Technological Developments and the Role of L2 Motivation in University English Language Teaching Education

H. Pathan[1,2,], O. I. Aleksandrova[2], S. Khatoon[1], and M. A. Soomro[2,3]*

[1]Centre of English Language and Linguistics, Mehran University of Engineering and Technology, Jamshoro Sindh-Pakistan
[2]Faculty of Philology, Peoples' Friendship University of Russia (RUDN University), Moscow, Russia
[3]Faculty of Science, Quaid-e-Awam University of Engineering, Science and Technology (QUEST), Nawabshah-Sindh, Pakistan

Abstract: The 21st century is the era of technology and digitalization in teaching and learning dynamics., The present study explores the function of L2 motivation in university-based English language teaching (ELT) education. It also seeks to comprehend how technological developments are changing L2 motivation and examines teachers' coping mechanisms in this changing educational environment. This study employs a qualitative research approach to explore the university teachers' choices of technology instruments and pedagogical choices for enhancing students' L2 motivation. Thus, the study uses semi-structured interviews to collect data from the 15 university teachers, (8 from Pakistan and 7 from Russia). Moreover, the secondary aim of the study is to comprehend the variables influencing L2 teacher motivation, and pedagogical approaches. This study adds to the body of information on language teaching by emphasizing the necessity for university teachers to adapt to changes in L2 motivation by utilizing technology, developing cutting-edge resources, and creating motivating learning settings.

Keywords: ELT, Education, L2 Motivation, Pedagogy, Technology, Integration, Teachers.

1 Introduction

The education systems have seen significant changes in the 21st century because of many factors including technological advancements. The COVID-19 epidemic gave rise to several new paradigms in our daily lives, especially in educational settings, which radically and quickly changed the contexts of teaching and learning and forced institutions to quickly adjust to the digital landscape. Even in underdeveloped or developing countries including Pakistan, this quick transformation significantly altered the patterns and parameters of teaching and learning [1]. However, [2] investigated the use of technology in pre-service teachers (PSTs) revealed teachers' motivation and the availability of ICT equipment which played an important role in PSTs' integration of technology in classrooms.

Higher education institutions have played a significant role in influencing the linguistic competency of their students. Among the many different elements that influence a student's process of language acquisition, the second language (L2) motivation concept stands out as a critical foundation. This study seeks to reconsider the function of L2 motivation in the context of English Language Teaching (ELT) at higher education institutions with a focus on the effects of the 21st century's rapid developments [3]. Examining the role of L2 motivation in self-construction the study found the academicians replenishing their motivation stream to construct social identity and ideological selves [4].

As the world changes, what drives university students to learn a second language should be our understanding. L2 motivation is a sophisticated psychological concept that has long been linked to important effects on language learning outcomes [5]. Thus, to gain comprehensive knowledge about the changing paradigms of L2 motivation, this research has adopted a comparative approach that focuses on the contexts of Russian and Pakistani universities. These two contexts provide a useful framework for assessing how L2 motivation is manifested in various cultural, social, and educational situations, despite their many differences. Through a detailed investigation of these environments, it is important to identify the factors that influence students' motivation, the evolving responsibilities of educators, the pedagogical strategies employed, and the digital resources used in the process.

This study emphasizes how important it is for university teachers to proactively adjust to the shifting landscape of L2 motivation. It is advised that teachers employ technology, provide cutting-edge resources, and create engaging learning

*Corresponding author e-mail: habibullah.pathan@faculty.muet.edu.pk

settings to promote effective language acquisition. This modification is crucial for empowering students and boosting their verbal proficiency [6]. In the long run, this will ensure that the educational process maintains up with the demands and opportunities of the twenty-first century.

In the goal of the study, we have thoroughly explored the research's conclusions as well as the subtleties of L2 motivation in the context of collegiate English language instruction. By doing this, we hope to contribute to the larger discussion on language education and provide teachers and policymakers with the information they need to encourage learners to learn a language in a stimulating learning context. The subsequent objectives were thoroughly observed in this research study:

- To explore how digital age technology advancements influence L2 motivation for university-based English language teaching (ELT) and to establish specific factors that influence L2 motivation changes in this context.

- To explore the teachers' instructional choices and pedagogical practices to improve students' second language motivation, both in Russia and Pakistan's context.

Following these objectives, this study has explored profound insights for future developments in language learning and the enhancement of L2 motivation.

2 Literature Review

Digital integration in English language teaching in Russia and Pakistan

The 21st century has seen a focus on digital integration in English language instruction because of technology's ongoing global impact on education [1]. Both Pakistan and Russia view English as an essential medium of communication for both academic and professional success.

The integration of digitalization is significantly transforming the higher education sector in Russia [7]. The Russian Federation's State Program "E-University" aims to increase interdisciplinary interaction in higher education through digital technologies [8]. Therefore, the research is conducted by the researchers to know the effectiveness of this integration on L2 learning and other factors including motivation. One of the research projects conducted by [9] addressed the usage of the Moodle learning management system in online education in Russia, particularly in the context of teaching English to speakers of other languages. It makes use of both theoretical and empirical methods, as well as the researcher's own teaching experience and the experience of educational institutions. The study mainly investigated how online courses affect students' autonomy, soft skills, foreign language proficiency, and L2 motivation. The findings demonstrate that online learning greatly increases students' autonomy, and motivation and promotes the acquisition of soft skills and foreign language proficiency.

Furthermore, the study was conducted to examine the effectiveness of integrating subject-language training in domestic science with foreign-developed concepts, involving 87 students in their 4th-5th year of specialist's degree. This experimental study confirmed the effectiveness of integrating subject-language training using digital technologies in university education. This approach combines professional theoretical knowledge with foreign language communicative practices, motivating self-education and rational use of classroom time [8].

Besides, one of the studies conducted by [7] examined the integration of the Skye digital learning platform in three Russian universities, focusing on the changes in learning and teaching. The findings suggested factors influencing the successful integration of technology, including motivation, feedback, clear assessment of learning outcomes, TPACK transformation plan, and alignment between innovation and educational regulations. These studies display a clear picture of the success of the integration of technology with the improvement of students' L2 learning skills. These research studies have shown the positive impact of technology use in developing content, and context more advanced and according to the needs of the learners.

Likewise, in Pakistan [1] conducted a study to know the influence of online teaching on students' English language learning. This study was a comparative study of two countries, Pakistan, and Indonesia thus, their results are almost similar in presenting the benefits or positive aspects of online learning and challenges to cope with them. The study findings revealed online, or digital context supports L2 learning in Pakistan. Moreover, the study was conducted to investigate the barriers faced by Pakistani English as a Second Language (ESL) practitioners in integrating technology into their teaching contexts. The research, involving 39 tertiary-level ESL practitioners, found that the lack of technology resources and computer knowledge training hinders technology integration. The study recommends the development and implementation of technology-based facilities and resources from local authorities, as well as intensive upskilling technology-based training for educators [10].

The use of digital technological tools at the undergraduate level in a Pakistani public sector university. An online survey

of 200 students revealed that while most have access to smartphones, laptops, or desktop computers, only a few use them for learning purposes. Students generally prefer smartphones and have limited technological knowledge of digital tools. However, a greater percentage are willing to participate in training sessions for learning [11]. This study shows there should be proper training which must show the importance of technology usage in the educational context. This highlights the need for higher education institutions to integrate technology in academic settings.

Moreover, the study was conducted to investigate the use of technology in English language teaching and learning at the tertiary level in Karachi. Data from 35 teachers and 134 students was collected through a survey questionnaire. Results showed that the internet, computers, videos, and overhead projectors were the most frequently used technology tools, while web-based tools like class wiki, Google Docs, and e-news were less used. English language teachers are actively using the Internet and desktop/laptop tools in their classrooms [12]. The Pakistani government has already realized and acknowledged the importance of technology integration in English language learning thus, there is a separate sector of ELTR English language teaching reforms of Higher Education Commission Pakistan which always organises such training and programs that teach and train to involve digital tools in their teaching content and context [1].

Second language learning motivation in Russia and Pakistan

English has become a global language, with many countries adopting it as a second language. However, people struggle with motivation and anxiety when learning another language, prompting ongoing research on the topic of motivation in second language learning [13]. This L2 motivation plays a vital role in boosting interest in learning the English language around the globe. In Russia and Pakistan, a plethora of research studies have been conducted on it.

The study conducted in the Russian context in one of the higher education institutions discusses the importance of motivation in learning a foreign language, highlighting that students with high motivation tend to achieve better academic results, understand a subject better, and feel more satisfied. The study, based on Russian Linguistics students, found that low motivation levels negatively impact academic achievement. The article suggests further research to create an emotionally comfortable environment to foster students' interest in learning English and enhance education quality [14].

Another study was conducted [15] to explore the attitudes and motivation of students in Surgut, Russia, who studied English for at least two years in private language schools. The students were divided into bilingual and monolingual families. The results showed high motivation among bilingual students and girls from monolingual families, while non-bilingual boys showed more discreet results. The study can help understand the motivation for second-language learning in contexts where the second language is not necessary or used, and the perception of language learning by monolingual and bilingual individuals.

Besides, the study investigated motivation and attitude toward learning a second language (L2) at a higher educational institution in Russia. A survey of Ufa State University of Economics and Service undergraduates revealed mildly positive attitudes towards L2 learning, with instrumental reasons being the primary motivation. However, integrative reasons, such as learning English as part of the culture, had less impact. The study found that the aspects of motivation most desired to be changed were those related to the language learning environment. High levels of student anxiety during L2 classes were also found [16]. All such research studies prove how Russian institutes are working to develop and enhance L2 motivation for learning the English language.

Likewise, the research was conducted to explore the motivation in Pakistani English as a Second Language (ESL) learners' context during Task Based Language Teaching (TBLT). A quantitative study with 80 participants from two public sector colleges in Sargodha found that motivation and anxiety significantly are influenced by the TBLT methodology used in teaching [11]. Thus, teaching methodology plays a vital role in boosting learners' L2 motivation. Furthermore, another study explored the differences in L2 learning motivation among 547 first-year college students in Pakistan. Results showed private college students have higher motivation and better ESL learning achievements compared to public college students. Public college students have strong instrumental motivation, while private college students show preferences for an ideal L2 self. Arts majors' motivation depends on their attitude toward English, while science majors are instrumentally motivated [17].

Similarly, this research study examined Pakistani students' attitudes towards learning English as a second language (L2) and their motivational orientations. The study found that Pakistani students are additive bilinguals who are not averse to language policies promoting English as the medium of instruction. The results showed positive attitudes towards learning English, with a clear instrumental orientation [18]. These all-research studies are paving the way to understanding the content, methodology, and context of the learners' and teachers' needs for enhancing L2 motivation.

Pedagogical practices in second language teaching in Russia and Pakistan

Russia is undergoing significant changes in education, incorporating English as the international language, enhancing career opportunities, and focusing on self-actualization and personal growth. The education system aims to develop students' intellectual and creative resources, promoting personal activity and potential fulfilment [14]. Similarly, Pakistan is also moving towards updating textbooks' contents and lesson orientation for schools, colleges, and university syllabi [19]. A plethora of research is conducted by both countries (Pakistan and Russia). Thus, a research study conducted by [20] evaluated teacher professional development efficiency in English language teaching in Russia, focusing on class interaction mode, native language use, and error correction strategies. The study's findings could help inform educational reforms, such as curriculum reform and teacher professional development in non-English-speaking countries.

Besides, another research work explored the most efficient modern educational technologies for teaching foreign languages in Russian higher institutions, focusing on blended learning. The authors review an electronic course using Moodle for first-year students at Tomsk Polytechnic University, recommending that Moodle-based courses are ideal for efficient blended learning implementation. Information communication environment is crucial for successful educational processes [21]. Thus, Russian higher education practitioners are implementing technology integration in their L2 context and updating their methods to teach foreign languages to Russian students. Moreover, [22] examined Pakistan's education system, highlighting its potential for socio-economic change. Despite various policies released since 1947, Pakistan's education system is not adequately responsive to quality education demands. The paper suggests that any strategy to improve the education system should consider these issues and concerns, aiming to revolutionize socio-economic change in the country. Thus, teachers are updating their methodology, but things have to change and need modifications. Besides, it examines English learning and teaching in Pakistan using qualitative observation methods [23]. The study recommends that language teachers should be equipped with practical skills to improve their performance in teaching English. Those practical approaches should be aligned with the needs of the learners and their context.

These research studies show that both countries are in the developing phase of their teaching methods and incorporating technology is also an ongoing process that is helping them to upgrade their teaching methodology, and strategies to teach in the current digital environment.

3 Data and Methods

Research design

The current study the rethinking of L2 (second language) motivation in the context of English Language Teaching (ELT) in universities needs comprehensive research thus, this research uses a qualitative research method in which semi-structured interviews were conducted with the study conducted within the educational contexts of universities in Pakistan and Russia to provide a comparative examination of L2 motivation and its findings for ELT.

Sampling

Participants (teachers from Russia and Pakistan) who can offer a range of viewpoints and insights were chosen using purposeful sampling based on their experiences (senior most, senior, junior). The principle of data saturation, where fresh information stops emerging, is used to estimate the sample size.

Data Collection

Teachers from Russia were interviewed on Zoom whereas Pakistani teachers were interviewed one to one. The interview protocol was used the same for both countries' teachers with their convenience for data collection. The transcripts were well-maintained and analysed. The opinions of the interviewees were coded, and theme codes were created based on those codes. The thematic analysis is used to simplify and classify interviews, which supports the qualitative analysis. According to [24], qualitative data analysis primarily requires categorizing things, people, and proceedings and the properties which characterize them.

Data Analysis

Thematic analysis is used to examine qualitative data. To give a rich, comprehensive understanding of the study issues, themes are discovered, and patterns are extrapolated from the qualitative data. University teachers from both countries participated in semi-structured interviews to answer the study objectives. To ensure the confidentiality of the respondents the researcher assigned numbers to teachers from Russia to R1, R2, R3, R4, R5, R6, and R7, and similarly to Pakistani teachers as P1, P2, P3, P4, P5, P6, P7, P8. Table 1 displays the themes taken from the data collected from Russian teachers.

4 Results and Discussion

The teachers from Russia responded to the first objective of the study:

Table 1: Russian Teachers on Technology and L2 Motivation

Themes	Russian Teachers' responses
1. Digital Tools' motivation	R3: *"Technology has become an essential component of our English language education in this digital age. We've shown that gamified online resources and tools for language learning significantly affect students' motivation."* R6: *"Nowadays digital tools are extensively available which have caught learners' attention, and interest, they always love to use them for English language learning."*
2. Collaboration	R1: *"We had to reassess our teaching strategies because of the pandemic-related move to online learning. We found that the use of technology can enhance language learning collaboration, which in turn boosts L2 motivation."*
3. Self-reliance	R2: *"I think learners who have access to instructional technology learn more independently. Their motivation is increased since they can use resources and practice their English outside of the classroom too on their own."* R4: *"We make our class freer, and students are more responsible for choosing their material when they are assigned any task which makes them more self-reliant."*
4. Satisfying Technological Demands	R5: *"Through forums for discussion and online language groups, students can interact with English speakers all around the world. Students become more curious and motivated when they see how applicable the language is in the actual world thanks to this global viewpoint."* R7: *"The current generation is tech-savvy generation holding in their hands digital gadgets thus, they get inspired when they are taught through these gadgets, and they connect with the world according to their needs."* R4: *"Technology adaptation is crucial. To keep students motivated throughout the course is not an easy task, but technology is facilitating us to update our resources accordingly."*
5. Quick Feedback	R1: *"Students always are curious to know about their progress so technology is making it easy by providing scoring sections or comments sections which can provide feedback timely, and rather quickly."* R7: *"Students find regular feedback from technology—like fast quiz results and language study apps—to be motivating. It gives one a feeling of accomplishment and advancement."*

The above-mentioned themes are extracted from the semi-structured interviews conducted with Russian higher education teachers. According to them, teachers can enhance students' English language learning L2 motivation with the incorporation of digital tools, and technology integration. Teachers need to understand tech-savvy students' needs and update the contents, resources, and material to sustain students' motivation. These learners always are ready to collaborate and engage in learning but teachers need to get them involved in such an environment where they enhance and sustain the motivation for learning a second language. Besides, these gadgets are making these students more responsible, they become more careful in choosing the resources. Moreover, teachers face challenges in giving quick feedback so they can use online tools or online platforms to give quick feedback or progress score to students on time which also keep them motivated.

The teachers from Pakistan responded to the first objective of the study:

Table 2: Pakistani Teachers on Technology and L2 Motivation

Themes	Pakistani Teachers' responses
1. Interactive Media	P1: *"In our English language programs, technology has opened new possibilities. We've shown that when students have access to interactive and multimedia content, their motivation in L2 changes significantly."* P4: *"Multimedia elements have given us an edge to sustain learners' motivation by updating our contents."*
2. Gamification	P8: *"I think learners always compete while they learn and if gamification is involved in learning language students get motivated as well as increases their motivation to compete and learn more."* P6: *"Gamification always increases curiosity, competition, engagement, and motivation to learn more and more."*
3. Tailored learning	P3: *"We Pakistani teachers do not always do in the class whatever we want because of many reasons but these digital platforms, apps, and tools always give edge to tailor students'*

		learning according to their time and availability of resources (internet, electricity, tailored material) which boost learners' motivation and maintain that motivation too."
4.	Digital Proficiency	*P5: "When we incorporate digital tools or we use digital resources in our teaching context we have to increase our digital literacy, otherwise we teachers cannot go with the global trends."* *P2: "Where there is a will there is a way so when we have to modify our contents, we have to update our teaching methods along with teaching material for that we have to improve our proficiency to use digital devices in the teaching context."* *P7: "When students use these digital resources, they will need to increase their digital literacy as well and ultimately it will increase their motivation to learn more."*

The above-mentioned themes are extracted from the semi-structured interviews conducted with Pakistani higher education teachers. According to the teachers can do wonders by using digital gadgets, tools, and apps to enhance the L2 motivation of English language learners. Teachers mentioned the possible benefits of digital media which can facilitate different tasks, activities, and the entire lesson. These digital media elements can alter the learning environment and enhance learners' motivation to learn the English language. Moreover, Pakistani teachers pointed out how gamification tools or apps can enhance learners' engagement, collaboration, and motivation. Besides learning L2 learners get involved and enhance their digital skills as well which is a necessity of the time. Not only do students enhance their motivation for digital literacy, but teachers also must improve their skills to keep abreast of the world.

The study objective has been completely explored and answered in a thorough manner that digital content, digital media, gamification tools, or other online platforms can alter the teaching methodology of teachers and teaching content of both countries (Pakistan and Russia). Besides, it can increase L2 motivation.

The second objective of the study is to teachers' instructional choices and pedagogical practices to improve students' second language motivation. Themes are derived based on the commonalities of both countries' teachers' data which was almost similar to the second objective of the study.

Table 3: Russian and Pakistani Teachers on Technology and L2 Motivation

Themes	**Russian and Pakistani Teachers' responses**	
1. Context related activities	*P1: "I think we have to make language instruction relevant to the interests and lives of the learners which can engage their interest with real-world scenarios I used to provide them scenarios where they discuss and relate with the situation, and it enhances their motivation in learning language."* *R3: "I used to involve students in my lesson by providing them with cultural and context-related allusions, and useful applications. For instance, integrating Russian customs and culture into the language study process is very inspiring, and motivating."*	
2. Discussion/ communication	*R1: "We teachers need to focus and prioritize conversation over memorization. Therefore, I ask students to participate in in-depth dialogues, group projects, and conversations."* *P2: "My strategy to enhance students' motivation towards learning language is to get them involved in the discussions and I monitor their discussion meanwhile and put fine also if anyone speaks in their native or other language other than English."*	
3. Setting achievable goals	*P4: "I always instruct and help students to set achievable language learning goals and track their progress to give them feedback on their learning. For this, I feel my students feel a sense of accomplishment and motivation to continue learning."* *R7: "Being a teacher we need to set our goal and lesson plan and teach students and monitor them accordingly."*	
4. Technological tools	*R4: "I realize the students' interest in gadgets and gamification apps, and I try to integrate such technology in my class which catches students' interest and sustains their motivation towards learning."* *P6: "Being a teacher I feel a responsibility to come up with students' needs and global needs of learning which is nowadays is digital integration."* *P8: "I follow, and I want to suggest other teachers also introduce multimedia resources and technology into the classroom. To enhance the learning process, incorporating interactive digital materials, online language exchange platforms, and language learning applications would enhance students' performance and L2 motivation."*	
5. Constructive Feedback	*R3: "Students need praise, comments, feedback on their performance and constructive detailed feedback is also a part of the teaching process which needs to be followed."* *P1: "In the beginning, teachers should describe their process for evaluating student progress and giving comments. Inform about your lesson and how you handle formative and summative assessments which should be a continuous process of teaching."*	

A stimulating and inclusive learning environment that fits the requirements of students and supports them in achieving their learning goals is created by effective teachers by carefully weighing these instructional options. These strategies adopted by both countries (Pakistan and Russia) influence positively on enhancing L2 motivation.

The digital teaching and learning content, context has shown to be successful in teaching foreign languages in both countries (Russia, and Pakistan). It is established on the ideas of edutainment self-regulative strategies of learning, communicative approach, teachers' training, and sustainment of learners' motivation. In this research discussion, we examine two studies that investigate the use of digital technology in English language instruction in Pakistani and Russian contexts. Despite the geographical distance, these two countries have similar opportunities and problems when it comes to digital education. These studies provide insight into how students in both countries utilize digital technologies and their level of technical readiness.

Additionally, the research revealed that teachers in Pakistan and Russia claimed to have little experience with technology for educational purposes. This prevalent problem of not being proficient in using digital resources for learning needs to be taken into consideration. Initiatives to improve students' technology skills and teachers would be beneficial in both settings.

One notable commonality between the two studies is the student's desire to take part in training sessions aimed at enhancing their technological proficiency. This readiness indicates that students have an optimistic perspective on learning and are receptive to improving their digital literacy given the right support and materials. Both Pakistani and Russian educational institutions can make use of this openness to develop effective educational programs that enable students to utilize the available technologies for learning languages more effectively. However, despite these similarities, the educainal environments of the two countries differ from one another. The Russian study focuses on a particular organization that might have particular traits and limitations: The Pskov Branch of the Academy of Federal Penal Service. In contrast, the Pakistani study looks at undergraduates in a larger educational environment—a public sector university. The differences in these institutions' capacities and resources may have an impact on how easily accessible and how they use digital tools.

Finally, by demonstrating both contextual variations and commonalities, these studies underscore how critical it is to address the challenge of digital integration in language teaching. They highlight the necessity of approaches that involve students actively participating in digital learning and developing their technological skills in addition to giving them access to technology. Reminding us that the digital gap and technical proficiency are global concerns that need to be addressed in a variety of educational contexts is the purpose of this research debate.

5 Conclusion and Recommendations

The research on digital integration in English language teaching in Russia and Pakistan reveals limited technological proficiency among students and underutilization of resources. It emphasizes the need for comprehensive technology training programs and awareness campaigns. The study also highlights the importance of cultural relevance in language teaching, indicating a positive attitude towards improving digital skills.

Educational institutions in both countries should implement comprehensive technology training programs for students, covering digital literacy and language learning, and provide ongoing support. Teachers should also receive training to integrate digital tools into teaching methods. Educational institutions should launch awareness campaigns promoting digital tools for language learning, showcasing success stories and testimonials. Cultural integration, such as exploring the target culture's literature, music, and traditions, can enhance language learning and L2 motivation. Regular feedback and inclusive policies are crucial for effective digital integration in English language teaching in Russia and Pakistan. These recommendations emphasize the importance of technological proficiency, cultural relevance, and motivation in enhancing language learning outcomes and ensuring accessibility for students from diverse backgrounds.

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Conflict of interest

The authors declare that there is no conflict regarding the publication of this paper.

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