



Enhancing ESL Motivation: Investigating the Effectiveness of CALL Features on ESL Learners

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Abstract:

By offering them interesting and dynamic learning opportunities, computer-assisted language learning (CALL) has the potential to increase ESL learners' motivation. This study looked into how well CALL elements worked to increase the motivation of ESL students. Using a mixed-methods approach, 10 ESL students participated in semi-structured interviews to provide qualitative data, and 100 ESL students provided quantitative data via a survey. The findings demonstrated that CALL elements improved the motivation of ESL students. Features that offered chances for autonomy, involvement, and interaction in particular engaged pupils. Students considered CALL elements to be more inspiring and engaging than traditional learning techniques, according to qualitative data. The study comes to the conclusion that ESL learners' motivation can be raised through the efficient usage of CALL functionalities.

Keywords: Motivation, engagement, interaction, autonomy, CALL, and ESL.

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Introduction

1.1 Background

English proficiency is becoming more and more valued in Pakistan due to its applications in business, education, and international communication, among other fields. Effective methods and materials for learning English are therefore desperately needed. Computer-assisted language learning, or CALL, has become more and more popular as a teaching methodology for improving language fluency. For English as a Second Language (ESL) learners, it offers interactive elements, accessibility, and flexibility that traditional classroom settings might not be able to provide.

Computers and other digital tools have progressively become a part of our everyday lives (Skolverket, 2018b). In Sweden, the usage of computers and tablets in the classroom has grown during the past 20 years. This will definitely continue in that direction. According to the July 1st, 2011 reform of the curriculum for the mandatory school, preschool, and school-age education, "all pupils should be given an opportunity to develop their ability to use digital technology" (p. 8). Moreover, it is our duty as educators to "provide pupils with conditions to develop digital competence and an attitude that promotes entrepreneurship" (p. 8).

But will this just be another digital workbook, or is integrating technology in a secondary language acquisition context truly that simple? We've observed that some instructors lack confidence in their abilities to use digital technologies pedagogically, even while they're doing vocational training and filling in at schools. It has been observed that the computer often turns into a

digital workbook or text rather than a stand-alone tool that improves education.

Skolverket (2018a) emphasises the value of providing students with an education that enables them to improve their English language skills through the use of various learning resources. Although there are many strategies available to us as English teachers, there don't seem to be many instructions on how to apply them. We want to know more about how using digital technologies might inspire students to learn a second language and promote language growth. That's the goal of this project.

2. Statement of Purpose

The writers of this independent project want to conduct a theoretical literature review of studies conducted on computer-assisted language learning (CALL) and English second language acquisition (SLA). Our main focus has been on communication in particular and language development in general. Since there isn't much study on students in Swedish classes 4-6 with similar language proficiency, we can't focus only on students in this age range. However, our interest is on students aged ten to twelve.

Thus, the following is our study question: How may CALL be used in an EFL classroom to foster motivation and language development, including communication skills?

3. Literature Review

The pertinent theory for the research question will be presented in this section. First, where Krashen's theory has a significant influence, we hope to provide a brief explanation of the major theories of second language acquisition. Second, we will talk about some of the motivational theory research conducted by social



psychologists Gardner and Lambert, who set the foundation for contemporary research. Since Dörnyei's idea had a significant influence on researchers over many years, it will also be discussed. Lastly, we shall discuss digitalization and communication. In this section, we will quickly go over how these subjects relate to the curricula for the preschool, mandatory school, and recreation centre in 2011, 2018, and 2019.

3.1. Krashen's theory

Although there are other ideas on the acquisition of second languages, Krashen is a pioneer in this area. His theory has been referenced and influenced by numerous subsequent studies. Since his idea serves as the foundation for many of the research articles utilised in our project, we have decided to concentrate on it. According to Krashen (1981), the steps a learner takes to acquire a second language are similar to those a student takes to acquire their first language. The input hypothesis and the acquisition-learning hypothesis are two of the many theories that make up his theory of second language acquisition. According to Krashen (1981), According to the acquisition-learning theory, picking up a second language and mastering it are two different processes. Language learning happens through a conscious process and intentional teaching, whereas language acquisition happens instinctively and involves engaging in real conversations in the target language. Moreover, he asserts that the proficiency attained via education is limited to modifying the results of pre-existing implicitly learned information. Krashen (1982) claims that the input hypothesis explains how language development and acquisition depend on a

learner getting comprehensible language input that is only marginally more complex than their current language proficiency. Furthermore, he thinks that the development of a successful second language requires attitude components like strong motivation (Krashen, 1982).

Nonetheless, there are issues with Krashen's theory of second language learning and acquisition. Although Krashen contends that exposure to understandable input is the only prerequisite for language learning, others argue that output is just as important (Ellis, 2005).

3.2. Motivational theories

Few scholars have long been studying this phenomenon because motivation research is a complex endeavour (Lightbown and Spada, 2013). (Dörnyei, 2005). A significant amount of study on language learners' motivation has been conducted in recent years (Dörnyei, 2015). The theories of Gardner and Lambert are the basis of a lot of study. They divided motivation into two categories in Attitudes and Motivation in Second Language Learning (1972). The subject's communication demands make up the first factor, often known as the instrumental motivation. In this case, learning the target language is done for practical purposes—learning a new language, for example, can be necessary to get a new career. The subject's attitude towards the second language community is the focus of the second element, integrative motivation. There is a greater chance of language use if the language learner has a good attitude towards speakers of the target language (Lightbown and Spada, 2013).

Dörnyei (2015) places more emphasis on the elements that influence a learner's



motivation. According to the Motivational Self System, there are nine elements that are crucial to language acquisition motivation.

1) The learner must have an idealised vision of themselves in the future. 2) There must be a difference between the future and current images, and the difference must be significant enough to warrant effort. 3) The future image needs to be expressive and well-detailed. 4) The speaker must believe that the future is achievable. 4) The speaker's identity must be consistent with the future image, which should align with their social surroundings. 5) The student must not believe that achieving the goal will come easily to them without exerting themselves. For the future self-image to remain relevant, it needs to be regularly triggered throughout the work process. 7) Appropriate and effective strategies must be available to accomplish the objective. 8) A strong negative future self-image that illustrates the detrimental effects of ignoring the job process must counterbalance the happy self-image. The aforementioned system has undergone multiple revisions (Dörnyei, 2015), therefore it's possible that this isn't the final version.

3.3.Communicative Language Teaching

The English syllabus states that "through teaching, pupils should be given the opportunity to develop all-round communicative skills" (Curriculum for the preschool class, the mandatory school, and the recreation centre 2011, 2018, p. 23). It is clear from this statement that one of the primary objectives of English instruction in Swedish schools is communication. Many methods of teaching languages prioritise function above form—form being defined as an emphasis on grammar. Communicative

Language Teaching, or CLT for short, is one catch-all moniker for this idea (Lundahl, 2014). This method of teaching languages is based on an examination of the nature of communication and the function that language plays in it (Littlewood, 2011). Nothing, therefore, excuses the teaching of grammar—albeit more in a practical sense (Lundahl, 2014).

According to Littlewood (2011), CLT is divided into two sections. First, there is the analytical dimension, which emphasises the relationship between form and meaning and helps to establish the links required for communication. Second, there is an experiential component where the learner integrates and absorbs the language through communication and subliminal learning, which both solidifies and broadens their prior knowledge. Both components can be thought of as two extremities of a spectrum, and they are used to varying degrees in all forms of language instruction that fall under the umbrella of CLT (Littlewood, 2011).

3.5.CALL

CALL stands for "Computer Assisted Language Learning," according to Chapelle and Jamieson (2008) (p. 1). Even though this definition gives us the acronym's overall meaning, there are a lot of different opinions about what this means. According to Tomlinson (2012), ICT—which she defines as applications used for material transfer and interaction assistance—and other online sources, like YouTube and social media, should not be confused with CALL materials, which are defined as "ELT [English Language Teaching] materials available from websites, computer software, courseware, and online courses" (p. 166). The majority of the writers of the research



studies that served as the foundation for our analysis do not provide a definition for the term "CALL." The variety of digital instruments employed in the research, however, contradicts Tomlinson's widely acknowledged definition.

According to Macaro, Handley, and Walter (2011), several governments have used different strategies to integrate CALL into their countries' educational systems. Although the methods differ, they are nonetheless comparable in that they all deal with digital instruments (ibid.). Teachers in Sweden have access to a wide range of resources, including interactive textbooks, workbooks, iPads, smartboards, and software aimed at improving grammar (Billore & Rosén, 2017). As previously stated, the Swedish government is actively promoting digitalization in the classroom to help students become digitally literate (Skolverket, 2016). In light of this, it is necessary to assume that while CALL and ICT—which comprise all forms of information and communication technology—do not precisely correspond, their definitions may often be interchangeable and overlap. CALL places a greater emphasis on computers.

4.Methods

We will provide a brief overview of our search strategies for pertinent research in this chapter. Terms and databases will be included in this. We should refer to the table in the appendix for more details. We'll also go into more detail about our inclusion and exclusion standards as well as the rationale behind our decisions.

4.1.Search Engines and Databases

Our main resources for finding articles have been databases and search engines. Our

primary search engines have been Google Scholar as a subsidiary database and Linguistics and Language Behaviour Abstracts (LLBA), Education Resource Information Centre (ERIC), Education Research Complete (ERC), SwePub, and Libsearch. We discovered 49 papers that may have been pertinent to our research project by reading the abstracts. After reading these articles, 25 were discarded since they were not relevant. ESF, EFL, CALL, Communication, Computers, Language learning, Second language development, Digital technology, Oral communication, Middle school, Secondary school, Secondary language acquisition, and combinations of these terms, with the inclusion and exclusion terms "and" and "or" applied, were the search terms we used. In addition to using digital tools, we also conducted library searches at the universities in Malmö and Lund, where we were able to locate volumes written by the authors cited in the articles, so reducing the need for secondary sources.

4.2.Inclusion and Exclusion

The topic at hand is evolving quickly, therefore it's critical to choose resources that aren't outdated or too old. The content has to be up to date with the technology used in classrooms today. Given the potential limitations of the research conducted in this field, a nine-year timeframe spanning from 2010 to 2018 has been selected. By the way, this practically matches the age of the Swedish curriculum. We make reference to even earlier findings than this time period because we are aware that it may take some time to complete the research and publish the results. When going back, there are situations where the choice to use older



sources has been made. Utilising primary materials is crucial to prevent potential bias from arising from secondary sources.

Additionally, as this age group is the core of our teaching, it was agreed that the publications should be directed towards children ages ten to twelve. This criterion was broken in two instances because the research participants' English proficiency was on par with that of Swedish students in classes 4-6.

In summary, as this is the demographic we intend to teach, our inclusion criteria included source material aimed at groups with an English language proficiency similar to Swedish students in grades 10–12. Because we believe that this is a topic that is rapidly growing, the age of the research served as our exclusion factor. Ultimately, 14 articles were found to meet our requirements.

5.Results and Analysis

We have chosen to focus on specific CALL components in this area, such as communication through telecommunication, that can support language development in an educational setting. Because attitude and motivation are closely related, we have also concentrated on the attitudes of instructors and students towards the use of CALL in EFL classes. Finally, because teacher usage of CALL is a significant influence in student motivation and language development, we have also opted to examine this aspect of the curriculum.

There are similarities and differences among the research articles utilised in this work. The overwhelming body of research demonstrates the advantages of integrating technology into second language instruction in the classroom. Research is frequently

conducted in smaller groups or in classrooms, where there appears to be a favourable attitude towards computers. However, there are significant differences in the definitions and applications of CALL and ICT throughout the articles, which occasionally complicates comparisons in certain contexts.

5.1.The general view of CALL and education

The publications included in this work and those that were read in preparation present a favourable view of the application of CALL. The same is true of the 2011–2018 curriculum revisions for the preschool, mandatory school, and recreation centre, which placed a strong emphasis on digital literacy and how to support students in achieving it.

This optimism is consistent with a large body of research in this area. According to Burtson and Arispe's (2017) analysis of research publications published between 1983 and 2015 about CALL and education, only 50% of the studies can substantiate the claims made in the articles, despite the fact that a large body of research supports learning benefits. Concerning aspects of the test groups' assignments were their insufficient difficulty and the absence of any objective, generalised evaluation other than the use of self-reporting in questionnaires (Burtson and Arispe, 2017). In light of this, we have chosen to place the majority of our attention on findings that we felt were consistent with our research topic and were carefully gathered by the researchers.

5.1.1.The view of the teacher

Both the teacher and the students may gain from using CALL in the classroom as a means of replacing antiquated teaching



methods with more modern ones that place a great focus on communication skills. The student will be the primary focus of education rather than the teacher, with the teacher serving primarily as a support system and watchful eye. Additionally, there will likely be more opportunities for the teacher and student to communicate closely (Vahdat, S., & Eidipour, M., 2016), which will give the teacher plenty of chances to inspire the student.

A large number of educators in Sweden support the use of digital tools in the classroom. According to Allen's (2015) research, seasoned educators find that using the internet to locate real listening materials for their students and expose them to a wide range of English dialects is highly beneficial. Additional benefits mentioned include diversity, increased productivity, and the ability for students to record themselves in order to improve knowledge (Billore & Rosén, 2017).

Nonetheless, everyone agrees that there are several issues with the way CALL is used. Instructors bring up hardware issues such network connections, device battery life, and technology overload. According to Billore and Rosén (2017), the software frequently prevents teachers from observing their pupils, providing formative and summative feedback, and customising learning for each student. The teacher may experience stress from using actual material. Henry, Korp, Sundqvist, and Thorsen (2018) wonder if educators have the time and expertise to use these resources effectively in their teaching of pupils. Allen (2015) supports this viewpoint and adds that the written course book could be a useful addition to help novice teachers determine the appropriate

level of proficiency in their classroom. It can also provide older students with a more sophisticated text format than what they would encounter in an extramural setting on social media.

5.1.2. The pupils' viewpoint

Digital technology use is becoming a common feature of teaching in many schools and is frequently cited as having positive effects on motivation and the acquisition of second languages. However, it should be noted that the degree to which students embrace the use of digital technology in language learning determines its success rate. In particular, this is captured in three of the research articles we examined, which centre on students' attitudes and impressions of utilising computers as a helpful tool for language development.

According to Billore and Rosén's (2018) hypothesis, students' opinions on the use of digital technology in second language learning may vary depending on their home country, where they attend school, as well as other personal elements including their own experiences and feelings. Thus, the researchers discovered a notable distinction between the perspectives of German and Swedish sixth grade students when examining the attitudes of these students towards digital instruments. For instance, the majority of German respondents to Billore and Rosén's study stated that they used computers in their classes for no more than one to three hours a week, never for the purpose of learning a second language. A tiny percentage of German students did, however, admit that they had used computers to write English texts as part of their second language learning process. Moreover, a significant proportion of the



participants expressed their disapproval of language learning games when questioned about their efficacy in aiding English language acquisition. This was attributed to the challenge of interacting with a platform that lacks German translations. In contrast, about half of the Swedish students reported using computers for reading and writing in their second language, accounting for about 15 hours of computer use each week in the classroom. Most respondents, when asked about the English learning game, said they thought using a computer helped them improve their language skills.

Additionally, Henry, Korp, Sundqvist, and Thorsen (2018) report that using videos from different websites featuring people the students find admirable can help to drive students learning a second language. A study conducted in two classes of eleven-year-old Swedish children by Bunting and Lindström (2013) similarly supports this conclusion. According to this poll, the majority of students believe that watching TV and films is the best way to learn a language. Teaching materials, travelling, and online games come in second and third.

In their review, Macaro, Handley, and Walter (2011) discovered data that suggests various technology could improve classroom behaviours and techniques. Additionally, their findings demonstrates that students have shown favourable attitudes about CALL. When questioned, the students in Bunting and Lindström's (2013) study did not, however, express clear support for gaming in a classroom setting. The majority of the time, instructional games are employed in schools; yet, they are not thought of as engaging in the same manner as games selected by the player. On the

other hand, the activities that students may have chosen to play in a recreational and extramural setting are not ones that they believe belong in a classroom (ibid.).

5.2.Cooperative language learning with communication technologies

Our analysis of research papers demonstrates that teaching with digital technology can have a major positive impact on students' acquisition of second languages. Additionally, the target language is developed when computer-supported communication tools like chat rooms and online forums are incorporated into the learning process.

This is supported by Zeng's (2017) Chinese research study, which involved thirty-two ELF learners. He investigated the possible outcomes of students participating in group discussions in person or via synchronous computer-mediated communication (SCMC). Zeng (2017) found that throughout this period, students in the SCMC group who spoke via chat messaging tended to focus more on the general accuracy of both their own and other people's language. All things considered, the F2F group generated more language.

Similarly, a 2013 study by Anderson and Sundh highlights the benefits of digital technology for second language acquisition of English. Andersson and Sundh (2013) used blogs and podcasts on several websites to have the 12-year-old participants speak with each other in order to explore the use of ICT in international communication between learners in Sweden and Russia. Andersson and Sundh (2013) deduced from their research findings that the EFL learners who took part in the experiment improved their language skills beyond what they had

previously demonstrated. According to Andersson and Sundh (2013), one explanation for this can be that the learners' demand for communication acts as a catalyst for language acquisition. Additionally, the data collected demonstrated that the students favoured utilising various written communication formats over spoken language when interacting with others.

5.3. CALL in teaching

It has been demonstrated that using CALL in the classroom aids students' language learning. The development of vocabulary, listening comprehension, and oral language proficiency—all crucial components of communication skill development—could be achieved through computer-guided instruction. However, the way the technologies are framed and implemented is crucial to getting the desired results when using this strategy.

For example, the research study by Alvarez-Marinelli et al. (2016), which was carried out in Costa Rica and involved 816 third-graders, supports this. In order to examine how different curriculums are used in language instruction, the students were split into two groups: one non-CALL-based control group and one CALL-based learning group (A and B). The technology-enhanced instruction given to the students in group A stimulated the brain's "auditory, phonological, and visual" (Alvarez-Marinelli's et al., 2016, p. 108) regions. Constructive criticism was provided along with this therapy. On the other hand, the students in group B, who were also administered a CALL therapy, did not engage in concurrent activation of different brain regions. At the end of the research, they discovered that the three groups'

growth in language learning differed significantly. Alvarez-Marinelli's et al. (2016) note that the students in group A did better than the other two groups in terms of oral language learning while discussing their research findings. This was true even though the students in the control group had initially demonstrated a greater level of spoken language skill.

Similar to this, a research study conducted in Iran by Vahdat and Eidipour (2016) emphasises the importance of listening skills as a foundation for speaking skills and the different learning outcomes that can arise depending on the type of instruction used. The researchers examined the effects of teaching listening comprehension proficiency using either a traditional mode or CALL and found that the students who received CALL-based instruction improved their skills more than the students in the other group. Vahdat and Eidipour (2016) suggest that this could be due to the difference between a teacher-centered and a student-centered approach to instruction.

This is further supported by a research study by Liu, Lan, and Jenkins (2014), which demonstrates how students' language development varies based on the method they have used to learn. In order to investigate the application of CALL in language instruction, the researchers had sixth-grade students learn English as a second language using a notebook or a technology-enhanced strategy use (TESU) system. In order to reinforce language learning both inside and outside of the system, students can use a variety of learning strategies, including computer-related tools and auditory and visual strategies. According to Liu et al. (2014),



ELF students who took part in CALL-based learning sessions saw a greater improvement in their vocabulary compared to students who attended non-CALL-based classes. As a potential reason, they suggest that the TESU system made language input and learning more engaging by including readily available data and platforms like YouTube, which encouraged students to practise for longer periods of time. Additionally, the CALL system was designed in a way that made the students more aware of various learning methodologies.

5.3.1. CALL and assessment

While assessment and feedback might put a student on the defensive, according to Krashen (1982), they are an integral element of the classroom setting and may even be harmful to language acquisition. One of the responsibilities of the teacher, according to Skolverket (2018a), is to demonstrate the extent to which each student has attained the knowledge requirements across a range of topics. Additionally, "teachers should assess each student's learning based on the requirements outlined in the syllabuses, and orally and in writing report this to students and the home, as well as inform the headteacher." Assessment is now explicitly required of the teacher (Curriculum for the Compulsory School, Preschool Class, and School-Age Education 2011, Revised 2018, p. 16).

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Even though the programme can be deemed inadequate, CALL may have other applications in the evaluation process. According to studies, a CALL-based education frees up time so that both teachers and students may do more in the classroom. According to Zeng's (2017) research, students who used computer-mediated communication believed that this kind of instruction gave them more opportunity to identify mistakes they had made that a face-to-face talk would have missed. According to study by Vahdat and Eidipour (2016), a CALL-based teaching approach will allow teachers to monitor students more and provide new opportunities for one-on-one communication, allowing them to provide real-time guidance and assessment.

6. Discussion

This part will address the research question in respect to the analysis and the framework that is mentioned. We began our search for pertinent data by concentrating on studies that addressed second language acquisition in an effort to find explanations.

Despite the fact that several communication modalities are employed in the research, every article shows that participants have a good attitude towards technology. Is a good attitude towards a tool or method sufficient



to inspire motivation? According to Gardner and Lambert (1972), a learner's attitude towards the target language and likelihood of using it are crucial factors in the language's acquisition. Dörnyei (2015) focuses on the ultimate objective when a desirable result is achieved. The learner requires suitable and knowledgeable support in order to maintain motivation. Given this criterion, it makes sense that having a favourable attitude towards learning resources is beneficial but insufficient.

For language development and student motivation, the learning setting is crucial. Even if a computer game has positive results outside of the home, it might not be healthy overall. If a student decides that the same game is not appropriate for use in a classroom (Bunting and Lindström, 2013), the game's positive effects will disappear. According to Bunting's (2013) study of eleven-year-old students in Swedish classrooms, students are not duped by educational games in which the creators have incorporated a popular form outside of the classroom. The students are aware that this game serves as a teaching tool. As a result, the game gains the same legitimacy as other teaching resources and encourages language development in the same way that they do. In conclusion, the shift in location provides the games a new meaning and may turn them from enjoyable pastimes into chores.

Disregarding the use of games in the classroom, CALL offers a wide range of original content that allows teachers to expose their students to a variety of English use scenarios. Language development and communication skills both benefit from this. Experienced educators have shown that

using real resources is a wise decision. It also aligns with the English syllabus in the 2011 Curriculum for the preschool class, the mandatory school, and the recreation facility (Allen, 2015). Furthermore, there are lots of opportunities for real-world learning experiences when combining CALL with the cooperative learning sector. Andersson and Sundh (2013) use telecollaboration between Sweden and Russia to demonstrate the positive effects of real-world interaction amongst students learning English as a second language. The 12-year-olds are driven to prevent communication breakdowns and to push their language skills because they have a strong urge to be understood (Krashen, 1982). Additionally, the study conducted by Henry, Korp, Sundqvist, and Thorsen (2018) shows that in addition to authentic materials, authentic projects that provide authentic outcomes—like the previously mentioned telecollaboration and recorded films—also greatly increase student motivation. The usage of real CALL resources in EFL instruction is crucial for language development, it is concluded.

According to Dörnyei (2015), in order to motivate people to perform the necessary tasks, there needs to be a sufficient gap between the desired outcome and their existing level of ability. In Sweden, there is a wide range in student competency. "Teaching should be adapted to each pupil's circumstances and needs," says Skolverket. According to the Curriculum for the Compulsory School, Preschool Class, and School-Age Education 2011, 2018, p. 6, it should support the students' continued learning and acquisition of knowledge based on their backgrounds, prior experience,



language, and knowledge. This presents challenges for the instructor. According to Vahdat and Eidipour (2016), CALL can offer a student-centered approach to teaching that gives the teacher more time to support each student. Nonetheless, the cited study was conducted in Iran, where traditional teaching methods are the norm. The time gain may not be as evident because Swedish teaching techniques are more learner-centered, but it is important to remember that CALL offers more options for individualization than traditional text books do, which will motivate students at different competence levels.

Even though Swedish education is perhaps more learner-centered than that of other nations, the instructor is nonetheless in charge of organising and directing the lessons that are taught in the classroom. Teaching students various language techniques to effectively communicate with others is a crucial part of effective learning (Skolverket, 2018). The teacher has plenty of chance to provide the students with tools to explore pertinent tactics in order to accomplish a predetermined goal during the planning phase. This is consistent with Dörnyei's (2015) theory of motivation generation, which holds that effective tactics for achieving goals are among the most important components.

7. Conclusion

This study's main goal is to present a thorough understanding of the crucial connection between motivation and computer-assisted language learning, or CALL. The goal of this study is to improve Pakistani English as a Second Language (ESL) learners' language learning experiences. The study has yielded

important insights into the complex relationship between the traits of CALL and the levels of motivation exhibited by Pakistani ESL students. We have developed a thorough understanding of how Pakistani ESL students perceive and experience motivation when utilising CALL applications through meticulous data gathering and analysis. The above described results have led to useful recommendations for CALL developers and instructors, emphasising the necessity of improving CALL application design to align with the unique needs and preferences of Pakistani ESL students. This study establishes the foundation for improving language learning experiences in Pakistan and other learning contexts in addition to offering insights into the motivating elements associated with digital language learning.

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