

Computer Assisted Language Learning Integration Challenges in Saudi Arabian English as a Foreign Language Classes: The Case of EFL Teachers at Tabuk University

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Abstract

Recent decades have witnessed unprecedented growth in the educational technology industry. Such significant developments have made Computer Assisted Language Learning an indispensable constituent of the teaching methodology in English as a Foreign Language classes. Meanwhile, several studies report that English as a Foreign Language teachers in many parts of the world is in shortage of skills required for Computer Assisted Language Learning integration in their classes and teaching methods. In view of the variances in different parts of the world as to the status of Computer Assisted Language Learning integration, the current study aims at exploring challenges that English as a Foreign Language teachers, at the University of Tabuk, Saudi Arabia, are assumed to confront in employing Computer Assisted Language Learning as an integral constituent in their classroom teaching methodology. With this end, the study is carried out in light of the question 'Are the EFL teachers able to integrate CALL applications effectively in their classroom teaching methodology?' The study employs a mixed-methods research design in which quantitative and qualitative approaches are used in both data collection and analysis. The required data for analysis was collected by using a questionnaire of Likert items that were distributed to a convenient random sample of EFL teachers working at the English language Institute (ELI) at the University of Tabuk. Quantitative data were analyzed statistically with the support of excel and SPSS whereas qualitative data were analyzed in light of invitational theory proposed by Purkey and Novak (1992). The results of the analysis are significant in drawing inferences that help in making valid conclusions and decisions for designing and developing suitable teacher professional development programs for successful integration of CALL in their EFL classrooms.

Keywords: Computer Assisted Language Learning, English as a Foreign Language, Foreign Languages Teaching, Saudi EFL teachers, University of Tabuk

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Introduction

Despite the technological exuberance in English as a Foreign Language (EFL) classes in many parts of the world, many studies report that a great number of EFL teachers are in a shortage of skills required for the integration of Computer Assisted Language Learning (CALL) in their classes. Ineffective CALL integration in EFL classrooms hampers desired learning outcomes, especially of the current technology-savvy generation, as well as the achievement levels of institutional goals of education that need to be addressed properly. At the outset, CALL is considered as a study of computer applications for their suitability and implementation in teaching and learning language (Chapelle, 2010). The CALL, as per many studies, implies searching and using the computer applications that are interactive, informative and suitable to use in classroom teaching. Language education based on CALL keeps on increasing year after the year, but the number of technology-savvy teachers is not being produced to meet the demand of increasing CALL based language learning (Hubbard, 2008). In Saudi Arabia, despite the governments' efforts to provide computers and internet required for effective CALL integration in schools and colleges the cultural barriers are considered to be impeding the progress of CALL education (Alresheed, Raiker & Carmichael, 2017).

On the other hand, the effectiveness of successful integration of CALL in higher educational institutions in Saudi Arabia witnessed a great change in the attitudes of students positively towards learning English (Hashmi, 2016). Many teachers expressed about many challenges in the integration and implementation of CALL in Saudi Arabia English education context. Farooq and Soomro (2018) mention that Saudi Arabian teachers are aware of technology but they don't integrate it at the preparation and planning level of teaching. However, they use technology in classrooms to work on some activities.

In view of the varying opinions about the challenges in integrating CALL in Saudi Arabian EFL classes, this case study of the EFL teachers at the University of Tabuk is taken up to find out the challenges being faced by Saudi Arabian EFL teachers. Driven by the question 'Are the EFL teachers able to integrate CALL applications effectively in their classroom teaching methodology?' the study aims at finding out the challenges that EFL teachers face personally with technology and institutionally from the administrative personnel. Besides, the study attempts to identify necessary skills that teachers need to acquire for successful integration of CALL. The required data for the study were collected through a Likert-Scale questionnaire which was distributed to a conveniently random sample of EFL teachers at the University of Tabuk. This is followed by semi-structured face-to-face interviews with the teachers. Data were analyzed both qualitatively and quantitatively for each item individually which was assigned a specific score. The sum of the individual scores was taken into consideration for quantitative analysis. In light of the findings and the consequent inferences, major factors that operate in hampering CALL integration in the EFL classroom were highlighted.

Literature Review

Azmi (2017) highlighted the point that the integration of Information and Communication Technologies (ICT) in EFL teaching and learning improves the motivation levels of the learners and make them more autonomous learners. Several studies available in literature hold that CALL intervention could improve students' self-efficacy in reading. The advantages of integrating CALL

in EFL classes range from “enhancing motivation to promoting autonomous learning, fostering critical thinking skills, encouraging innovation and creativity, establishing interaction, boosting communication, promoting research and cooperative learning in the language classroom and boosting students’ performance on written class assessment (Azmi, 2017, p. 111). CALL can act as a motivating factor by being a novel way of learning, thus encouraging students towards being more independent and improve their language skills at their own pace.

On the other hand, many studies mentioned that ICT integration becomes a waste of time, money and efforts unless it is planned well. Nim Park and Son (2009) “reported that external factors such as lack of time, insufficient computer facilities, rigid school curricula and textbooks and lack of administrative support negatively influence the implementation of CALL in the classroom”(p. 112). The important stumbling block that needs to be carefully dealt with, in the process of integration of ICT is the selection of culturally suitable authentic materials available online and the measures to be taken in training the EFL teachers for their efficient use of technology in teaching. Lee (2000) highlighted the financial barriers that pop up in purchasing the latest software and hardware required for classroom teaching. While some learning sites need high amounts of money to offer their services, plenty of free learning sites can be found online. However, there are many students in all parts of the world, who feel it burdensome to meet the expenses required for having the desired software and hardware.

Teachers can be positioned at different levels with regards to knowledge and practice of using and integrating computers in language teaching. A study of Alkahtani (2011) reveals that EFL teachers' beliefs about CALL integration in their classes depend on various factors that include teacher's level of computer usage, the technical support they receive from the institutional authorities and the extent of teacher training support they obtain from the institute. However, teachers’ training aimed at improving and upgrading their knowledge of computers for integrating and using for practical teaching purposes seems to be neglected by many scholars. And so teacher education and teacher training are scarcely presented as important challenges being faced by many language teachers. In tune with the importance levied upon the integration of CALL in EFL classes, Levy and Stockwell (2013) differentiated the 'emergent' CALL practitioners from the 'established' CALL practitioners. The emergent practitioners keep checking trends in teaching and upgrading their skills with the latest developments in technology. They aim towards exploiting technological advantages in their language classroom. On the other hand, established practitioners are traditional language teachers who confine themselves to a level of CALL integration in their teaching methods. Those teachers keep using the technology they are familiar with creatively without involving much into the manipulation of technological advancements.

There has been a significant increase in learning/ teaching models and strategies that efficiently exploit the advantages of current technological innovations. Contextualization of the language learning content makes it easy for the learners to understand, practice and develop fluency. However, learning English in non-English speaking countries takes place mostly in de-contextualized environments. Thus creating a context becomes a challenging task and that is made easy with the technological advancements. Many technological applications nowadays are handy for creating virtually real environments that lead to the Augmented Reality interfaces (Schafer & Kaufman 2018), which could enable the language learning and practice practically by

contextualizing the learning contents. Galvis (2011) noticed that most of the students in their adolescent stage prefer not to communicate with their classmates as part of their foreign or second language practice. On the other hand, they find it easier and smoother to interact with computer-aided applications for practising speaking. When it comes to the use of technological tools available, researchers find that there are varying degrees of usage of them depending on the availability of technological appliances and the applications. Zou, Xie and Wang, (2018) argue that collaborative learning, game-based learning and mobile learning strategies in Technology Enhanced Language Learning (TELL) environment provide the technological interface between teachers and their students for various teaching and learning styles. Moreover, they could design the future TELL teaching-learning model based on Bloom's taxonomy of learning through four stages namely, simple acquisition of language knowledge, integrated acquisition of language knowledge, integrated use of language knowledge and use of language knowledge in socio-cultural contexts. In addition to the factors that refer to Bloom's taxonomy, they introduce the factors of the 'authenticity of the context' and 'the degree of integration'. These make it possible for learners and teachers to create virtually authentic contexts and integrate technological applications suitable for leaning different language aspects. On the flip side, often the interventions of technology-based learning activities seem differently interesting to the learners at different levels. Beginner level or lower level learners may be more interested in using certain technological interfaces of language learning than higher-level learners (Bekleyen & Çelik, 2019).

Tayebinik and Puteh (2019) pinpointed the importance of understanding and considering individual differences in implementing CALL. Individuals naturally vary in their cognitive capabilities, in their learning styles, behavioral patterns and learning attitudes. Some students as well as teachers are more interested and inclined towards Technology Mediated Learning (TML) and CALL while some others look forward towards traditional paper based and totally teacher based learning. The issues related to individual differences amongst learners thus becomes an important challenge to be dealt with carefully by teachers. As per the findings of Timucin (2006), teachers' and administrative people's involvement play a crucial role in implementing CALL in any teaching-learning setting. The study clarifies that teachers of EFL need to engage themselves completely and whole heartedly into the CALL integration process, and the administrative people need to support them by all means and by providing what they need on time and by offering regular maintenance service to the required technological set up meant for CALL integration. On the other hand, as Savas (2019) mentioned, despite the ever growing trend towards CALL and technology integration in education, there isn't much focus on preparing specialists that can support teachers for CALL or technology integration. The study of El Aggoune and Ghaouar (2019) find that there is some resistance from teachers to change despite their digital capabilities. Some teachers know technology well and are capable of integrating technology in their classes but they are reluctant to do so because of the lack of technical support and the sluggishness of the supporting staff in providing the required training programs. Warschauer (2013) noticed the correlation between the changes in technology, in the general and applied linguistics and the teaching-learning strategies. The developments in technology and the related linguistics could impact the teaching and learning styles and their goals significantly and thus the changes in the goals of language learning in the 1980s used to be 'accuracy' and have later shifted to 'fluency' by 1990s, which later on transferred to 'accuracy and fluency' and finally nowadays the primary goal has become the 'agency' factor.

By using the agency factor, the aim of language learning by ICT is to make meaningful use of the learned language to make an impact on the real time activities happening in the world.

Methods

Participants

With the assumption that EFL teachers have some hurdles in integrating CALL in their classes all over the world, the study hypothesizes that most of the EFL teachers at the University of Tabuk are facing similar challenges. Even though there is not any particular study that highlights a specific challenge that a majority of the teachers face, most of them think that there is a necessity to overcome the challenges by some means. Based on the related literature review, a questionnaire with ten Likert items is prepared for distribution among the randomly selected sample of EFL teachers. A convenient random sample of 35 teachers was selected from the department of English and the English Language Institute together at the University of Tabuk.

Instruments Used

The main instrument used is the questionnaire of 10 questions that was used for Likert scale items and was distributed to the sample. The problems that are noticeably prominent in the literature review are identified and are assumed to be rampant amongst the EFL teachers in Saudi Arabia as well. The Likert items are set to the scale that carry the points from one to five with one referring to 'strongly agree', two corresponding to just 'agree' three implying no idea about the problem, four marking 'disagreement' and five indicating 'strongly disagree'. The questionnaire was distributed by hand to 35 EFL teachers (n= 35) who were selected randomly in the way that whoever was seen on the campus on a particular day at the university campus was requested for their participation, and if agreed then the teacher was included, and it took about ten days to complete the sample collection.

Research Procedures

Based on their responses to the Likert items, each teacher was given a score that is the sum of the points that correspond to their response to each item. Thus the scores of teachers could vary from a minimum of 10 to a maximum of 50. The table below provides the details of the scores.

Table 1. *Questions and the frequency of responses (n= 35)*

Q. No.	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	
1	0 (0%)	2 (5.71%)	6(17.14%)	23(65.71%)	4 (11.42%)	35
2	18 (51.42%)	11 (31.42%)	2(5.71%)	3 (8.57%)	1 (2.85%)	35
3	0 (0%)	3 (8.57%)	0 (0%)	12(34.28%)	20(57.14%)	35
4	9 (25.71%)	21(60%)	1 (2.85%)	3(8.57%)	1 (2.85%)	35
5	7 (20%)	9 (25.71%)	6(17.14%)	8 (22.85%)	5 (14.28%)	35
6	3 (8.57%)	8 (22.85%)	5(14.28%)	11(31.42)	8 (22.85%)	35

7	13(37.14%)	16(45.71%)	2 (5.71%)	3 (8.57%)	1 (2.85%)	35
8	3 (8.57%)	5 (14.28%)	0 (0%)	15(42.85%)	12(34.28%)	35
9	19(54.28%)	10(28.57%)	3 (8.57%)	2 (5.71%)	1(2.85%)	35
10	2 (5.71%)	4 (11.42%)	0 (0%)	14 (40%)	15(14.28%)	35
Total	74	89	25	94	68	350

Table one provides preliminary information about the frequency of responses to the Likert items. This table is used to analyze and understand the severity level of a particular challenge as it is reflected in the number of responses and their relative scores. Further, the study used bar graphs to have visual clarification of the actual distribution of the sample. Later on, the study takes the support of the standard normal distribution curve to analyze and estimate the confidence level of the population mean, and also to come to a conclusion on the hypothesis that was based on the assumption that most of the teachers find many challenges in integrating CALL in their classrooms. The study used the SPSS and Excel to calculate the values related to Z statistic and come to conclusions and draw inferences out of the results.

Later, based on the responses to the Likert items, the study attempts to provide clarification on the categorical data qualitatively in light of the invitation theory proposed by Purkey and Novak (1992). According to the invitational theory, all human beings have immense capability to do numerous activities, and tapping their latent potentiality by inviting them and involving them in interactions that enlighten their spirits is an ethical process that can make life a more enriching, exciting and satisfying experience. The invitational theory relies basically on five assumptions. The first assumption is that all people are valuable, capable of doing seemingly difficult tasks and are responsible for completing the tasks. The second assumption is that education and learning have to be collaborative activities. Third, the process of an activity or learning is the product in making. Fourth, all the people have immense latent potential that needs to be tapped by different means. And the fifth assumption is that the latent potential can be realized by places of learning, policies that encourage people to learn, programs that are designed for learning and training and the processes that are designed specially to invite the people to learn and develop personally and professionally.

Findings

Analysis of the Quantitative Data

As the sample of the study (n= 35) is good enough for estimating the population parameter, the bar graph provides immediate insight into the number of Likert item that was viewed as the most prominent challenge. The following sentences are the ten Likert items without their corresponding value references that are 'strongly agree', 'agree', 'not sure', 'disagree', and 'strongly disagree' with the values of 5, 4,3,2,1 respectively.

1. CALL integration is carried on well in EFL classes, and the teachers don't find any considerable barriers in EFL classes.

2. Teacher's training required for CALL integrations are not provided well and so the EFL teachers are unable to integrate CALL in their EFL classes.
3. Teachers are mostly in favor of the traditional book and board teaching method and this attitude of teachers is a major impeding factor of CALL integration.
4. EFL classrooms are not sufficiently equipped for effective integration of CALL tools.
5. Availability of internet sources is not up to the desired level of CALL integration that can motivate teachers to use online sources mostly.
6. Most of the authentic sources available online are not culture-friendly and so discourage both students and teachers to integrate CALL resources.
7. Students' level of English is not up to the standard of integrating CALL.
8. Students' computer skills are not up to the level of using CALL resources.
9. Teachers don't get enough support for the complete integration of CALL from the administrative personnel.
10. Students and teachers both find it financially burdensome to maintain internet and the required technological tools that are needed for CALL integration.

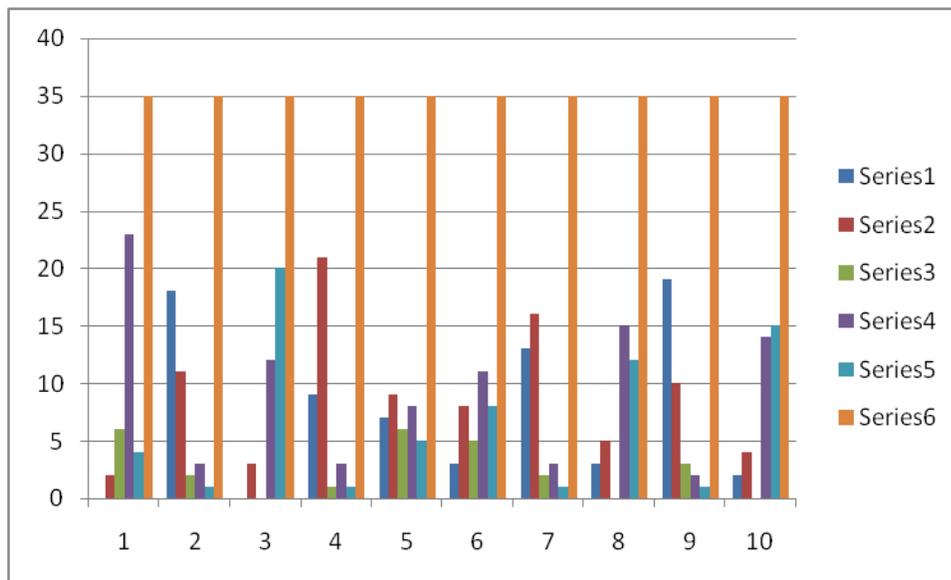


Figure 1. The response frequency in table one

Figure one shows that Likert item number one has got more responses for series number four and that indicates most of the teachers disagreed that CALL integration cannot be easily carried out in all their classes. And almost 77% of sample do not agree with the first item and about 17% are not sure about the integration of CALL, leaving only about 3% of them agreeing to the CALL integration in their classes. The teachers who agreed to the first item were consulted personally and in the enquiry about their ability to integrate CALL in their classes in contrast with the 97% of their counterparts, they mentioned that they could do it as they got trained for integrating CALL at the university where they worked before. Leaving this small portion of exceptions in the sample, a lot majority of the teachers in the sample imply that they have some problems in integrating CALL. On the contrary, about 83% of the teachers agreed with the statement in the Likert item two, and the graph shows the tallest bar to series one and next tallest is the bar of series two and

both the bars indicate the importance of in service teacher training programs for effective CALL integration.

The Likert item three receives maximum responses to the corresponding series five of the graph indicating that most of the teachers are in favor of a shift from traditional teaching methods to advanced methods of teaching with the support of technology. Only about 8% of the teachers agreed with the statement and a vast majority of the sample either strongly disagreed or disagreed. When the teachers, who agreed with the statement, were interviewed personally they told that they chose to agree with the statement because to their observation most of the teachers are using traditional teaching methods of using the white board and the prescribed textbooks, the teachers were not provided with any teacher's training for CALL integration, and also because most of the teachers do not show any serious interest towards CALL integration in their classes. When we look at the responses to the statement in item four, series two of the graph shows up taller and points out that most of the teachers agree with the statement even if they don't strongly agree. Overall, about 86% of the teachers agree with the statement, which implies that if the classrooms are well appointed with required technological support like the internet, laptops for all students and teachers, projectors with remotes most of them would comfortably integrate CALL with their teaching. At the same time, the statement in the Likert item five partially endorses the responses to the item four. The series of bars to the Likert item five show that a little more than 50% of them find that lack of internet facility as a problem, a considerable number of teachers don't find it as a problem for CALL integration. And it can be observed that a considerable percentage of teachers are not sure whether the lack of internet facility a serious problem for CALL integration.

The responses to the sixth item indicate that non-availability of authentic materials online is considered not a major problem. More than 50% of the teachers disagreed with the statement and about 17% are not sure whether it is a problem or not. Even though about 30% of the teachers agreed with the statement, in the personal interview they mentioned that bringing realia into the class is an additionally burdensome teaching process, and creating virtually authentic contexts for classroom purposes are easier online. The statement in the seventh Likert item is worth considering as many teachers either strongly agreed or agreed with the statement. They mention that a great number of students Join University courses with the beginner level of English making it difficult to find right materials online that could serve the range of students' level of English in a class of highly heterogeneous student composition. Most of the teachers agree that their students are computer and technology savvy, and despite their ease in working with technological devices and applications, some teachers find that their students' level of English becomes a kind of impediment that discourages teachers from using advanced technology support. There is a great number of teachers who expressed their concern about the mismatch between the course contents and the heterogeneity of the students in the class. The responses to the item nine reveal that there is little support to the teachers from their administrative personnel although neither the teachers nor the students find it burdensome to carry on their classes with CALL.

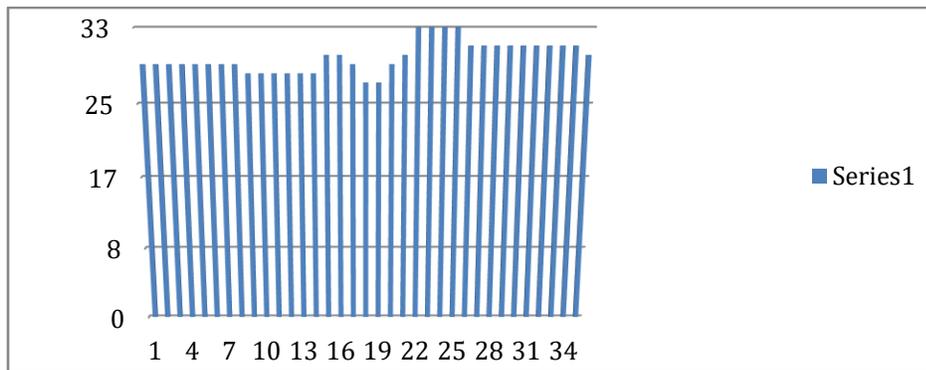


Figure 2. Scores of the Participants

Figure two shows that the sample is normally distributed with its range from 27 to 33. The other details of the data are as given below.

Standard Deviation, s: **1.676831746444**

Count, N: 35

Sum, Σx : 1043

Mean, \bar{x} : 29.8

Variance, s^2 : 2.81176470588

Margin of Error (Confidence Interval)

As the sampling means most likely follows a normal distribution, the standard error of the mean (SEM) can be calculated by the following equation:

$$s_{\bar{x}} = \frac{s}{\sqrt{N}} = \frac{1.676831746444}{\sqrt{35}} = 0.2834362969941$$

Based on the SEM the margin of error (or confidence intervals) at 95% confidence level is ± 0.28343629699419 (1.960).

At 95% confidence level of $1.960s_{\bar{x}}$ the confidence interval of the distribution is 29.8 ± 0.556 ($\pm 1.86\%$)

Because this study is for understanding the sample tendency towards the integration of CALL, a confidence level of 95% (or statistical significance of 5%) is considered for data representation.

Table 2. Value Frequency

Value	Frequency
27	2 (5.7142857142857%)
28	6 (17.142857142857%)
29	10 (28.571428571429%)
30	4 (11.428571428571%)
31	9 (25.714285714286%)
33	4 (11.428571428571%)

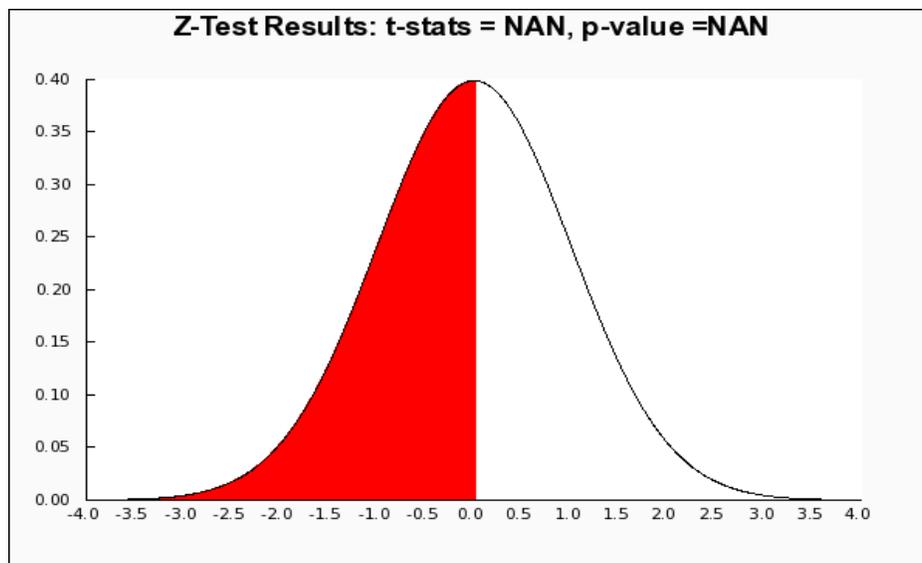


Figure 3. Distribution Graph of the Data

The sample size is $N = 35$, the number of favorable cases is $X = 29$, and the sample proportion is and the significance level is $\alpha = 0.95$.

$$\bar{p} = \frac{X}{N} = \frac{29}{35} = 0.8286$$

(1) Null and Alternative Hypotheses

The following null and alternative hypotheses were tested:

$H_0: p \geq 50$

$H_a: p < 50$

This corresponds to a left-tailed test, for which a Z-test for one population proportion needs to be used.

(2) Rejection Region

Based on the information provided, the significance level is $\alpha = 0.05$, and the critical value for a left-tailed test is $z_c = 1.64$.

The rejection region for this left-tailed test is $R = \{z: z < 1.64\}$

(3) Test Statistics

The z-statistic is computed as follows:

$$z = \frac{\bar{p} - p_0}{\sqrt{p_0(1 - p_0)/n}} = \frac{0.8286 - 0.50}{\sqrt{0.50(1 - 0.50)/35}} = 1.64$$

(4) Decision about the null hypothesis

Since it is observed that $Z = 1.64 \geq Z_c = 1.64$, it is then concluded that *the null hypothesis is not rejected*.

Using the P-value approach: The p-value $p = 0.05$, and since, $p = 0.05 \geq 0.05$, it is concluded that the null hypothesis is not rejected.

(5) Conclusion from the quantitative data analysis

It is concluded that the null hypothesis H_0 is *not rejected*. Therefore, there is not enough evidence to claim that the population proportion p is less than p_0 , at the alpha $\alpha=0.05$ significance level.

Confidence Interval

The 5% confidence interval for p is: $0.825 < p < 0.833$.

Qualitative Analysis of the Data

The responses of the sample reveal that the lack of teacher's training for CALL integration is the most dominant factor that hinders the CALL integration process in EFL classes. It can be inferred that the teacher's training can boost the range of CALL integration. The invitational theory implies that "inviting is an ethical process involving continuous interactions among and between human beings" (Purkey & Novak, 1992, p. 5). As per the invitational theory, one has to respect the ability and efficiency of others and support their capabilities by providing them with what they need for tapping their abilities. In the face to face interviews conducted by the researcher, many teachers revealed that despite their opinions expressed in the institutional and departmental meetings about the necessity of in-service the teacher's training for CALL integration, the institutional authorities didn't show serious efforts in organizing them. As it is supposed in the self-conception theory that teachers know well that they will fit well as productive teachers in the ever advancing teaching-learning environment only when they could upgrade their teaching methods. The invitational theory is founded on three concepts that are democratic ethos, perceptual tradition and self-concept theory and the core elements of the invitational theory that are based on

the three foundational elements are care, respect, trust, optimism and intentionality. As the term democracy means that everyone in society needs to have a say, teachers keep expressing something on the activities they keep doing, and when their words go unheard they cease to express and their abilities to perform activities run down.

Organization and execution of educational training programs to the able professionals - teachers in the context of education – need to take into consideration the varying behavioral patterns that are observed by the invitational theory. People with ‘intentionally disinventing’ behavioral patterns are detrimental to any kind of developmental activities. The people with such behavioral patterns in the administrative and decision making positions can cause great damage to the potential and progressive professionals as these professionals are subject to continuous insults, degradations and humiliations that can downsize their confidence levels and potentiality. On the other end of the spectrum, the people with ‘intentionally inviting’ behavioral patterns can boost the morale of the professionals who can reach the pinnacle of their careers by demonstrating their performances at the highest possible ranges. There are some people with an intermediate range of behavioral patterns who happen to be either ‘unintentionally disinventing’ or ‘unintentionally inviting’. While the unintentionally disinventing people are harmless, their lack of knowledge of the factors that operate either positively or negatively in a context can show their impact temporarily. The people with these behavioral patterns can be corrected by training sessions. At last, one can notice that the occasions of ‘unintentionally inviting’ behaviors are accidental and the people with such behavioral patterns are not dependable in a progressive environment. By observing the varying behavioral patterns that keep operating in a dynamically progressive environment, one has to understand the importance of having the intentionally inviting people who always can build the concepts of development viz. mutual trust, respect, the dignity of individuals and the progression of individuals in any working environment.

Teachers keep perceiving the advances in their surroundings and think about their position in the changing environments. Once they perceive the developments they tend to think about the changes in their personality in tune with the changes in the surrounding environment and this kind of change happens only when they perceive the things that happen around themselves and not because someone tells them. By saying so, the invitational theory would mean that individuals, like teachers, are responsible and they keep acting following their responsibilities. Whenever they could perceive a necessity to bring about changes in their knowledge and personality they keep expressing their intention to change and upgrade, and then they need the support required from the administrative personnel for expediting such changes. All the participants in the teaching-learning setting that include teachers, students and the administrative people need to be mutually caring, keep sharing the information about the developments around and organize and invite the fellow participants for training programs where they can upgrade their skills.

Discussion

In compliance with the research works before, it is found that a majority of the teachers are a lot aware of technology and they are capable of using technology for educational purposes. The teachers are usually motivated enough to integrate technology unless there are any barriers in their choice of applications that they would like to use. Alresheed, Raiker, and Carmichael (2017) talk about cultural and religious barriers and Lee (2000) talks about financial barriers and the results

of this study are in tune with the previous studies. The teachers find that they are not getting enough support from the administrative people. As one teacher pointed out that although the higher authorities of the university are well aware of the English studies, the administrative personnel at the lower level are not that cooperative because they aren't positive about the intensive English language education. Moreover, the findings show that even though the teachers have some shortage in their technological competence, that's not seen as a great barrier as the teachers are ready to fill the void by participating in any technological training programs. By and large, the teachers are much positive about integrating CALL in EFL classes.

A critical analysis of the responses shows that there is an immense necessity for teacher training programs for all the teachers of EFL for efficient and effective integration of CALL in EFL classes. It is understood that the sample chosen represents a population that finds that CALL integration is not carried out to the expected levels, which otherwise would have been much productive in their teaching outcomes. Most of the teachers personally are much interested in upgrading themselves towards becoming technology savvy and believe firmly the implementation of CALL integration would yield much better learning outcomes. By understanding the necessity to care and respect teachers' responsibilities and their commitments as able individuals, the administrative people need to come forward to organize the required teacher development programs and invite all the teachers intentionally for upgrading their skills and knowledge, so that the entire student population gets developed with far better learning outcomes. As Schmidt (2004) examined, there is a great need of the invitational education to be carried out across the immensely multicultural educational environments. Since behaviors and beliefs of teachers, students, parents, the administrative people and the other people who are a part of an educational institute are directly and closely related to their cultures, the training program needs to be designed for professionals with varying cultural backdrops. Understanding the intensity of the training that can serve professionals from varying cultural backdrops to bring about the required changes in their perceptions becomes easier by understanding the concepts of the invitational theory.

Conclusion

Based on the assumption that teachers of EFL in Saudi Arabia have some barriers to successfully integrating CALL in their classroom teaching, a study was carried out to identify the barriers that the EFL teachers at the University of Tabuk are facing. The study was carried out using the questionnaire that comprises ten questions which were set as Likert items and were distributed to a convenient sample of 35 teachers and the responses were analyzed in light of invitational theory. The results of the study denote that there is everything that is needed for complete integration of CALL except an invitation in time for programs aimed at upgrading teachers' knowledge of technological developments. Teachers are usually ready for professional development programs and the only initiative required for them is to contain progressive and respectful teacher training program environment. As the study shows the teachers are more concerned about the way they are encouraged to training programs and the way they are treated at the programs. Students and their teachers have the resources enough both financially, and personally with regards to their readiness to learn new things. They keep looking forward to the resourcefulness of the administrative people to work out, organize and invite them for the developmental programs. When the administrative people are more like intentionally inviting the institutes to see more enthusiastic trainees in their teacher training programs. Having considered

the supportive or helpful and unsupportive or harmful spectra of behaviors there is great necessity to identify and avoid the intentionally disinviting behaviors for successful integration of technology in education. On the other hand, the questions related to which applications of the technology are the most suitable for EFL teaching and learning and what technological gadgets can be the right kind of devices for such effective EFL applications are the questions that need further enquiry in this regard.

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Appendix A Questionnaire

1. CALL integration is carried on well in EFL classes, and the teachers don't find any considerable barriers in EFL classes.
 - a) Strongly Agree b) Agree c) Not sure d) disagree e) Strongly disagree
2. Teacher trainings required for CALL integrations are not provided well and so the EFL teachers are unable to integrate CALL in their EFL classes.
 - a) Strongly Agree b) Agree c) Not sure d) disagree e) Strongly disagree
3. Teachers are mostly in favor of the traditional book and board teaching method and this attitude of teachers is a major impeding factor of CALL integration.

- a) Strongly Agree b) Agree c) Not sure d) disagree e) Strongly disagree
4. EFL classrooms are not sufficiently equipped for effective integration of CALL tools.
a) Strongly Agree b) Agree c) Not sure d) disagree e) Strongly disagree
5. Availability of internet sources are not up to the desired level of CALL integration that can motivate teachers to use online sources mostly.
a) Strongly Agree b) Agree c) Not sure d) disagree e) Strongly disagree
6. Most of the authentic sources available online are not culture-friendly and so discourage both students and teachers to integrate CALL resources.
a) Strongly Agree b) Agree c) Not sure d) disagree e) Strongly disagree
7. Students' level of English is not up to the standard of integrating CALL.
a) Strongly Agree b) Agree c) Not sure d) disagree e) Strongly disagree
8. Students' computer skills are not up to the level of using CALL resources.
a) Strongly Agree b) Agree c) Not sure d) disagree e) Strongly disagree
9. Teachers don't get enough support for complete integration of CALL from the administrative personnel.
a) Strongly Agree b) Agree c) Not sure d) disagree e) Strongly disagree
10. Students and teachers both find it financially burdensome to maintain internet and the required technological tools that are needed for CALL integration.
a) Strongly Agree b) Agree c) Not sure d) disagree e) Strongly disagree