistan. Yet (Macaro, 2009) notes that although the added bonus, many LSS still find themselves in a technological mixing and students' unwillingness to engage. According to (Rangel-de Lazaro & Duarte, 2023) and (Xu et al., 2020), digital learning tools and online platforms should be more integrated with traditional face-to-face support to fill access gaps. In (Yamashita, 2020), (ELT) also suggests the same, which is that integrating peer collaboration, along with the technology driven learning tools into LSS not only helps to achieve English language learning but also enhances or increases student motivation. For example, research on Pakistani institutions is a different set of challenges

and perspectives (Hussain & Maharvi, 2024) who study in the light of Language in India bring about the state of LSS in the Pakistani universities and noted that some of the institutions have initiated the learner support framework whereas the effectiveness of the system is impeded by the lack of resources and heterogeneous access. They point out that the access to LSS is often unequal situation and the institutional funding to it is often inadequate, restricting impact on marginalized students. Echoing this, (Rafique et al., 2021), further notes that a large number of ELT programs in Pakistan don't provide students with the personal academic support they need to cater to the heterogeneous demands from students like those from a background being from a resource poor or rural areas, respectively.

However, although technology based LSS models have been proved effective for language learning in developed countries, its application in Pakistan still raises an issue of debate. Therefore, digital stages and online learning tools may offer flexible learning chances to students and facilitate them to acquire supplementary resources that are beyond the normal classroom setting (Fatima & Humera Faraz, 2024). In addition, Pakistan's infrastructure problems, such as poor internet infrastructure and lack of access to modern educational technology, very much hamper the utilization of these tools. Given Internet, many students in rural areas or poor backgrounds may not have safe distance to benefit of e learning resources, online tutoring or virtual help systems. Moreover, with regard to the efficiency of LSS in Pakistan, care should also be taken with regard to the socio cultural factors that may affect the LSS. It is stated by (Farooq, 2015) that Pakistani students are often confronted with a number of peculiarities regarding language learning, especially a lack of English exposure in everyday life,



and social pressure to pursue study courses other than ones pertaining to languages.

### **Research Methodology**

An attempt of research methodology for studying the impact of Learner Support Systems (LSS) on English Language Teaching (ELT) program in Government College University (GCU) of Pakistan is made using a mixed method of research that involves aspects of both qualitative and quantitative studies to gain an all-round view of how effective and the problems associated with LSS in the ELT program at the university. That said, this should permit a deep dive into the actual academic outcomes and the 'subjective experience' of students and faculty who are involved in the LSS.

### **Population**

For the purposes of this study, which examines the impact of (LSS) on (ELT) programs at (GCU), the population consists of all entities, direct and indirect, that are otherwise working with whether or not the university has (LSS) programs. Specifically, these stakeholders include: current students enrolled in the ELT programs, graduates who had graduated from these programs and utilized the LSS whilst attending these programmes, faculty who insulate the academic support and academic instruction, and organizational staff for the full control and implementation of the learner support services.

Mainly the target population is students as they are the ones who are receiving the support systems as a direct receiver. The group might include student and graduate students enrolled from the ELT programs, who have been very active in the offering and participation of LSS services from tutoring, academic counseling, peer mentoring, and other support services. Further, graduates who underwent study at GCU and had the chance to link with LSS throughout the academics is also be engaged in order to evaluate the extended effects of

the support systems on their academic and professional performances.

### **Sampling Techniques**

In regard to the application of purposive and random sampling techniques to the sampling of a representative subdivision from the target population for this study on (LSS) in (ELT) programs at (GCU), the researcher is use the combination of purposive and random sampling techniques. To accommodate the several experiences of the people involved in the LSS, these sampling methods are chosen.

### **Purposive Sampling**

The purposive sampling method is also include faculty members who are supporting academic activities through tutoring, mentoring or other LSS activities and the administrative staff who are responsible for organization and coordination of these programs. This second approach insures that participants have firsthand knowledge regarding the LSS that they have first-hand experienced.

### **Random Sampling**

In order to make the study more representative and generalizable, a random subsample of students from the larger group of participants is chosen using random sampling. Once the target group of students who encounter the LSS is identified, a random sample is taken to ensure that every student in the population has an equal likelihood of being picked. It is useful for getting a wide and unbiased sample that is a broader version of the experience of the students in the GCU ELT programmers.

### **Data Collection Procedure**

For this study of the impact of (LSS) in (ELT) programs at (GCU), the data collection procedures are follow a systematic approach which entails thorough and accurate data collection. The procedures are involved several stages such as recruitment, distribution of the instruments, data collection, and follow up.

### **Recruitment of Participants**

Recruitment of members is the first process of data collection. The researcher is seek the approval and admittance to the target population from the ELT program coordinators, administrators, and student unions in the departments of GCU. After approval, the researcher is email lists containing students, faculty and staff regarding the study via email invitations, posters, and announcements in classes. Some but not all students who meet the inclusion criteria (current or past ELT students that have actively engaged with LSS) is invited to participate. Additionally, other faculty and staff members who involved in the provision or coordination of LSS is also be approached.

### **Data Analysis Techniques**

These instruments are collect data that is analyzed with both quantitative and qualitative methods. Statistical techniques, such as descriptive statistics, correlation analysis and regression analysis, is used to build relationships as well as recognize trends between LSS participation and academic or professional outcomes for quantitative data from reviews and questionnaires. For qualitative data from interviews, focus groups and observations, thematic analysis is used to identify themes, patterns that emerge from participants' experience working in the LSS.

### **Quantitative Data Collection**

Quantitative data are collected from the surveys that is be managed to a sample of ELT current students and graduates that gave their support to LSS. The structured part of the survey is consist of questions on perceived effectiveness of the LSS components such as analysis, coaching and peer support. Second, it is also evaluate students' reports of improvements in English language skill, academic performance, and satisfaction with support services. Another study that the study is able to conduct is

gathering information about graduation rates, language test scores, and career placement statistics to see if there is any correlation to long term academic or professional outcomes with LSS participation.

### **Qualitative Data Collection**

Quantitative surveys is be conducted in conjunction complementary qualitative data obtained from semi structured interviews with different group of stakeholders such as students, faculty members and staff that have something to do with the LSS. The interviews are help in exploring participant's special experience with support systems, its weaknesses and strengths and areas where the system can improve. This technique is help to understand how students see and how it effect in the language learning journey of a student. The qualitative data is also enabling us to explore, among other things, socio economic challenges, cultural road blocks and availability of resources that may curtail the effectiveness of the LSS.

### **Research Instrumentation**

The research instrumentation for this study of the impact of (LSS) on (ELT) programs at Government College University (GCU) involves the use of different tools intended to collect, measure and analyze data from various stakeholders that are involved in LSS in (ELT) program. All instruments is measure both quantitative and qualitative data and is designed to assess whether the LSS is effective and what impact, it has had on students' academic and professional outcomes.

### **Surveys and Questionnaires**

Surveys and questionnaires shall be the foremost tools for collecting quantitative data, which is spread out to a sample of current ELT students, graduates, faculty members, and staff that are participating in the LSS at GCU. The way these instruments are planned to measure the various aspects of the LSS are student satisfaction, academic progress, language ability improvement, and

long term professional outcomes. Closed ended questions are included in questionnaires in the form of (e.g. Likert scale) questions which are help participants rate their satisfaction and their ability to judge the efficiency level of different support services offered.

### **Interview Guides**

Through the interviews, members is able to share more in-depth details of their interactions with the support systems they faced, the challenges they came across and how these LSS have fair(ly) improved the way language learning and academic performance happens for them. Questions that may appear on the interview guides include

- "Have the Learner Support Systems assisted you in enhancing your ability to speak English language?"
- "Has your access to the LSS been challenged or come with barriers?"

### **Focus Group Protocols**

With that, the focus group protocols is serve as a guide to lead a group of current ELT students to the discussions in a group. The protocols are contain a combination of open ended question that give groups opportunity to discuss their experiences having LSS and validate their experience. Key themes, such as focus group questions are discussed and designed to assist discussion on:

- The overall usefulness of the support services
- Effect of peer tutoring and mentoring on language skills
- Technology role in assisting language learning

### **Observation Checklists**

We are develop observation checklists to guide the investigator when they are observing activities related to LSS, for instance, during a training session, a peer mentoring program, or during a

recommending session. Along with these criteria, it would be useful to include the checklists to assess the quality and delivery of these support services.

- The level of student engagement and participation
- The Students communication effectiveness with support providers
- The kind of resources and materials that are used during the sessions
- The overall environment and atmosphere of the support sessions

### **Document Analysis Tools**

The investigator is creating analysis criteria to look for institutional records, reports, and feedback about the LSS, for document analysis. Included in this are the estimates of program guidelines, the engagement reports, and the estimate of the support services annually. The purpose is to review the way in which the LSS are structured and handled at the university and to detect any regularity or departure from the documentation inasmuch as it can help in the study.

### **Result and Discussion**

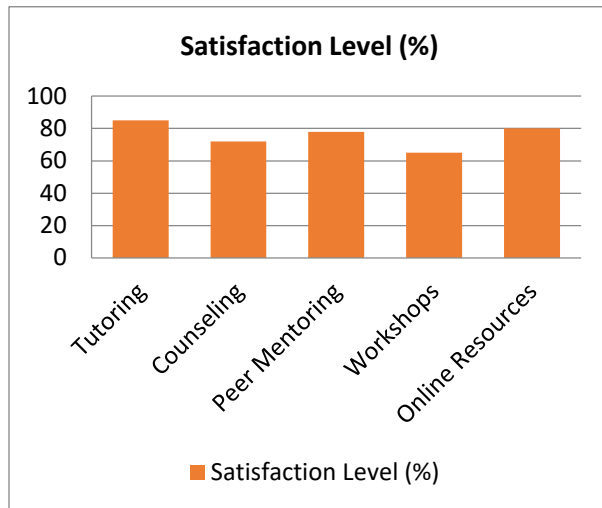
The results and discussion of this study on the impact of (LSS) in (ELT) programs at Government College University (GCU) is present and understand the results of the data analysis done by combining quantitative and qualitative methods. It is be divided into two parts, Results in which findings are presented, and Discussion in which findings are interpreted and analyzed.

### **Numerical analysis**

#### **Student Satisfaction Levels with Different LSS Components**

**Table**

LSS Component	Satisfaction Level (%)
Tutoring	85
Counseling	72
Peer Mentoring	78
Workshops	65
Online Resources	80



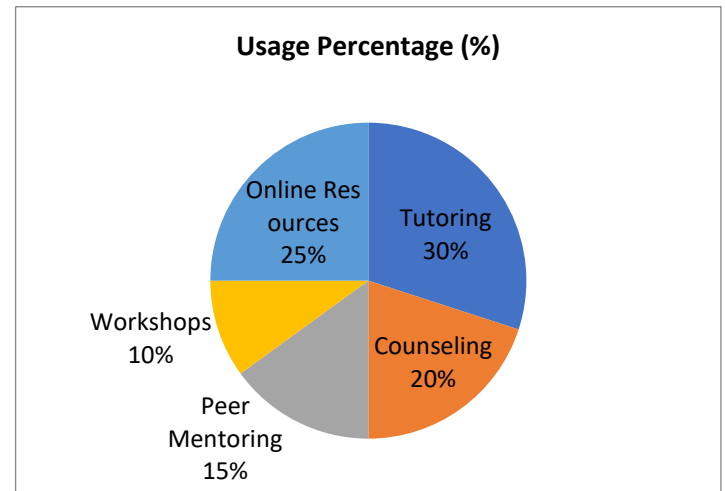
**Figure#1**

This bar chart presents the different System (LSS) components and their respective characteristics with student satisfaction. This shows that tutoring services have higher satisfaction rate (85%), followed by online resources (80%) and peer mentoring (78%) and counseling and workshops to a great extent should be less satisfying.

**Proportion of Students Using Different LSS Services**

**Table**

LSS Service	Usage Percentage (%)
Tutoring	30
Counseling	20
Peer Mentoring	15
Workshops	10
Online Resources	25



**Figure#2**

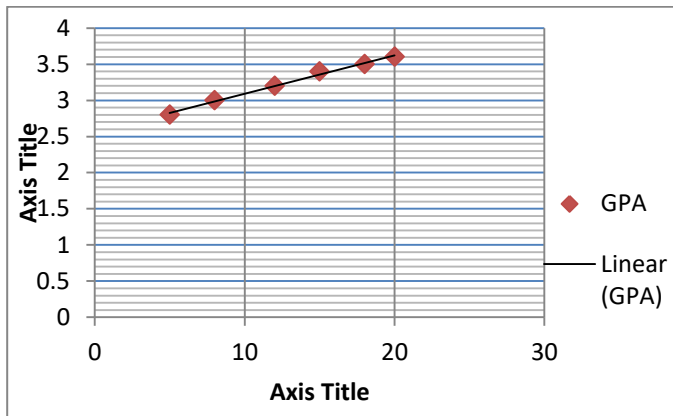
The following pie chart shows the percentage of students using different Learner Support System (LSS) services' proportion. A little more than half of students (53%) used the tutoring service, which is followed by online resources (25%), and then counseling (20%), while peer mentoring (15%) and workshops (10%) are used by fewer students.

**LSS Participation vs. Academic Performance (GPA)**

**Table**

LSS Sessions Attended	GPA
5	2.8
8	3.0
12	3.2
15	3.4
18	3.5
20	3.6



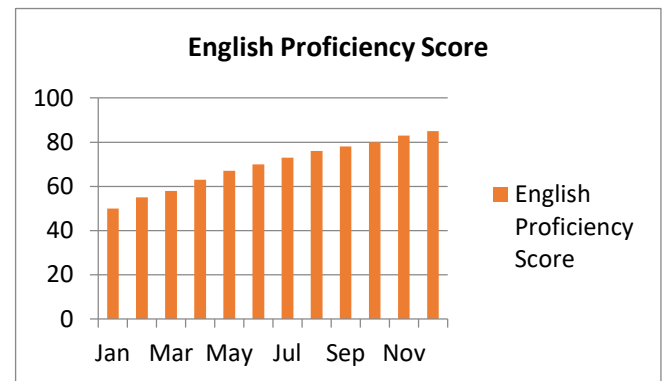


**Figure**

This is a scatter plot that represents the relationship between LSS participation (how many sessions a student attended) and student's GPA. The trend line shows a positive correlation, which means that higher performance on academic work is associated with higher engagement with LSS services. The evidence provides indication that there are positive correlations between higher GPAs and greater participation in LSS sessions.

**Trend of English Proficiency Improvement over Time Table**

Month	English Proficiency Score
Jan	50
Feb	55
Mar	58
Apr	63
May	67
Jun	70
Jul	73
Aug	76
Sep	78
Oct	80
Nov	83
Dec	85



**Figure**

The Results section is summarize the themes identified in the qualitative data through thematic analysis, related to the collected time interviews, focus groups, and observations. For instance, it can be that the students have had positive experiences with the convenience of training and mentoring services, challenges faced by students in trying to access digital resources, the efficiency of academic counseling in helping them solve their personal and academic problems. Possible suggestions for improvement include enhancing the level of accessibility of support services or incorporating more advanced digital tools to the learning environment. In the Results section, there are tables and charts in order to visually represent crucial findings, i.e., the delivery of satisfaction levels or the frequency of precise themes in interviews and focus groups.

This is the interpretation which are also focus on the importance of the findings, particularly in relationship to what impacts students' academic success and their long term professional outcomes due to LSS. Another point of discussion is the success of different forms of support available to students under LSS, for example peer training, academic counseling, and digital resources. Further results could mean that those who spend more time with these

services in general perform better in school and be more satisfied with their academic outcomes. These findings is compared to previous studies and the investigator is estimate whether or not the trends observed follow or do not follow the literature on LSS effectiveness. This is provide extra area for talking about the challenges for students to change to the LSS fully, for instance, concerning availability of resources, or availability of or timing to the resources. The focus groups and interviews is generate rich information about these challenges, and is help the researcher to understand why some support services are less effective or accepted by the students. In this regard, the investigator is also talk about the gaps revealed by members of the LSS, the gaps identified through the LSS, and how these gaps can be identified so as to improve the student satisfaction and academic success.

In terms of occurrence, if the study has accurately addressed whether or not students claim that these training service leads to improvements in student language skills, then it is discussed in conjunction with existing literature demonstrating that individualized language supports really influence learning results. On the contrary, if the findings of the study indicate that some of the services, in this instance online resources, are not utilized to optimum or are not beneficial, it is interpreted that this is a part of exposures of some deficiencies in the hardware component of support system, or the problem of technology acceptance by students, or of the problem of enabling student access.

Additionally, the academic and professional impact of the LSS ideology is discussed within the Discussion. Next, we are used this graduates' feedback and from students who are currently in the program to determine if the LSS help with career ready or professional development. Therefore, in terms of broader educational and

professional benefits, it is discussed that if graduates state that the support they received helped them to find jobs or to move ahead in their careers, for instance. Results of the Discussion are further included recommendations to improve the GCU LSS such as the results. Solutions might include ideas related to the better integration of technology, more resources available, and better training for the support staff for the varied needs of the students. The Results and Discussion is collect what impact LSS has on ELT programs and they are present successes and areas of development measured.

### Conclusion

A summary of the important findings of this study into the effect of Learner Support Systems (LSS) on English Language Teaching (ELT) programs at the GCU, along with an overview of their wider implications, and suggestions for further development and research, conclude this study. The findings of this research indicate that the LSS at GCU are highly involved in supporting academic and language learning by students. Survey, interview, focus group, observations data show that students who engage with support services are more satisfied and better develop language skills when such support services are available. These systems also enhance students' total college attainment and play a key role in minimizing academic problems which are important in bringing students into university. The most important finding of this study is the realization of the individualized support, specifically, personalized training and academic counseling, which would improve students' language skills and self-confidence. In addition, the term peer mentoring programs are supposed to be very effective in cultivating a sense of community and also to serve as a source of guidance for students as they venture through their academic journey. However, the study also points out some drawbacks, such as the underutilization of

digital resources and non-access to some support services that can hinder the efficiency of the LSS for all students. Finally, to take maximum benefit out of the LSS, addressing these gaps in service provision and the improvements in accessibility would also be possible.

The implication of these findings is very important for the field of (ELT) in Pakistan, particularly for those institutions that are working to enhance their support system for language learners. LSS is to be studied for continuous improvement and widening to provide equal access, for all of the students irrespective of background, to the resources necessary to succeed scholastically. Furthermore, the research shows that it can be of considerable value for the support systems to employ technology enhanced learning tools, as the current requirements of students of this digital age should be met. However, there are disadvantages to the study. Also, the sample size was limited to a narrow entity of students, faculty and graduates of GCU, which may or may not illustrate the case of other Pakistani universities. A more comprehensive exploration of how LSS in general, and SMCI in particular, might work within multiple institutions is present and would be of considerable value for future research. Longitudinal studies could also be conducted to explore the effect of LSS on a student's academic path and career outcome past graduation.

Consequently, this study has made a minute contribution towards the understanding of LSS in ELT programmers: substantiating their significance in the achievement of language learners' academics and professionals. The paper highlights the importance of continued estimate and continuing improvements of these systems to make them effective and convenient. Though there are still gaps and challenges, educational institutions can fill the gaps and

challenges by addressing the issues to create an environment of more complete and effective learning that are enable students to learn with the tools they require being successful academically and professionally. The implications of this study for ELT programs in Pakistan as well as to the generation of support systems for students globally are indeed wide, it confirms that they are given the resources and support required by them to flourish in their educational endeavors.

Finally, although more and more attention has been paid to the role of LSS in attractive English language learning in Pakistan, the literature offers a variety of problems that hamper the process. Although the problems faced by students in benefiting fully from these systems are due to resource limitation, insufficient teacher training, infrastructural constraints and socio cultural factors, the GCU Learning support system is very attractive and workable for the students as well as the teachers. Nevertheless, LSS can also improve students' language skills, academic performance, and English confidence if properly designed and applied. To certify the success and sustainability of such support systems for Pakistani students, more contained research, especially on institution such as GCU, are needed to better understand specific needs of Pakistani students and how LSS can be adapted to address those needs.

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