Students’ Perceptions of the Use of CALL at Al-Imam University

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Thesis Title: Students’ Perceptions of the Use of CALL at Al-Imam University
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Degree: M.A
Year of award: 2014
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Keywords: CALL, perceptions, merits, challenges, CALL resources

Abstract
This study aimed to investigate students’ perceptions towards CALL, CALL merits, and CALL challenges at Al-Imam Mohammad Ibn Saud Islamic University. The sample of this study consisted of 140 randomly-selected male and female students. A five-point Likert scale questionnaire was designed to collect the data of the study. This instrument was validated by ten university professors and instructors. Similarly, its reliability was achieved by calculating Cronbach Alpha formula. The findings of the study indicated that students are in need of unlimited access to computer labs all the time, supplying classrooms with CALL resources, and training in using computer labs. Besides, EFL instructors have positive attitudes towards CALL. Moreover, the results revealed the following significant advantages of using CALL resources: enriching students’ experience, stimulating students’ practice outside the classroom, encouraging students’ independence and confidence, creating a relaxed atmosphere, and increasing students’ motivation level. Furthermore, the results of study revealed the following the challenges of using CALL resources in the classroom: lack of Internet access inside the classrooms, shortage of CALL programs, insufficient number of CALL labs, lack of CALL labs supervisors, and lack of immediate technical support. Finally, the study concluded that CALL resources should be integrated with all EFL courses because computers have become an indispensable part of English language teaching and learning.

STUDENTS’ PERCEPTIONS TOWARDS CALL

Kingdom of Saudi Arabia
Ministry of Higher Education
Al-Imam Muhammad Ibn Saud Islamic University
College of Languages and Translation
Department of English Language and Literature

Students’ Perceptions of the Use of CALL at Al-Imam University

By
Nouf Saad Abdulrahman Alsheraimy

Submitted to the department of English language and literature in partial fulfillment
of the requirement for the award of Master degree in Linguistics in Al-Imam
Muhammad Ibn Saud Islamic University

Supervised by
Dr. Zuhair Zaghool

Safar, 1436 – December, 2014
Riyadh – Saudi Arabia
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Nouf Saad Abdulrahman Alsheraimy

This non-thesis paper has been approved by the Department of English Language and Literature.

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The final copy of this non-thesis has been examined by the signatories, and we find that both the content and the form meet acceptable presentation standards of scholarly work in the above-mentioned discipline.

Safar, 1436 – December, 2014
Riyadh – Saudi Arabia
Acknowledgements

Thanks are due to Almighty Allah, the source of mercy, grace, and inspiration, who blessed me with knowledge, power, thoughts and cooperative people to enable me accomplish this study.

I would like to express my deep appreciation and utmost gratitude to my respected supervisor Dr. Zuhair Zaghlool for his great guidance, advice and consideration in the process of carrying out this study. Without his constant endless support, patience, and efficient supervision, this research would have never been possible. Moreover, I would like to extend my gratitude to the committee members Dr. Mohammad Hamdan and Dr. Yasser Gomaa for their valuable suggestions and insightful feedback. Special thanks must go to Dr. Yasser for his enlightening comments on the draft of the questionnaire of this study.

In addition, I am forever indebted to my beloved parents who instilled in me the sense of achievement, responsibility, dedication, self-confidence and patience. My father Dr. Saad Alsheraimy, and my mother Modhi Aleasa, I am forever grateful for their endless support and prayers. My deepest appreciation goes to my sisters: Noha and Alanood, and my brothers: Fasial and Abdulaziz. I would also like to extend my thanks to my dearest best friends: Maram and Arwa, for their support, and encouragement.

My utmost gratitude goes to my beloved husband Abdullah ben Baz, my fortified castle. His wholehearted encouragement has helped me to overcome every hardship, through the road to the accomplishment of this thesis. In addition, I would like to thank my father and mother in law’s for their sincere prayers and wishes.
STUDENTS’ PERCEPTIONS TOWARDS CALL

Abstract

This study aimed to investigate students’ perceptions towards CALL, CALL merits, and CALL challenges at Al-Imam Muhammad Ibn Saud Islamic University. The sample of this study consisted of 140 randomly-selected male and female students. A five-point Likert scale questionnaire was designed to collect the data of the study. This instrument was validated by ten university professors and instructors. Similarly, its reliability was achieved by calculating Cronbach Alpha formula.

The findings of the study indicated that students are in need of unlimited access to computer labs all the time, supplying classrooms with CALL resources, and training in using computer labs. Besides, EFL instructors have positive attitudes towards CALL. Moreover, the results revealed the following significant advantages of using CALL resources: enriching students’ experience, stimulating students’ practice outside the classroom, encouraging students’ independence and confidence, creating a relaxed atmosphere, and increasing students’ motivation level. Furthermore, the results of study revealed the following the challenges of using CALL resources in the classroom: lack of Internet access inside the classrooms, shortage of CALL programs, insufficient number of CALL labs, lack of CALL labs supervisors, and lack of immediate technical support. Finally, the study concluded that CALL resources should be integrated with all EFL courses because computers have become an indispensable part of English language teaching and learning.

Keywords: CALL, perceptions, merits, challenges, CALL resources
الملخص

تهدف هذه الدراسة إلى التعرف على تصور طلاب جامعة الإمام محمد بن سعود الإسلامية وطلابها حول تعلم اللغة الإنجليزية بمساعدة الحاسب الآلي. ابتدأت عينة الدراسة على منة واربعين طالباً وطالبة، تم اختيارهم بشكل عشوائي. تم تصميم استبانة على مقياس (ليكتر خماسي النقاط) لجمع بيانات الدراسة، وتبقي على صدق الاستبانة عرضت على مجموعة من المحكمين مكونة من عشر أساتذة جامعيين. هذا وتم استخدام معادلة (كرونباخ ألفا) للتأكد من ثبات الاستبانة.

أشارت نتائج الدراسة إلى ضرورة تمكين الطلاب من استخدام مختبرات الحاسب في كل وقت، وتجهيز القاعات الدراسية بمساعدات اللغة الإنجليزية بمساعدة الحاسب الآلي، والتدريب على استخدامها. بالإضافة إلى ذلك، ظهر لدى أساتذة اللغة الإنجليزية موقف إيجابي تجاه تعلم اللغة الإنجليزية بمساعدة الحاسب الآلي. أظهرت نتائج الدراسة أيضاً المزايا المهمة لاستخدام مسالك تعلم اللغة الإنجليزية بمساعدة الحاسب الآلي، منها ما يلي: إثراء خبرة الطلاب، وتحفيز الطلاب على ممارسة اللغة خارج القاعات الدراسية، وتشجيع الاستقلالية والثقة بالنفس لدى الطلاب، وخلق أجواء مريحة، وزيادة مستوى الدافعية لدى الطلاب. هذا وقد كشفت نتائج الدراسة عن التحديات التي تواجه الطلاب في استخدام مسالك تعلم اللغة الإنجليزية بمساعدة الحاسب الآلي في القاعات الدراسية، و من ذلك: صعوبة توفير الوصول إلى الإنترنت داخل القاعات الدراسية، ونقص في برامج تعلم اللغة الإنجليزية بمساعدة الحاسب الآلي، وصعوبة توفير العدد الكافي لمختبرات تعلم اللغة الإنجليزية بمساعدة الحاسب الآلي، صعوبة توفير الدعم الفني، وعاصفة ألمت الدراسة إلى وجود دمج مسالك تعلم اللغة الإنجليزية بمساعدة الحاسب الآلي مع جميع مواد تعلم اللغة الإنجليزية كلغة أجنبية، وذلك لأن الحاسب الآلي أصبح جزءا لا يتجزأ من تعلم ومتعلم اللغة الإنجليزية.
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<th>Description</th>
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<td>CAI</td>
<td>Computer Assisted Instruction</td>
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<td>CALI</td>
<td>Computer Assisted Language Instruction</td>
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<tr>
<td>CALL</td>
<td>Computer Assisted Language Learning</td>
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<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
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<td>ESL</td>
<td>English as a Second Language</td>
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<tr>
<td>M</td>
<td>Mean</td>
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<tr>
<td>PLATO</td>
<td>Programmed Logic for Automatic Teaching</td>
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<td>SD</td>
<td>Standard Derivation</td>
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<td>SPSS</td>
<td>Statistical Package for Social Science</td>
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Chapter one

Introduction

1.1 Introduction

Recent years have witnessed a blooming interest in computer assisted language learning henceforth, CALL. Therefore, researches have been investigating specific ways for CALL to provide better education which facilitates the learning process. Throughout the history of CALL, there have been many developments of new CALL resources hardware, and software. The influence of this powerful tool has provided an effective environment for language learning and teaching. It allows students to develop their abilities via a range of multi-media resources. Almeklifi & Almeqdadi (2010, p.165) argues that CALL has become the focus of educators worldwide. Particularly as emphasised by Pu (2009, p. 18) “English language is seen as the most prominent language of international communication that is spoken by millions of people worldwide.” In addition, Lam and Lawrence (2002) points out that technology not only gives learners the opportunity to control their own learning process, but also provides them with ready access to a vast amount of information over which the teacher has no control. Therefore, it provides the learner with a wide range of material at any time, and in any place.

Living in the twenty first century we are witnessing a tremendous shift for integrating CALL recourse into educational settings, and they are becoming more evidential than ever has been before. CALL reinforces, enables, and supports the introductory of new pedagogical practices that assemble with the educational demands. According to Gutl, Chang, Edwards and Boruta (2013, p. 26) computer based language learning has not only been an active research and development field, but it has also been applied in learning settings for decades. CALL integration in
education has drawn the attention of many researches, and has been one of the highest interest. Nowadays, young learners are keen on interacting through technology, using multiple resources of CALL to learn. Moreover, Levy (1997, p. 1) provides a succinct definition of CALL as "The search for and study of applications of the computer in language teaching and learning." From Levy’s definition, it can be pointed out that the teacher acts as a facilitator and a designer to help the learner. It also emphasizes the whole learning process, and activates independent learning. Therefore, learning can be either with the teacher’s supervision, or autonomously allowing students to work at their own pace (Beatty, 2013). Holec (1981, p.39) refers to learner’s autonomy as the ability to take charge of, self-organize or manage his or her own learning process. Subsequently, it helps them to lead, and control their language learning process, thus they become the masters of their own study.

Moreover, CALL can function as a vehicle to enrich learners' speaking, writing, listening, vocabulary, grammar, and pronunciation skills through meaningful interactions inside, and outside the classroom. As Warschaur and Healy (1998) emphasised that pronunciation in particular has benefited from multimedia, for the majority of the pronunciation programs have incorporated some sort of voice recording and playback for students compare their recording. Besides, computers are considered to be a good motivational tool for classroom teaching (AbuSeileek & Abu Sa’aleek, 2012).

1.2 Statement of the Problem

Investigating students’ perceptions of using CALL resources in the classroom is an important issue. Besides, very few studies have been carried out in Riyadh.
Therefore, the researcher attempts to explore this field in the English language and Translation department, at Al-Imam Muhammad Ibn Saud Islamic University.

1.3 Significance of the Study

It is hoped that the findings of this study will enrich to the current research in the realm of CALL. It will provide more insights to educators who are concerned with students’ perception towards CALL as well as CALL merits, and challenges in education. Moreover, it will help educators and CALL researchers to re-evaluate their methods and techniques of teaching English through use of CALL and CALL resources in classrooms. Finally, the results of this study will be a great asset to EFL professors at Al-Imam University in particular.

1.4 Objectives of the Study

This study aims at

1. Investigating students’ perceptions towards using CALL resources at Al-Imam Muhammad Ibn Saud Islamic University.

2. Revealing the merits and challenges of using CALL resources at Al-Imam Muhammad Ibn Saud Islamic University.

1.5 Questions of the Study

This study attempted to answer the following questions:

1. What are students’ perceptions towards using CALL resources at Al-Imam Muhammad Ibn Saud Islamic University?

2. What are the merits of using CALL resources at Al-Imam Muhammad Ibn Saud Islamic University?

3. What are the challenges of using CALL resources at Al-Imam Muhammad Ibn Saud Islamic University?
1.6 Operational definitions

The following terms are defined to clarify their usage whenever encountered in this study as follows:

**CAI:** This acronym stands for (Computer Assisted Instruction). It refers to the use of computer in educational setting to help the teacher in delivering educational material in an electronic form, (Albureikan, 2008). Additionally, it was used in educational technology in general.

**CALI:** This acronym stands for (Computer Assisted Language Instruction) in which computer was used to facilitate language teaching, and learning.

**CALL:** This acronym stands for (Computer Assisted Language Learning). As CALL has been developing for the past several decades, researchers have come up with a slightly different definitions. Beatty (2003, p. 7) defined CALL as “Any process in which a learner uses a computer and, as a result, improves his or her language.” Egbert (2005, p. 4) defined CALL as “Using computers to support language teaching and learning in some way”.

**Perception:** This term refers to the “organization, identification, and interpretation of sensory information in order to represent and understand the environment. Perception involves signals in the nervous system, which in turn result from physical stimulation of the sense organs.” (Alajab & Ahmed, 2013, p.55).

**EFL:** This acronym stands for English as a Foreign Language.

**PLATO:** is an acronym of a CALL teaching program used in behaviourist CALL. This acronym stands for Programmed Logic for Automatic Teaching.

**SPSS:** This is a statistical program employed for data analysis. It stands for Statistical Package for Social Science.
1.7 Delimitation of the Study

The generalizability of the findings of this study will be restricted due to the following factors:

1. This study was restricted to students enrolled in the English department at Al-Imam Muhammad Ibn Saud Islamic University in the academic year 1434/1435 – 2013/2014.

2. The study was conducted in the second semester of the academic year 1434/1435. Therefore the findings were limited to that time and instrument used in this year.

3. One instrument was utilized to collect the data of the study which was a questionnaire.

4. The sample included 140 participants.

1.8 Chapterization

This study is presented in five chapters. Chapter one is a brief introduction of the presented study. Chapter Two is a literature review of CALL along with some critical education. Chapter Three deals with the methodology adopted. Chapter Four presents the analysis of data. Chapter Five provides discussion of the results, the conclusions of the study, and suggestions for further research.
Chapter Two

Literature Review

2.1 Introduction

With the rapid evolution of interest in CALL, a growing number of educators have called upon, and emphasised the effect of students’ perception towards using computers in language learning. Therefore, there has been a great deal of benefits of integrating technology in language teaching and learning. “There is no doubt that just as the computer has established itself firmly in the world of business and communication technology, it has also succeeded in acquiring a fundamental role in the educational process.” (Abu Naba'h, Hussain, Al-Omari & Shdeifat, 2009).

This chapter starts with a discussion of the theoretical literature related to the status of using of CALL in language learning. Then it presents Arab and foreign empirical studies on students’ perceptions towards the use of CALL.

2.2 The Status of Using CALL in Language Learning

Computer use in language learning is a phenomenon that has taken the applied linguistics field by a storm (Lage, 2008). Since the introduction of computers to EFL classrooms, researchers and theorists have agreed upon the potential benefits of computer technology for language learning (Levy, 1997; Warschauer, 1996 b; Warschauer & Healey, 1998). Thus, the field of CALL is considered to be enormous. Lage (2008, p.6) asserts, “It is approached with great enthusiasm by language researchers and instructors endorsing the use of computer technology and its potential to extend language teaching within and outside the classroom.”
Moreover, computers play an important role in language teaching, and learning. Since 1950’s CALL has become a trend of modern English education (Chen, 2003). It was first introduced as CAI Computer Assisted Instruction which was used in educational technology in general. Then emerged CALI Computer Assisted Language Instruction in which computer was used to facilitate language teaching and learning. However, the focus of research from what computers could offer language learners changed gradually with the development of what is known today CALL.

CALL is considered to be an approach, in which the computer is used as a tool for presentation to assist students during the learning process (Jafarian, Soori & Kafipour, 2012). As Chapelle (2001) points out that CALL has its roots in educational technology since the 1960’s that is a specialization within the study of education, precisely in language learning.

Going back to the history of CALL development, Warschauer and Healey (1998) indicate that CALL has been across three main evolutions: behaviourist, communicative, and integrative. Each of these stages occurred as a response to social and technological changes, and the prevailing pedagogical approach of the time. The first CALL approach was based on repetition, or the drill and practice method. The computer was used as a mechanical tutor, and learners were expected to learn language mainly through practice (Mthethwa, 2011). The best known version of the time was PLATO. Taylor (1980) asserts, “Computer provides learning material, gets the responses from students, assesses those responses, and then decides what to present based on the learners’ responses”. Similarly, computer integration did not achieve great contribution in the development of language teaching until it was treated as a tool that could provide communicational environment and authentic contexts which was based on constructivism or socio-cognitive theory (Warschauer and Kern,
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From which the second pedagogical phase started in the late 1970’s, and early 1980’s which was called communicative CALL. This phase emphasized teaching grammar implicitly rather than explicitly; it also allowed and encouraged students to generate original utterances rather than just manipulate prefabricated sentences. In addition, communicative CALL corresponded to cognitive theories which stressed that learning was a process of discovery, expression, and development. It also encouraged collaborative learning. However, Warschauer (1996 a) pointed out that communicative CALL was criticized for using the computer in an ad hoc and disconnected fashion. Then educators shifted from a cognitive view of communicative language teaching to a socio-cognitive view that emphasizes real language use in a meaningful authentic context; this is the basis of the third phase of CALL (Warschauer & Healey, 1998).

The third phase of CALL is called integrative CALL. It seeks to integrate the various skills of language learning (listening, speaking, writing, and reading) and to integrate technology more fully into language teaching. Burrus (2009) states, “The key feature of integrative CALL is the combination of computers and the Internet to assist in language learning. Software programs, websites, emails, and chatting are all inclusive of integrative CALL.” Therefore, knowledge is developed by being connected to multimedia resources, in which learners seek help from the computer. Chen (2003, p.43) claims that the Internet is considered to be a gold mine of resources waiting for people to discover it. Table (1) below summarizes the history of CALL.
Today’s students are likely to be more familiar with technology than earlier generations, and thus understanding how to benefit from CALL technology. The advent of technology in the classroom has occurred alongside the increasing use of the Internet, and connective mediums within society and educational fields, particularly in an EFL context have recognised the value that can be achieved with these approaches (Warschauer, 2004). It has been noticed that CALL, and foreign language learning are no longer strangers to one another.

The aim of CALL is to ease learning, and provide students with resources that facilitates learning practice inside and outside the classroom. According to Lai & Kritsonis (2006, p.3), “Students can get various authentic reading materials either at school or from home by connecting to the Internet; those materials can be accessed 24 hours a day.” Therefore, CALL can provide an insightful learning experience for
language learners anywhere, and at any time as well as enabling language learners to communicate inexpensively with native speakers of the target language as well as with other language learners (Warschauer, 1996b). Moreover, implementation of computer technology into EFL classrooms offers many advantages for both the teachers, and students. It is considered to be the most important technological media, especially in the field of language learning and teaching (Awad, 2007).

CALL has developed from the interaction between a range of disciplines, including psychology, second language learning, artificial intelligence, computational linguistics, human and computer interaction and technology (Levy & Stockwell, 2006). Understanding this means recognising that CALL is not just a language based programme, but is an interactive process that will be dependent on the individual, and diverse psychological and cultural values of the learner (Chapelle, 2010).

In addition, both Lam and Lawrence (2002) point out that technology not only gives learners the opportunity to control their own learning process, but also provides them with a ready access vast amount of information, over which the teacher has no control. Particularly, computers can facilitate a variety of learning tasks, as well as, enormous potential of teaching tools. For instance, it can help both student and teacher because of its special properties. Furthermore, the use of computers in the classroom has proven advantageous in more than one respect; it not only facilitates learning, but also develops students' ability to learn independently, and think critically in order to solve problems.

Moreover, CALL programs create a rich learning environment for the learners, helps them to be more organized, and manage their language study in a more efficient way. AbuSeileek and Abu Sa’aleek (2012, p. 26) claim that many students who get bored in traditional English classes become more and more interested in this new style
of teaching and learning. Thus, students do not get bored easily and may become more active. Language learners could broaden their knowledge, perspectives of different cultures, and make it more interesting through the use of multimedia resources.

Tuncok (2010, p.32) points out that computers can help students develop a positive attitude towards CALL and become more motivated. As a result, it can enhance memory and learning. Consequently, many students find learning English through computers less stressful than learning in a class environment.

Lee (2000) further stated the reasons why we should integrate computer technology in second language instruction. Computer and its attached language learning programs can (a) prove practices for students through experiential learning, (b) offer students more the learning motivation, (c) enhance student achievement, (d) increase authentic materials for study, (e) encourage greater interaction between teachers and students and students and peers, (f) emphasize individual needs, (g) regard independence from a single source of information, and (h) enlarge global understanding.

### 2.3 Arab and foreign empirical studies on students’ perceptions towards the use of CALL

Almahboub (2000) examined the attitudes towards computers and gender differences among sixth-grade Kuwaiti students. He also examined the relationships among students’ attitudes toward computers and school, motivation/persistence, study habits, empathy, creative tendencies, and achievement in the informatics field. He found that students generally hold positive attitudes towards the use of computers. In
addition, students who use computers at home have more positive attitudes toward computers than students who do not.

Alkahtani (2001) used a mix of qualitative and quantitative research methods to describe the current state of Computer Assisted Language Learning (CALL) in the English as a Foreign Language (EFL) departments of four government-funded universities in Saudi Arabia, among those four universities was Imam Muhammad Ibn Saud Islamic University. The researcher distributed a questionnaire to all the faculty members in EFL-oriented departments and programs at these schools were used to identify 20 frequent users of CALL technology. The key findings revealed that: a) most of the four universities' instructional equipment is obsolete and of limited utility; b) the majority of EFL faculty members do not have adequate access to instructional equipment, computers, software, or the Internet, nor do their students have adequate access to computing services; c) institutional support for using CALL is very limited; d) word processing, e-mail, and the World Wide Web are the three most frequently utilized CALL resources for EFL instruction; however, e) the majority of respondents hold positive attitudes towards the use of computers for EFL instruction.

Ayres (2002) carried out a study to examine student attitudes towards the use of CALL, and their perceived views of its relevancy to their course of study. The sample consisted of 157 non-native students. A questionnaire was designed to find information about learners' views of the software, and how useful they viewed the time spent in the CALL laboratory. The findings revealed that learners appreciated, and valued learning with the computers; the majority of the students believed that CALL was relevant to their needs. Participants thought that computers were more useful in the areas of writing, and reading inside the classroom. However, listening and speaking skills had a lower rank.
Kung and Chou (2002) investigated students’ perceptions of English learning through ESL/EFL websites. They evaluated a program in which forty-nine students enrolled in an EFL class were introduced to five websites, they were instructed to use them for homework assignments, and for self-study. The data collected revealed that despite some difficulties encountered, students had an overall positive attitude using the teacher-selected websites in their English learning. The students found out that learning English through ESL/EFL websites was interesting and that teaching strategies used by the teacher were effective, and necessary. However, students needed instruction regarding where the sites are, and how to use them. In addition, results of the study confirmed that students consider the internet as a useful tool.

Al Shammari (2007) investigated Saudi EFL students’ reactions towards CALL at Institute of Public Administration (IPA) in Saudi Arabia. The study was based on a survey of questionnaires as tools for data collection that was distributed to undergraduate learners of English in four campuses in Saudi Arabia. The respondents were males and females. The findings suggested that females had significantly more positive attitudes toward the use of CALL as an active tool to learn.

Baniabdellrahman, Bataineh, and Bataineh (2007) investigated 210 Jordanian (EFL) students’ perceptions of the use of the Internet. The findings revealed that 48% the sample reported using the Internet to open documents, while slightly smaller percentages reported using the Internet for personal purposes, mailing lists, discussion groups, and e-mail. Furthermore, the majority of the sample respondents reported almost never or really using the Internet for any EFL learning purposes, except for about 58% and 52% who reported using it for developing speaking skills through chat and locating authentic texts, respectively.
Lin (2007) conducted a study on Taiwanese college students in order to investigate an English specific purpose program. The findings of the study provided evidence that Taiwanese students still prefer learning English without CALL programs.

Parker (2007) surveyed 64 language students at a self-access centre in New Zealand. Her results suggested that whilst all the students found CALL supported their listening, writing and reading, it was less effective as a tool for increasing oral ability. There was a further indication that using CALL supported grammar learning, and provided more interesting material that could be self-focused, highlighting the value of the approach in terms of stimulating motivation. However, it is interesting to note that the students did not rate the CALL processes higher than other materials available at the centre. This potentially suggests that while CALL is a valuable addition to existing tools for language learning, where students are already motivated.

Almuqayteeb (2009) conducted a study to examine female faculty members’ use of computer technologies, their attitudes toward computers in addition to the barriers that limit their use of computer technologies in girls’ colleges in Dammam and Jubail, Saudi Arabia. It also explored how female faculty members’ attitudes and use of computer technologies differ according to the personal and demographic characteristics of age, years of teaching experience, years of computer technology experience, subject taught, academic rank held, highest degree earned, ownership of a computer at home and in the office, access to the Internet, computer skill level, and English language proficiency. The population consisted of 310 instructors. The findings of this study revealed that female faculty members had positive attitudes toward using computer technologies. Besides, female faculty members had high levels of use of three common computer applications: e-mail, word processing, and the
STUDENTS’ PERCEPTIONS TOWARDS CALL

Internet. Furthermore, findings revealed that the barriers that significantly limited faculty members’ use of technology were lack of technical support, lack of effective training, lack of equipment and infrastructure, and lack of administrative support. Furthermore, the results revealed that the demographic variables that had an influence on female faculty members’ attitudes toward using computers were age, years of experience with computer technologies, subject taught, academic degree, access to a computer at the office, access to the Internet at the office, computer skill levels, and English language proficiency.

Bulut and Abu Seileek (2009) carried out a study to investigate the relationship between students’ attitude toward CALL and their achievement in the language skills of listening, speaking, reading, and writing. A five-point Likert scale attitude questionnaire and achievement tests for separate language skills were used to collect data from the students who participated in this research. The findings of the study revealed that students who participated in this study had a positive attitude toward CALL in general and also using CALL for these four language skills. Even though no significant difference was obtained among specific language skills, CALL seems to be favoured more for listening, and writing skills. Furthermore, the results of the study did not yield any significant relationship between student attitude toward CALL for language skills and their achievement.

Burrus (2009) surveyed 14 students of English at a pre-university school of English regarding their views on the use of CALL. The students came from a range of countries and were all at intermediate or advanced levels of language ability. The key finding was that there was high enjoyment of CALL by all the students, and a general view that technology supported their learning, which made it more interesting and personal and contributed significantly to their advancement in English. What is of
particular interest in this work was the range of uses of computers for English improvement. The majority used English as their main language when they are on the Internet watching films, and when engaging in social networks.

Mahfouz and Ihmeideh (2009) attempted to investigate Jordanian university students' attitudes towards using video, and text chat discourse with anonymous native speakers of English to improve their English proficiency. A questionnaire was designed and administered to university students enrolled in two Jordanian universities. Results revealed that students' attitudes towards using video and text chat with English native speakers for improving their English language skills were higher concerning speaking skills, followed by listening skills, reading skills, and finally writing skills.

Fang (2010) explored the perceptions of a computer-assisted writing program among EFL learners in a College writing class. First, the participants were introduced to a computer-assisted writing program MyAccess, after they have used it, they completed a survey questionnaire, and some participants were selected for an interview based on their writing proficiency. Survey results showed that the majority of students held favourable attitudes towards using MyAccess as a writing tool, but were less positive concerning its use as an essay grading tool.

Rahimi and Yadollahi (2012) explored Iranian students’ attitudes towards CALL and the effect of their age, level of education, computer ownership, and frequency of computer use on these attitudes. Participated in this study were asked to complete attitudes towards CALL questionnaire. The findings showed that the sample had positive attitudes towards CALL. Furthermore, students’ attitudes toward CALL in terms of their level of education were found to be significantly different, and university students had the highest level of positive attitudes in this regard. Moreover,
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age, computer ownership, and frequency of computer use did not influence the participants’ views on CALL. No statistically significant difference was found between the attitudes of those students who used computer more frequently, and those students who did not use it quite often.

Alotaibi (2011) reported a case study of 48 Saudi female freshmen at King Saud University in the English language and translation department. The study examined EFL use of computers during the reading class, and how the use of computers contributed to the development of students reading skills. In addition, it explored the effects of using computer lesson in EFL classroom on learners’ attitudes and behaviour, as well as motivation. Moreover, to ensure the richness and depth of data, a variety of data collection methods was incorporated. It included a background questionnaire, classroom observation, teacher and researcher diaries, students’ scores, and teacher’s log and participants’ interviews. The findings revealed a significant improvement in students’ examination scores. Nevertheless, the qualitative analysis of the data revealed that integrating computer-based lessons in this particular reading class gradually developed positive attitudinal, and behavioural change during the course and increased motivation. It also led to a desire for an increase in autonomous, interactive behaviour not only in the reading class but in other classes as well. Results of the study also showed a positive change in the teacher’s behaviour and attitude. Therefore, that change led to a gradual shift in the teachers’ role from the manager of the class into more of a facilitator, allowing students more control over their learning.

AlMaghrabi (2012) studied Saudi College students’ independent language learning strategies through multimedia resources. The findings of the study indicated that participants of both gender groups are habitually using one or another online or offline multimedia resource for their independent language learning. Besides, female
participants seemed to utilize multimedia resources with the purpose of improving their pronunciation, speaking and communication skills, vocabulary knowledge, reading, and writing skills with more persistency than their male counterparts.

Arishi (2012) investigated 70 students in a Saudi Arabian industrial college, who had around six years English learning instruction. Results showed that the students were generally positive towards using computers in the classroom, and outside for extending their English knowledge. Besides, the level of positivity was not significantly correlated with computer ownership, technology knowledge or hours of use. This appears to back up the view that CALL technologies are seen as interactive, fun, and motivating for students.

Kadwa (2012) conducted a study at Taibah University in the Kingdom of Saudi Arabia. Questionnaires and interviews were used to gather data pertaining to the attitudes of Saudi Arabian learners to online communication in EFL. In order to achieve its aims, this study used both quantitative, and qualitative data to inform EFL practitioners of learners’ attitudes towards English, online communication in general and online communication for EFL purposes. The results suggested that a positive relationship existed between subjects’ attitudes to English and attitudes to using online communication in EFL.

Sadeghi and Nikou (2012) conducted a study that attempted to find out how Iranian EFL teachers and students perceived the teaching status of reading skill in an Iran’s high schools. A questionnaire was distributed to both the teachers, and students. They were given two different questionnaires. Qualitative, and quantitative statistical techniques were used to analyze the data elicited. The findings revealed that both teachers; and students agree that reading skill was highly paid attention to and,
their reading class was very much useful. However, there were some shortcomings on books, lack of necessary equipment, and inappropriate assessment techniques.

Ardebili and Jalali (2013) surveyed 200 EFL learners in an attempt to determine the effects of the participants’ age and gender on their views of CALL. The results provided evidence on the participants’ neutral attitudes towards CALL. Moreover, the study revealed that background variables such as the students’ age, and gender did not influence their views. The researchers suggested that computer, and its varieties should be integrated into the language teaching in institutes at all levels especially at higher levels.

Lu, Throssell, and Jiang (2013) conducted a study in a Chinese context to explore students’ attitudes and behaviors on the application of CALL. The questionnaire was designed to examine students’ behaviors in their usage of CALL. In which they adopted a five-Likert scale survey, 24 questions that addressed different items regarding the use of CALL. In addition, to a semi-structured interview that was conducted after the survey, that included 10 questions. The total number of the participants was 347. Findings revealed that majority of university students would like to use CALL under the condition of being provided with efficient guidance in the first place. Therefore, most of them hold a negative view towards CALL such as difficulties of accessing the Internet out of classes, lack of technological skills, lack of computer training and workshops, cultural conflicts, work in isolation, limited time with it, cost and effectiveness. However, there were a few replies that indicate a positive views on CALL, like one of the replies showed that CALL has helped him/her with listening skills. Overall, students’ behaviors from the questionnaire indicated that students do not hold a positive attitude towards CALL applications to assist their English learning.
2.4 Conclusion

The review of literature indicates the use of computer is an indispensable part of EFL students’ learning. Consequently, studying students’ perceptions toward the use of CALL and its resources is highly needed to provide feedback to EFL practitioners. The studies reviewed also reveal that students have positive attitudes towards CALL especially accessing the Internet, institutional support for using CALL is limited, CALL resources are not effective in improving oral skills, using CALL is motivating for the students and classrooms lack CALL resources.

The review of literature was helpful in many ways. It assisted the researcher to design the questionnaire of the study. Secondly, it provided the researcher with a deeper insight into students’ perceptions towards CALL. Finally, it assisted the researcher in discussing the results of the current study.
Chapter Three

Methodology

3.1 Introduction

This chapter describes the methodology used in this study. First, it includes the population, the sample, the instrument of the study, in addition to the validity and reliability of the instrument. Moreover, it explains the procedure, and the statistical analysis employed in this research.

3.2 Population and Sample of the Study

The population of the study consisted of both male, and female students enrolled in the department of English at the College of Languages and Translation at Al-Imam Muhammad Ibn Saud Islamic University in the academic year 1434/1435 – 2013/2014. The average age of the participants was 18 - 23 years. Besides, the sample was composed of 140 randomly-selected male and female students.

3.3 Research Instrument

The researcher designed a five-point Likert scale questionnaire (see appendix A) to collect the data of the study. The questionnaire was divided into three categories. The first category was about students’ perceptions of the use of CALL. The second tackled merits of using CALL resources. The third dealt with challenges of using CALL resources.

3.4 Instrument Validity

The first version of the questionnaire was composed of 33 items divided into three sections: students’ perceptions of the use of CALL, merits of using CALL resources, and challenges of using CALL resources. It was validated by a panel of raters consisting of ten EFL university professors and instructors. The Arabic version was also examined by a university Arabic language professor. The questionnaire was
modified according to the panel’s feedback. The final version of the instrument was of thirty-items. Fortunately, the researcher received positive feedback from the panel of raters describing the questionnaire as well-designed, unbiased, comprehensive, intelligible, appropriate, and succinct.

3.5 Instrument Reliability

To ensure reliability, the researcher administrated the instrument on a pilot sample consisting of 60 randomly-selected students from Al-Imam Muhammad Ibn Saud Islamic University; however, this sample was not included in the study. Afterwards Cronbach Alpha formula was applied using the SPSS program (Statistical Package for Social Science). The findings indicates that the results of the pilot study are considered to be appropriate for the purpose of this study. Table (2) presents the results Cronbach Alpha formula calculation.

Table (2)

*Cronbach’s Alpha Reliability Test of the Pilot Study*

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number of statements</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ perceptions of the use of CALL</td>
<td>10</td>
<td>0.655</td>
</tr>
<tr>
<td>Merits of using CALL resources</td>
<td>10</td>
<td>0.77</td>
</tr>
<tr>
<td>Challenges of using CALL resources</td>
<td>10</td>
<td>0.802</td>
</tr>
<tr>
<td>The whole questionnaire Items</td>
<td>30</td>
<td>0.858</td>
</tr>
</tbody>
</table>
Table (1) indicates that the modified version of the questionnaire has gained a high degree of reliability; Alpha for the whole questionnaire items is (0.858). Besides, Alpha for the subcategories of the questionnaire (0.655, 0.77; 0.802 respectively) is also good and acceptable. Therefore, the reliability of the instrument has been achieved.

3.6 Procedure

1. The researcher developed the questionnaire of the study.

2. This questionnaire was validated by a panel of raters consisting of ten EFL university professors and instructors (See Appendix 3).

3. The questionnaire was modified according to the panels’ comments and feedback (See Appendix 1).

4. The validated questionnaire was translated into Arabic language and it was checked by a university Arabic language professor (See Appendix 2).

5. A Pilot study using the Arabic version of the questionnaire was carried out at Al-Imam Muhammad Ibn Saud Islamic University on 60 students; this pilot sample was excluded from the study. The Arabic version was used to make sure that the students’ responses were accurate, and to avoid any misunderstanding of the items.

6. Cronbach's Alpha formula was calculated for each category and the whole categories using the SPSS programme to ensure the reliability of the instrument.

7. The Arabic version of the instrument was applied on the sample of the study, so that the students could express their perceptions clearly and precisely.

8. The results were collected and analyzed statistically using SPSS program.
3.7 Statistical Analysis

Cronbach's Alpha formula was calculated to analyze the data of the pilot study. Frequencies, percentages, means, and standard deviations were adopted to analyze the data of the study employing the SPSS program.
Chapter Four
Results of the Study

4.1 Introduction

This chapter presents the results of the current study which attempted to explore students’ perceptions towards the use of CALL. This study also aimed at revealing the benefits and challenges of using CALL resources at Al-Imam University. The study questions were the following:

1. What are students’ perceptions towards using CALL resources at Al-Imam University?
2. What are the merits of using CALL resources at Al-Imam University?
3. What are the challenges of using CALL resources at Al-Imam University?

4.2 Data Analysis

The statistical data of the study were collected via the questionnaire of the study which was given to the participants. The collected data were computed and analyzed using the SPSS program to answer the questions of the study. To achieve this goal, means (M) and standard deviations (SD) were calculated for the students’ responses.

4.3 Results of the Study

To answer the first question of the study which was “What are students’ perceptions towards using CALL resources at Al-Imam University?” the researcher calculated the means and the standard deviations for each statement of the students’ responses.

Table (3) presents the means and the standard deviations of the students' responses on the questionnaire items associated with the first question.
Table (3)

**Means and Standard Deviations of Students' Perceptions towards Using CALL Resources at Al-Imam University**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Participants</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Computer labs should always be available for students’ access.</td>
<td>140</td>
<td>4.54</td>
<td>0.70</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>Classrooms should be equipped with CALL resources.</td>
<td>140</td>
<td>4.51</td>
<td>0.78</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Using CALL resources in the classroom enhances students’ motivation and accelerates their learning.</td>
<td>140</td>
<td>4.27</td>
<td>0.88</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Students should receive training in using computer labs.</td>
<td>140</td>
<td>4.25</td>
<td>0.90</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Using CALL resources in the classroom creates a relaxed enjoyable and stressed-free atmosphere.</td>
<td>140</td>
<td>4.09</td>
<td>0.91</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Instructors should always integrate CALL resources into their classes.</td>
<td>140</td>
<td>3.67</td>
<td>1.07</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>Instructors prefer to rely on traditional techniques in their classes.</td>
<td>140</td>
<td>3.56</td>
<td>1.07</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>Instructors lack skills in using CALL resources.</td>
<td>140</td>
<td>3.32</td>
<td>1.07</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>Instructors have negative attitudes towards CALL.</td>
<td>140</td>
<td>2.91</td>
<td>1.06</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>Instructors don’t encourage students to benefit from CALL resources outside the classroom.</td>
<td>140</td>
<td>2.89</td>
<td>1.16</td>
<td>10</td>
</tr>
</tbody>
</table>

Table (3) indicates that students are in a dire need of unlimited access to computer labs all the time. This result is drawn from statement number 2 "Computer labs should always be available for students’ access." which has got the highest rank.
with a mean of (4.54). The second important need according to students is supplying classrooms with CALL resources. This result is drawn from statement number 1 “Classrooms should be equipped with CALL resources.” which has the second highest rank with a mean of (4.51). Moreover, students demand training in using computer labs because they advocate using CALL resources in the classroom as CALL resources enhance their learning and motivation, in addition to creating a comfortable enjoyable and stress-free atmosphere. These results are deduced from statements 4, 3, and 5 which obtain high means (4.27, 4.25, 4.09) respectively. However, statement number 10 “Instructors don’t encourage students to benefit from CALL resources outside the classroom” has the lowest mean of (2.89) which reveals that instructors encourage students to make use of CALL resources outside the classroom. In addition, instructors at Al-Imam University have positive attitudes towards CALL; this is reflected in statement number 8 “Instructors have negative attitudes towards CALL” which has a low mean of (2.91) and the ninth rank.

Furthermore, to answer the second question of the study, which was “What are the merits of using CALL resources at Al-Imam University?” the researcher calculated the means and the standard deviations for each statement of the students’ responses.

Table (4) provides students’ responses on the questionnaire items associated with the second question.
Table (4)

Means and Standard Deviations of Merits of Using CALL Resources at Al-Imam University

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Participants</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>CALL resources enrich students’ experiences.</td>
<td>140</td>
<td>4.34</td>
<td>0.84</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Using CALL resources allows students to practice outside the classroom.</td>
<td>140</td>
<td>4.24</td>
<td>0.81</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>Using CALL resources in the classroom encourages students’ independence and confidence.</td>
<td>140</td>
<td>4.04</td>
<td>0.87</td>
<td>3</td>
</tr>
<tr>
<td>20</td>
<td>Using CALL resources in the classroom creates a relaxed atmosphere which reduces students’ anxiety to learn English.</td>
<td>140</td>
<td>4.01</td>
<td>0.92</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>Using CALL resources in the classroom increases students’ motivation level.</td>
<td>140</td>
<td>3.99</td>
<td>0.86</td>
<td>5.5</td>
</tr>
<tr>
<td>16</td>
<td>CALL resources provide students with authentic materials.</td>
<td>140</td>
<td>3.99</td>
<td>1.01</td>
<td>5.5</td>
</tr>
<tr>
<td>12</td>
<td>Instructors become facilitators of learning when using CALL resources in the classroom.</td>
<td>140</td>
<td>3.96</td>
<td>0.98</td>
<td>7</td>
</tr>
<tr>
<td>17</td>
<td>Using CALL resources in the classroom facilitates the process of learning for students especially slow learners.</td>
<td>140</td>
<td>3.84</td>
<td>1.05</td>
<td>8</td>
</tr>
<tr>
<td>18</td>
<td>CALL resources help students master the oral skills more efficiently.</td>
<td>140</td>
<td>3.83</td>
<td>1.01</td>
<td>9</td>
</tr>
<tr>
<td>19</td>
<td>CALL resources aid students in developing their reading and writing skills.</td>
<td>140</td>
<td>3.79</td>
<td>1.24</td>
<td>10</td>
</tr>
</tbody>
</table>
It is obvious from table (4) that the most important benefit of using CALL resources is enriching students’ experiences. This result is drawn from statement number 11 which has the first rank and the highest mean of (4.34). In addition, the second advantage of using CALL resources in the classroom is encouraging students’ practice outside the classroom. This result is drawn from statement number 14 “Using CALL resources allows students to practice outside the classroom.” which gets a high mean (4.24) and the second rank. Furthermore, using CALL resources encourages students’ independence and confidence, creates a relaxed atmosphere which reduces students’ anxiety to learn English, and increases students’ motivation level. These results are drawn from statements 13, 20, and 15 which have got high means (4.04, 4.01, and 3.99) and the third, fourth, and fifth ranks respectively.

However, students don’t believe that using CALL resources in the classroom helps them to master the four skills more efficiently especially the oral skills: speaking and listening. This result is deduced from statements 18 and 19 which have scored the lowest means (3.83 and 3.79) and have been ranked the ninth and the tenth respectively.

Table (5) supplies the means and the standard deviations of students’ response on the questionnaire items associated with the third question “What are the challenges of using CALL resources at Al-Imam University?”
Table (5)

Means and Standard Deviations of Challenges of Using CALL Resources at Al-Imam University

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Participants</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>There is no Internet access in classrooms.</td>
<td>140</td>
<td>4.24</td>
<td>1.31</td>
<td>1</td>
</tr>
<tr>
<td>30</td>
<td>There is a lack of necessary CALL programs.</td>
<td>140</td>
<td>4.10</td>
<td>1.15</td>
<td>2</td>
</tr>
<tr>
<td>25</td>
<td>The number of CALL labs available for students is not sufficient.</td>
<td>140</td>
<td>3.97</td>
<td>1.27</td>
<td>3</td>
</tr>
<tr>
<td>26</td>
<td>CALL labs lack supervisors who take care of the lab and offer assistance to students and professors.</td>
<td>140</td>
<td>3.96</td>
<td>1.05</td>
<td>4</td>
</tr>
<tr>
<td>23</td>
<td>CALL labs do not have sufficient immediate technical support.</td>
<td>140</td>
<td>3.91</td>
<td>1.17</td>
<td>5</td>
</tr>
<tr>
<td>28</td>
<td>Professors are not trained well to integrate CALL resources efficiently into their courses.</td>
<td>140</td>
<td>3.72</td>
<td>1.14</td>
<td>6</td>
</tr>
<tr>
<td>27</td>
<td>Instructors use CALL resources in the classroom without prior preparation which causes waste of time.</td>
<td>140</td>
<td>3.52</td>
<td>1.24</td>
<td>7</td>
</tr>
<tr>
<td>24</td>
<td>It is difficult for students to get access to CALL labs.</td>
<td>140</td>
<td>3.38</td>
<td>1.26</td>
<td>8</td>
</tr>
<tr>
<td>29</td>
<td>CALL labs are available only for students who are enrolled in CALL courses.</td>
<td>140</td>
<td>3.34</td>
<td>1.22</td>
<td>9</td>
</tr>
<tr>
<td>22</td>
<td>Classrooms are not equipped with data shows.</td>
<td>140</td>
<td>3.11</td>
<td>1.54</td>
<td>10</td>
</tr>
</tbody>
</table>

It is evident from table (5) that the most important challenge for using CALL resources at Al-Imam University is the lack of Internet access inside the classrooms. This result is taken from statement number 21 “There is no Internet access in classroom.” which has scored the highest mean (4.24) and the first rank in the third category of the questionnaire. Similarly, the second challenge refers to shortage of CALL programs. This result is drawn from statement number 30 “There is a lack of
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necessary CALL programs.” which has got a very high mean (4.10) and the second rank. Finally, the other important challenges for using CALL resources at Al-Imam University are related to insufficient number of CALL labs, lack of CALL labs supervisors, and lack of immediate technical support. These findings are taken from statements numbers 25, 26, and 23 which have got high means (3.97, 3.96, and 3.91) and with the third, fourth, and fifth ranks respectively.

4.4 Summary of the Results

The findings of the study revealed that students are in need of unlimited access to computer labs all the time, supplying classrooms with CALL resources, and training in using computer labs. Moreover, CALL resources enhance students’ learning and motivation in addition to create a comfortable enjoyable and stressed-free atmosphere in the classroom. Besides, EFL instructors have positive attitudes towards CALL. Furthermore, the results of the study also uncovered the following advantages of using CALL resources in the classroom: enriching students’ experience, stimulating students’ practice outside the classroom, encouraging students’ independence and confidence, creating a relaxed atmosphere which reduces students’ anxiety to learn English, and increasing students’ motivation level. However, students don’t believe that using CALL resources in the classroom helps them to master the four skills more efficiently. Finally, the challenges of using CALL resources in the classroom were the following: lack of Internet access inside the classrooms, shortage of CALL programs, insufficient number of CALL labs, lack of CALL labs supervisors, and lack of immediate technical support.
Chapter Five

Discussion, Conclusions, and Recommendations

5.1 Introduction

This chapter discusses the research findings and analyze the results in light of the literature review in addition to the conclusions drawn from these results. Furthermore, it provides some recommendations for future research based on what is presented and analyzed so far.

5.2 Discussion of the Results of the Study

Language learning could not be exempted from the fact that computers have become a revolutionary in the history of human life in all aspects. It is clear that CALL has provided students and teachers unlimited learning boundaries which were not available in the past. The aim of this study was to investigate students’ perceptions towards CALL, CALL merits and CALL challenges at Al-Imam Muhammad Ibn Saud Islamic University inside and outside the classroom. The results of the study shed light on some aspects relevant to the use of CALL. Despite some difficulties, students are enthusiastic towards CALL. The findings revealed that students hold a positive attitude towards CALL, and CALL resources in general. This result is consisted with Saudi and foreign studies (Almahboub, 2000; Ayres, 2002; Kung and Chou, 2002; Al Shammari, 2007; Baniaabdelrahman, et al., 2007; Bulut & Abu Seileek, 2009; Burrus, 2009; Mahfouz & Ihmeideh, 2009; Rahimi & Yadollahi, 2012; AlMaghrabi, 2012; Arishi, 2012; Sadeghi & Nikou, 2012).

Moreover, the findings revealed that students are a dire need of unlimited access to computer labs all the time. They also demand supplying classrooms with CALL resources. These results are consistent with former studies, (Kung & Chou,
Students’ Perceptions Towards CALL

2002; Baniabdelrahman, et al, 2007; Lin, 2007; Lu, et al. 2013). Besides, students need training in using computer labs because they advocate using CALL resources in the classroom as CALL resources enhance their learning and motivation in addition to creating a comfortable enjoyable and stress-free atmosphere. This result is supported by Arishi’s finding (2012). Fortunately, the findings uncovered that instructors at Al-Imam University have positive attitudes towards CALL and encourage students to make use of CALL resources outside the classroom. This result indicates the Al-Imam University instructors are not luddites and they try to keep up with recent computer innovations. Dörnyei (1998, p. 130) states, “The teacher’s level of enthusiasm and commitment is one of the most important factors that affect the learners motivation.” This finding is in line with many studies (Alkatani, 2001; Parker, 2007; Almuqateeb, 2009; Alotaibi, 2011).

In addition, the findings showed that the most important benefit of using CALL resources is enriching students’ experiences. This finding confirms the results of many studies (Almahboub, 2000; Alshammari, 2007; Burrus, 2009). The other important advantages of CALL were the following: using CALL resources allows student to practise outside the classroom, provides opportunities to promote language development, encourages students’ independence and confidence, creates a relaxed atmosphere which reduces students’ anxiety to learn English, and increases students’ motivation level. These findings are in line with Almahboub (2000) and Alotaibi’s results (2011). However, students don’t believe that using CALL resources in the classroom helps them to master the four skills more efficiently especially oral skills: speaking and listening. This result is contrast with Baniabdelrahman (2007), but it is in accordance with other studies (Ayres, 2002; Parker, 2007; Bulut & Abu Seileek, 2009).
Finally, the most important challenges for using CALL resources in the classroom were the following: lack of Internet access inside the classrooms, shortage of CALL programs, insufficient number of CALL labs, lack of CALL labs supervision, and lack of immediate technical support. The findings are supported by many studies (Baniabdelrahman, et al, 2007; Kadwa, 2012; Lu, et al, 2013).

5.3 Conclusions

In light of the findings of this study, it can be concluded that

1. CALL should be integrated with all EFL courses because computers have become an indispensable part of English language teaching and learning.
2. Classrooms should be equipped with all resources especially Internet access.
3. CALL needs to be used carefully and judiciously.
4. Administrators should be aware of the challenges of using CALL resources in the classrooms, so as to help in overcoming those challenges.
5. Instructors’ positive attitudes towards CALL enhance students’ motivation.

5.4 Recommendations for Future Research

1. Involving private universities in future CALL studies will lead to more comprehensive reliable fruitful results.
2. Conducting an empirical study on the effectiveness of CALL resources on students’ achievement at Al-Imam University is highly needed.
3. Replicating this study in another university outside Riyadh is recommended to compare its results with the current study results.
4. Conducting a longitudinal study on Saudi students’ perceptions of the use of CALL in the EFL classroom is necessary to find out whether students’ perceptions change as they go to higher stages.
5. Using other instruments such as interviews is needed to confirm the results of the study.
References


STUDENTS’ PERCEPTIONS TOWARDS CALL


STUDENTS’ PERCEPTIONS TOWARDS CALL


Students’ Perceptions of the Use of CALL at Al-Imam University

Dear participant,

This questionnaire is an important part of an M.A. study. Your help is greatly appreciated. The answers will remain confidential. Please, respond to each statement honestly and put a check (✓) in the space that represents your opinion precisely.

The researcher

Nouf Alsheraimy

General information

1- Gender :
   Male: □    Female: □

2- Age: ........

3- Years of English learning : .................

Notes:

1. CALL stands for Computer Assisted Language Learning.

2. CALL resources refer to computer labs, laptops, data show, the Internet, and CD-ROMs.
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**Part One: Students’ Perceptions of the Use of CALL**

1. Classrooms should be equipped with CALL resources.
2. Computer labs should always be available for students’ access.
3. Students should receive training in using computer labs.
4. Using CALL resources in the classroom enhances students’ motivation and accelerates their learning.
5. Using CALL resources in the classroom creates a relaxed enjoyable and stressed-free atmosphere.
6. Instructors should always integrate CALL resources into their classes.
7. Instructors lack skills in using CALL resources.
8. Instructors have negative attitudes towards CALL.
9. Instructors prefer to rely on traditional techniques in their classes.
10. Instructors don’t encourage students to benefit from CALL resources outside the classroom.

**Part Two: Merits of Using CALL Resources**

11. CALL resources enrich students’ experiences.
12. Instructors become facilitators of learning when using CALL resources in the classroom.
13. Using CALL resources in the classroom encourages students’ independence and confidence.
14. Using CALL resources allows students to practice outside the classroom.
15. Using CALL resources in the classroom increases students’ motivation level.
16. CALL resources provide students with authentic materials.
17. Using CALL resources in the classroom facilitates the process of learning for students especially slow learners.
18. CALL resources help students master the oral skills more efficiently.
19. CALL resources aid students in developing their reading and writing skills.
20. Using CALL resources in the classroom creates a relaxed atmosphere which reduces students’ anxiety to learn English.

**Part Three: Challenges of Using CALL Resources**

21. There is no Internet access in classrooms.

22. Classrooms are not equipped with data shows.

23. CALL labs do not have sufficient immediate technical support.

24. It is difficult for students to get access to CALL labs.

25. The number of CALL labs available for students is not sufficient.

26. CALL labs lack supervisors who take care of the lab and offer assistance to students and professors.

27. Instructors use CALL resources in the classroom without prior preparation which causes waste of time.

28. Professors are not trained well to integrate CALL resources efficiently into their courses.

29. CALL labs are available only for students who are enrolled in CALL courses.

30. There is lack of necessary CALL softwares.

Thank You
APPENDIX 2

STUDENTS’ PERCEPTIONS TOWARDS CALL

Dear Students,

The researcher conducted a study in the English Language Department at Imam Muhammad bin Saud Islamic University, aimed at understanding student perceptions regarding the use of computer resources for learning English, in terms of both its advantages and challenges.

All the information provided will be used exclusively for scientific research purposes. Please fill out this survey with honesty and accuracy, by marking the appropriate option with an '✓'.

General Information:

Gender: □ Male □ Female
Age: ....................................
Years of English Study: ....................................

Note: Learning English with computer resources includes computer labs, portable computers, projector displays, internet, and integrated drives (CD-ROM).

Researcher:

Nofa Saud Alshreem
### STUDENTS’ PERCEPTIONS TOWARDS CALL

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#### الجزء الأول: تصويرات الطلبة حول تعلم اللغة الإنجليزية بمساعدة الحاسب الآلي ومصارداته.

#### الجزء الثاني: مزايا استخدام الحاسب الآلي في تعلم اللغة الإنجليزية.
| 17 | استخدام مصادر التعلم بمساعدة الحاسب الآلي في الفعاليات الدراسية يسهل عملية التعلم للطلبة و خاصة طلبة اللغة الإنجليزية. |
| 18 | تسعة مصادر التعلم بمساعدة الحاسب الآلي، الطلبة على اتقان المهارات الشفهية بكفاءة أكثر. |
| 19 | استخدام مصادر التعلم بمساعدة الحاسب الآلي الطلبة على تطوير مهاراتهم في القراءة والكتابة. |
| 20 | استخدام مصادر التعلم بمساعدة الحاسب الآلي دخل الفعاليات الدراسية يوفر أجواء مريحة مما يقلل من فقاعة الطلبة في تعلم اللغة الإنجليزية. |

الجزء الثالث: تحديات استخدام الحاسب الآلي في تعلم اللغة الإنجليزية.

| 21 | لا يوجد اتصال بالإنترنت في القاعات الدراسية. |
| 22 | الفعاليات الدراسية غير مجهزة بجهاز عرض البيانات (البروجكتور). |
| 23 | لا يوجد مختبرات تعلم اللغة الإنجليزية بمساعدة الحاسب الآلي ما يكفي من الدعم الفني الفوري. |
| 24 | يجد الطلبة صعوبة في استخدام مختبرات تعلم اللغة الإنجليزية بمساعدة الحاسب الآلي. |
| 25 | عدد مختبرات تعلم اللغة الإنجليزية بمساعدة الحاسب الآلي المتاحة غير كافية للطلبة. |
| 26 | تتفق مختبرات تعلم اللغة الإنجليزية بمساعدة الحاسب الآلي مع الشركاء على تقديم خدماتهم للطلبة والأساتذة. |
| 27 | يستخدم الأساتذة مصادر التعلم بمساعدة الحاسب الآلي دون استعداد مسبق مما يؤدي إلى ضياع الوقت. |
| 28 | لم يتم تدريب الأساتذة بشكل فعال في دمج مصادر تعلم اللغة الإنجليزية بمساعدة الحاسب الآلي في المواد الدراسية. |
| 29 | متوفر مختبر تعلم اللغة الإنجليزية بمساعدة الحاسب الآلي فقط للطلبة الملتزمين في المادة. |
| 30 | يوجد نقص في البرامج الضرورية لتعلم اللغة الإنجليزية بمساعدة الحاسب الآلي. |

جزاكم الله خيراً.
APPENDIX 3

Questionnaire Raters

1. Prof. Ahmad Alkhawaldeh

2. Dr. Yasser Gomaa

3. Dr. Omar Na‘eem

4. Dr. Abdullah Zo’bi

5. Dr. Azmi Adel

6. Dr. Rabee’ Abu-Bakr

7. Dr. Ghada Algathami

8. Dr. Manal Abdulaziz

9. Dr. Nehal Helmy

10. Mr. Robert Tattersall
APPENDIX 4:

Frequencies and Percentages of the Data of the Study

Frequencies, Means and Standard Deviations of the Data of the Study

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**Note:** Statements were treated as the following:

- Number (1): Strongly Disagree
- Number (2): Disagree
- Number (3): Neutral
- Number (4): Agree
- Number (5): Strongly Agree