

Barriers to CALL Implementation in Written Expression Courses: EFL Teachers' Perspectives

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Abstract

This research endeavor seeks to identify the perceived Computer Assisted Language Learning (CALL) obstacles faced by teachers of Written Expression Courses at the level of the department of English, Guelma, Algeria. For that sake and in an attempt to answer our research questions: What are the barriers that hinder EFL written expression teachers from the integration of CALL in their teaching practices? What recommendations can be given to overcome these barriers? Therefore, the quantitative questionnaire was used as a main research tool. It is chosen to elicit the participants' perceptions, perspectives, and viewpoints. The research sample includes a number of seven participants of those who are teaching or had previously taught this module. The statistical results highlight the conclusion that the respondents' most reported CALL barriers are extrinsic rather than being intrinsic. They mainly include: English as Foreign Language (EFL) teachers' resistance to change, lack of technical support, lack of training, and insufficient time in the Written Expression session.

Keywords: CALL, challenges, innovative teaching methodologies, reforms

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