

L2 Motivation in CALL Context: A Systematic Review

Hojjat Jodaei¹

Abstract

Computer-Assisted Language Learning (CALL) has become a popular method for second language (L2) teaching and learning due to the increasing availability of technology. CALL has many benefits, such as providing learners with access to a range of authentic materials and interactive language practice, but there are also potential drawbacks to using CALL. The three main types of CALL programs used in the L2 context, which are interactive programs, game-based programs, and social media platforms, will be investigated. Each program has its benefits and drawbacks of each type of program and examines their effectiveness in enhancing L2 motivation and improving language proficiency. Research has shown that different types of technology can affect motivation in different ways, and it is important to determine which programs are most effective in promoting motivation. Moreover, language teachers and learners should carefully consider the role of technology in language learning and strive for a balanced approach.

Keywords: L2 Motivation; CALL, L2 learning; language learning; technology.

¹ Applied Linguistics, Department of Language and Literature, Imam Ali (PBUH) Military University, Tehran, Iran
Email: jodaei@imau.ac.ir

Introduction

The Use of CALL in L2 Context

CALL in the L2 context can be defined as the use of digital tools and resources, such as online language courses, language learning software, mobile apps, and social media platforms, to facilitate the teaching and learning of a second language. According to Levy (1997), CALL is “the search for and study of applications of the computer in language teaching and learning” (p. 1). CALL can provide learners with authentic materials, interactive activities, and personalized feedback, which can enhance language learning and improve language proficiency. There are various types of CALL programs that can be used in the L2 context. The three main types of CALL programs are interactive programs, game-based programs, and social media platforms. Interactive programs are computer programs that enable learners to interact with the language in a more interactive way, such as grammar drills, vocabulary exercises, and pronunciation practice. Game-based programs, on the other hand, use gaming elements to motivate learners and make language learning more engaging and fun. Social media platforms, such as Facebook and Twitter, can provide learners with opportunities to practice their language skills by interacting with other speakers of the target language. The use of Computer-Assisted Language Learning (CALL) in second language (L2) teaching and learning has a rich history. The earliest known use of computers in language teaching dates back to the 1960s, when researchers at the University of Illinois began

experimenting with computer-based language instruction (Warschauer & Healey, 1998). Since then, CALL has undergone significant changes, influenced by advances in technology, pedagogical approaches, and learner needs.

The 1970s saw the emergence of interactive CALL programs that allowed learners to interact with the computer and receive immediate feedback. The PLATO system, developed by the University of Illinois, was one of the first interactive CALL programs. It enabled learners to practice reading, writing, and grammar skills through interactive exercises (Chapelle, 2001). In the 1980s, the focus shifted towards communicative language teaching, and CALL programs were designed to support communicative language learning. The development of multimedia technology, such as sound and video, made it possible to create more engaging and interactive CALL materials (Levy & Stockwell, 2006). One example is the language learning software package, Rosetta Stone, which uses images, sounds, and text to teach learners a new language. The 1990s saw the emergence of the internet, which had a profound impact on CALL. The World Wide Web provided a platform for online language learning, and CALL programs were no longer limited to standalone software packages. Learners could now access language learning materials and interact with other learners and teachers from anywhere in the world (Warschauer & Healey, 1998). Online language learning platforms, such as Duolingo and Babbel, are examples of this

development. In recent years, mobile technology has transformed the way we access and use CALL. Smartphones and tablets have made language learning more accessible and convenient than ever before. Mobile apps, such as Memrise and Busuu, offer bite-sized language learning activities that can be completed on the go (Stockwell, 2013). Moreover, mobile technology has made it possible to incorporate augmented reality and virtual reality into CALL, which can enhance the learning experience and improve learning outcomes. However, as with any technology, CALL is not a panacea for language learning, and its effectiveness depends on how it is used in the classroom. Future research should focus on exploring the most effective ways to integrate CALL into L2 teaching and learning, taking into account the needs and preferences of learners.

Importance of L2 Motivation

L2 Motivation is considered a crucial aspect of language learning, especially in the context of second language (L2) acquisition, as it impacts learners' engagement, persistence, and achievement (Dörnyei, 2005). It refers to the drive or desire to learn a language and involves the learner's engagement, persistence, and effort to learn the language. Motivation is important because it affects the quality and quantity of language learning, as well as the learner's achievement and success in the language classroom. L2 motivation is significant because it influences language learning outcomes. Studies have shown that highly motivated learners tend to have higher levels of achievement and proficiency in the target language (Dörnyei & Ushioda, 2011).

According to Dörnyei and Ushioda (2013), L2 motivation is “the learner’s orientation with regard to the goal of learning the L2” (p. 1). In other words, it refers to learners’ attitudes, beliefs, and values related to L2 learning.

One of the most widely used frameworks for understanding L2 motivation is the socio-educational model (Gardner, 1985). This model posits that L2 motivation is influenced by three factors: integrative orientation, instrumental orientation, and attitudes towards the L2 community. Integrative orientation refers to learners’ desire to learn the L2 in order to integrate into the L2 community and its culture. Instrumental orientation, on the other hand, refers to learners’ desire to learn the L2 for practical reasons, such as academic or career advancement. Attitudes towards the L2 community refer to learners’ feelings towards the L2 community and its members. Research has consistently shown that integrative orientation is a strong predictor of L2 achievement and proficiency (Dörnyei, 2005; Gardner, 1985; MacIntyre & Gardner, 1994). Learners who have a positive attitude towards the L2 community and its culture are more likely to engage in L2 learning activities, persist in their learning, and achieve higher levels of proficiency. This is because integratively motivated learners view L2 learning as a means of social and cultural integration, rather than just a means to an end.

Moreover, motivation is closely related to other important variables in language learning, such as attitude, anxiety, and self-

efficacy. For instance, learners who have a positive attitude towards the target language and culture are more likely to be motivated to learn the language (Gardner, 1985). Similarly, learners who have low levels of anxiety and high levels of self-efficacy are more likely to be motivated to learn the language (Bandura, 1997). L2 motivation is influenced by various factors, both internal and external. Internal factors include individual characteristics, such as personality, cognitive style, and learning strategies. Learners who have a positive personality, such as being optimistic, curious, and open-minded, are more likely to be motivated to learn the language (Dornyei, 2005). Moreover, learners who use effective learning strategies, such as setting goals, organizing information, and monitoring their progress, tend to be more motivated to learn the language. External factors, on the other hand, include the learning environment and the teacher's characteristics. A supportive and stimulating learning environment, as well as a teacher who is warm, enthusiastic, and knowledgeable, can enhance L2 motivation (Ryan & Deci, 2000).

There are also various strategies that teachers can use to enhance L2 motivation. One strategy is to create a supportive and stimulating learning environment. This can be achieved by providing learners with opportunities to interact with each other and with the teacher, as well as by using authentic materials and real-life situations that are relevant to their interests and needs (Dornyei, 2009). Another strategy is to use goal-setting and self-regulation techniques. This involves helping learners to set realistic and challenging goals, as well as to monitor

their progress and take responsibility for their learning (Zimmerman, 1998). Instrumental orientation, on the other hand, is less predictive of L2 achievement and proficiency than integrative orientation (Dörnyei, 2005; Gardner, 1985). While learners who have an instrumental orientation may be motivated to learn the L2 for practical reasons, such as passing an exam or getting a job, they may not necessarily be interested in the L2 community and its culture. Consequently, they may not engage in L2 learning activities beyond what is required for their practical goals. Attitudes towards the L2 community have also been found to be an important predictor of L2 motivation and achievement (Dörnyei, 2005; Gardner, 1985). Learners who have positive attitudes towards the L2 community and its members are more likely to feel motivated to learn the L2 and to engage in L2 learning activities. Conversely, learners who have negative attitudes towards the L2 community and its members may feel demotivated to learn the L2 and may avoid L2 learning activities.

In addition to the socio-educational model, other models of L2 motivation have been proposed, such as the expectancy-value theory (Wigfield & Eccles, 2000) and the self-determination theory (Deci & Ryan, 1985). These models emphasize the importance of learners' beliefs about their ability to learn the L2 and their perceptions of the value of L2 learning. The significance of L2 motivation for L2 teaching is clear. Teachers need to be aware of learners' motivation and to create a supportive learning environment that fosters integrative

orientation and positive attitudes towards the L2 community. This can be achieved through various strategies, such as promoting cultural exchange activities, providing opportunities for learners to interact with native speakers, and highlighting the relevance of the L2 to learners' lives and goals. Moreover, teachers can help learners develop a growth mindset (Dweck, 2006) by emphasizing the importance of effort, persistence, and learning from mistakes. This can help learners develop a sense of self-efficacy and confidence in their ability to learn the L2, which can in turn enhance their motivation and engagement. Future research should focus on exploring the most effective ways to promote L2 motivation and to enhance L2 learning outcomes.

Types of CALL Programs

In recent years, the use of technology in language learning has become increasingly popular, with computer-assisted language learning (CALL) being a popular approach to teaching a second language (L2). CALL refers to the use of technology to facilitate language learning and is effective in enhancing L2 motivation and improving language proficiency. The three main types of CALL programs used in the L2 context, which are interactive, game-based programs, and social media platforms will be investigated. Each program has its benefits and drawbacks of each type of program and examines their effectiveness in enhancing L2 motivation and improving language proficiency.

Interactive programs are computer programs that enable learners to interact with the language more interactively. This program includes grammar drills, vocabulary exercises, and pronunciation

practice. Interactive programs are widely used in language learning classrooms, and research has shown that they can be effective in enhancing L2 motivation and improving language proficiency (Wang & Li, 2011). However, some researchers have argued that interactive programs may not be suitable for all learners, as they can be repetitive and may not provide personalized learning experiences (Levy & Stockwell, 2006). Game-based programs, on the other hand, use gaming elements to motivate learners and make language learning more engaging and fun. This type of program includes language learning games, such as word puzzles, memory games, and role-playing games. Game-based programs are effective in enhancing L2 motivation and improving language proficiency (Foster & Petraki, 2017). However, some researchers have argued that game-based programs may not be suitable for all learners, as they can be time-consuming and may not provide sufficient opportunities for practice and feedback (Chen & Chen, 2015). Furthermore, social media platforms, such as Facebook and Twitter, can provide learners with opportunities to practice their language skills by interacting with other speakers of the target language. This type of program includes language learning communities, language exchange programs, and language learning blogs. Social media platforms are effective in enhancing L2 motivation and improving language proficiency (Lee & Warschauer, 2017). However, some researchers have argued that social media platforms may not be suitable for all learners, as they can

be distracting and may not provide sufficient opportunities for structured learning and feedback (Wang & Li, 2011).

Enhancing L2 Motivation Through CALL

The field of second language (L2) acquisition has been receiving significant attention from researchers due to the ever-increasing importance of language learning in today's globalized world. The use of technology in language learning has been on the rise in recent years, with Computer-Assisted Language Learning (CALL) programs being one of the most popular forms of technology used in language learning. CALL programs offer a range of features that cater to the needs of language learners, including multimedia resources, interactive activities, and personalized learning experiences. The use of CALL programs in language learning has been met with both enthusiasm and skepticism. While some researchers argue that CALL programs have a positive impact on L2 learners' motivation, others claim that they are no more effective than traditional classroom methods.

CALL can enhance L2 motivation in various ways. Personalized learning, immediate feedback, and gamification are some of the ways CALL can be used to enhance L2 motivation. Personalized learning involves tailoring the learning experience to meet the needs and interests of individual learners. Immediate feedback, on the other hand, provides learners with instant feedback on their performance, which can motivate them to improve their language skills. Gamification involves using game elements, such as points, badges,

and leaderboards, to motivate learners and make language learning more engaging and fun. As Chappelle (2001) argues CALL can be an effective tool in enhancing L2 motivation by providing learners with opportunities to engage in meaningful and enjoyable language activities. One way in which CALL can enhance L2 motivation is by providing learners with authentic language input. CALL can simulate real-life situations in which learners can use the language in meaningful ways. For example, language learners can engage in online forums, communicate with native speakers, and participate in virtual language exchanges. These activities can provide learners with valuable opportunities to practice their language skills naturally and authentically, which can help to increase their motivation to learn. Another way in which CALL can enhance L2 motivation is by providing learners with immediate feedback. CALL programs can provide learners with instant feedback on their performance, which can help to increase their confidence and motivation. When learners receive positive feedback on their progress, they are more likely to continue to engage in the language learning process. Furthermore, immediate feedback can help learners to identify areas in which they need improvement, which can help to increase their motivation to learn. However, it is important to note that CALL is not a panacea for all L2 motivation issues. Learners still need to be motivated to engage in the language learning process, and instructors need to create a supportive and engaging classroom environment. Nonetheless, CALL

can play an important role in enhancing L2 motivation, and should be considered as a valuable tool in language learning classrooms.

CALL programs have been used in language learning for several decades. Proponents of CALL argue that these programs have a positive impact on L2 learners' motivation. They claim that CALL programs offer learners a personalized and interactive learning experience that can increase their motivation to learn (Bahari, 2020; Bodnar et al., 2016; Tavakoli, et al., 2019). However, the effectiveness of CALL programs in promoting motivation is a topic of debate among researchers. Some studies have found that CALL programs have a positive impact on L2 learners' motivation (Chen & Lin, 2016; Kukulska-Hulme, 2007). For example, Chen and Lin (2016) found that the use of CALL programs in a Taiwanese EFL classroom increased students' intrinsic motivation. Similarly, Kukulska-Hulme (2007) found that learners who used a CALL program showed higher levels of motivation than those who used a traditional textbook. On the other hand, other studies have found no significant difference between CALL and traditional classroom methods in terms of their impact on L2 learners' motivation (Sauro & Smith, 2010; Stockwell, 2010). For example, Sauro and Smith (2010) found that while learners who used a CALL program showed higher levels of motivation than those who used a traditional textbook, the difference was not statistically significant. Similarly, Stockwell (2012) found that there was no significant difference in motivation levels

between learners who used a CALL program and those who attended traditional classroom sessions.

One of the reasons for the mixed findings in the literature may be due to the fact that different types of CALL programs have been used in the studies. For example, some studies have used CALL programs that focus on grammar instruction, while others have used programs that focus on communication skills. Research has shown that different types of technology can affect motivation in different ways (Chen & Lin, 2016). Therefore, it is important to determine which types of CALL programs are most effective in promoting motivation. Another factor that may influence the effectiveness of CALL programs in promoting motivation is the learners' prior experience with technology. Research has shown that learners who are more familiar with technology tend to be more motivated when using CALL programs (Kukulska-Hulme, 2007). Therefore, it is important to take into account the learners' prior experience with technology when evaluating the effectiveness of CALL programs.

Potential Drawbacks of Using CALL

Computer-Assisted Language Learning (CALL) has become a popular method for language teaching and learning due to the increasing availability of technology. While CALL can be effective in enhancing L2 motivation and improving language proficiency, having many benefits, such as providing learners with access to a range of authentic materials and interactive language practice, there are also potential

drawbacks to using CALL. One of the main drawbacks of CALL is the lack of human interaction. Unlike traditional language learning methods, CALL relies heavily on technology, which can limit the opportunities for learners to interact with their peers or instructors (Jung, 2011). This lack of interaction can lead to a sense of isolation and disengagement, which can negatively affect the learning experience. CALL can also lead to a lack of personal interaction between students and teachers. In language learning, personal interaction is crucial for developing speaking and listening skills. While CALL can provide opportunities for communication with native speakers through online chat or video calls, it cannot replace the benefits of face-to-face interaction.

The other main drawback of CALL is the potential for technical difficulties. Students using CALL may encounter technical problems such as slow internet connections, software malfunctions, and computer viruses. These technical difficulties can cause frustration and disrupt the language learning process. Technical problems such as software glitches, hardware malfunctions, or internet connectivity issues can disrupt the learning process. This can be particularly frustrating for learners who are dependent on technology to access learning materials and communicate with their peers and instructors. Students may become so reliant on technology that they neglect other important aspects of language learning, such as reading and writing. Additionally, students may become less motivated to learn if they perceive that the technology is doing all the work for them.

In addition, CALL may not be suitable for all learners. Some learners may prefer traditional classroom-based learning methods, while others may find the technology-driven approach overwhelming or distracting (Lai & Kritsonis, 2011). CALL may also not be effective for learners who have limited access to technology or who lack the necessary technical skills to use it effectively. Furthermore, CALL may not be able to provide learners with the same level of feedback and support as traditional classroom-based learning methods. Instructors may find it challenging to monitor the progress of each learner and provide individualized feedback and support. This can limit the effectiveness of CALL as a language learning tool. The quality of CALL materials may vary widely. While there are many high-quality CALL resources available, there are also many low-quality resources that may not be suitable for learners. It can be challenging for instructors to evaluate the quality of CALL materials and select the most appropriate resources for their learners.

CALL programs are designed to be used by a large number of students, which means that they cannot be tailored to meet the individual needs of each student. This lack of individualization can be a significant drawback for language learners who require more personalized instruction. Finally, the use of technology in language learning can also lead to distractions. Students may be tempted to use social media or other websites during language learning sessions, which can reduce the effectiveness of the language learning process.

By carefully considering these potential drawbacks, language educators and learners can ensure that they are making informed decisions about the use of CALL in their language learning programs. To maximize the benefits of CALL and minimize the drawbacks, language teachers and learners should carefully consider the role of technology in language learning and strive for a balanced approach.

Conclusion

CALL in the L2 context refers to the use of technology to facilitate the teaching and learning of a second language. There are various types of CALL programs, including interactive programs, game-based programs, and social media platforms. CALL can enhance L2 motivation through personalized learning, immediate feedback, and gamification. However, there are also potential drawbacks to using CALL, such as over-reliance on technology and decreased face-to-face interaction. Further research is needed to explore the effectiveness of CALL in enhancing L2 motivation and improving language proficiency.

In conclusion, interactive programs, game-based programs, and social media platforms are the three main types of CALL programs used in the L2 context. Each type of program has its benefits and drawbacks, and their effectiveness in enhancing L2 motivation and improving language proficiency may vary depending on the learner's individual needs and preferences. Further research is needed to explore the effectiveness of each type of program and to identify the most effective strategies for integrating them into language learning

classrooms. Nevertheless, the use of CALL programs in L2 teaching and learning is a promising approach to enhancing L2 motivation and improving language proficiency.

The field of Computer-Assisted Language Learning (CALL) and second language (L2) motivation has received considerable attention in recent years. While a significant amount of research has been conducted in this area, there is still much to be explored. Future research in this field could focus on several key areas. Firstly, there is a need to investigate the effectiveness of different types of CALL programs and their impact on L2 motivation. Research has shown that different types of technology can affect motivation in different ways, and it is important to determine which programs are most effective in promoting motivation. Secondly, future research could explore the role of teacher feedback and its impact on L2 motivation. Teachers play a critical role in supporting and motivating learners, and understanding how their feedback impacts motivation can help improve teaching practices. Thirdly, there is a need to investigate the relationship between L2 motivation and other factors, such as learner autonomy and self-regulation. Understanding how these factors interact can help us develop more effective strategies for promoting L2 motivation. Finally, future research could investigate the impact of cultural factors on L2 motivation. Culture plays a significant role in shaping learners' attitudes towards language learning, and understanding how different cultures approach language learning can

help us develop more culturally-sensitive teaching practices. Overall, there is still much to be explored in the field of CALL and L2 motivation. By focusing on these key areas, researchers can help improve our understanding of motivation in language learning and develop more effective teaching strategies.

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