

INTEGRATING COMPUTER-ASSISTED LANGUAGE LEARNING (CALL) IN PRIMARY SCHOOL IN SAUDI ARABIA: FEMALE EFL TEACHERS' PERCEPTIONS

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Abstract: This study explored female EFL teachers' perceptions about using CALL to teach English in classrooms in Saudi Arabia. The participants were 27 female EFL teachers working in primary schools in Riyadh. The participants were selected using convenience sampling. The researcher employed survey based research design and the data was collected via a questionnaire based on the study of (Alshehri, 2018). The study findings revealed the teachers have positive perception using CALL in the classroom, and that they are aware CALL has a significant influence on both their teaching and students' learning. Moreover, the study found no statistically significant differences at ($\alpha = 0.05$) between Saudi female EFL teachers' perceptions of CALL use in primary schools arising from teaching experience. The study recommended improving the infrastructure needed to provide of CALL throughout all schools, and intensifying the training of teachers in ICT use in the classroom.

Keywords: Computer Assisted Language Learning (CALL), English as a foreign language (EFL), Saudi Arabia.

استخدام الحاسب الآلي في تعليم اللغة الإنجليزية في المرحلة الابتدائية في المملكة العربية السعودية: تصورات معلمات اللغة الإنجليزية

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المستخلص: هدفت هذه الدراسة إلى الكشف عن تصورات المعلمات في استخدام الحاسب الآلي في تدريس اللغة الإنجليزية كلفة أجنبية في الفصول الدراسية في المملكة العربية السعودية. وقد تكونت عينة الدراسة من 27 معلمة لغة إنجليزية من المرحلة الابتدائية بمدينة الرياض تم اختيارهن بالطريقة المتيسرة. ولتحقيق أهداف الدراسة اعتمدت الباحثة المنهج الوصفي المسحي واتخذت الاستبانة أداة لها. وتم تبني استبانة من دراسة (Alshehri, 2018) وقد تم التحقق من ثبات الاستبانة. وأظهرت النتائج أن اتجاهات وآراء المعلمات في تدريس اللغة الإنجليزية كلفة أجنبية بواسطة الحاسب الآلي كانت إيجابية، كما أن المعلمات يدركن أن لهذا الأسلوب أثراً كبيراً على طريقة التدريس وتعلم الطالبات واستيعابهن للغة الإنجليزية. وأشارت النتائج أيضاً إلى عدم وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha = 0.05$) تعزى لسنوات الخبرة. وقد أوصت الباحثة بزيادة البنية التحتية اللازمة لإدخال الحاسب الآلي في تدريس اللغة الإنجليزية وتدريب المعلمات بشكل مكثف ومستمر على استخدام برامج الحاسب الآلي في الفصول الدراسية. الكلمات المفتاحية: تعلم اللغة بمساعدة الحاسب الآلي، اللغة الإنجليزية كلفة أجنبية، المملكة العربية السعودية.

1- Introduction

The 21st century is an era of globalization, making learning a foreign language extremely important (Nawaila et al., 2020:17). English is the most widely taught foreign language in almost all countries, as it is recognized as the international language of communication and the universal language of science, technology, culture, education and the internet. Moskovsky and Picard (2019) underlined this, stating, "English is the principal, and – in some cases – only medium of communication in a wide range of social, administrative, educational, and professional domains" (p.1)

In Saudi Arabia, English is taught as a foreign language in all Saudi state and private schools, and is taught as a compulsory subject in primary, intermediate, and secondary contexts. From the coming year, the English language will be taught from the first grade in primary schools. Acknowledging the important status of English, Saudi Arabia has started to devote considerable efforts and funds to teaching and learning English as a foreign language (EFL) (Aldujayn & Alsubhi, 2020:162). In 2016 the KSA introduced a significant strategic plan, referred to as Vision 2030. It aims to increase Saudi society's capacity for innovation and competitiveness in all spheres, including EFL education (Aldujayn & Alsubhi, 2020:126). In addition, it intends to improve education and the school environment, which includes developing English language teaching strategies to overcome existing challenges and barriers (Al-Zahrani & Rajab, 2017:85).

It is noteworthy that scholars have reported that using computers and internet resources in educational institutions has a substantial impact on the development of education (Alahmadi, 2020:151). Moreover, advancements in information and communication technology (ICT) have opened the door to utilizing computers in education in general and to language learning particularly, which has undoubtedly greatly changed how languages are learned and taught (Tafazoli et al., 2019:36). Additionally, the closure of schools during the Coronavirus Covid-19 pandemic led governments around the world to increase the pace of adoption of digital learning utilities, replacing face-to-face learning with online learning, with the result that Computer assisted language learning (CALL) is now being widely used.

2- Statement of the problem:

To meet the aims of Vision 2030, which include introducing ICT into educational contexts, language teachers need to learn how to incorporate CALL and computing technology as teaching skills and to make full use of them. Worldwide, universities, schools, and language institutions are supporting educators to use technology to achieve successful and effective foreign language teaching (Giannikas et al., 2019:1). In addition, many research studies support the view that students should be encouraged to learn languages with support from technology (Lai, 2016). However, in Saudi Arabia the traditional face-to-face classroom method remains the dominant approach to teaching English (Al Mukhallafi, 2014). Thus far, there appears little inclination to incorporate CALL tools into classrooms, despite the availability of this technology. A study conducted by Alshehri (2018:44) revealed that although teachers found CALL to be

effective as a tool for teaching and learning, they expressed doubt and frustration over its use in classrooms. Undoubtedly, the success of CALL relies on how successfully teachers use the technology with their learners, and so it is crucial to investigate teachers' perceptions about the integration of CALL (Alsuhaibani, 2019). Most studies examined the perceptions of teachers in higher education and secondary schools but not in primary schools. Moreover, the field of CALL is subject to continuous change, due to technological advancements that are creating opportunities to reconsider old findings and conduct new research (Beatty, 2010:1). Therefore, this study aimed to explore the perceptions of EFL teachers in primary schools towards with regard to using CALL to teach English in the classroom in Saudi Arabia.

The research questions developed for this study are:

- A. What are Saudi primary-school female EFL teachers' perceptions about using CALL with their students?
- B. What are Saudi primary-school female EFL teachers' perceptions about the effect of CALL on their teaching and students' learning?
- C. Are there statistically significant differences at ($\alpha = 0.05$) between Saudi female EFL teachers' perceptions about using CALL in primary schools associated with teaching experience?

3- The objectives of the study

This study aimed to achieve the following goals:

- A. To explore the perceptions of female EFL teachers towards using CALL in classrooms.
- B. To examine teachers' perceptions regarding the effect of CALL on teaching and student learning.
- C. To investigate the effect of teaching experience on teachers' perceptions about using CALL in the classroom.

4- Significance of the study:

This study will potentially allow officials and decision makers to understand the perceptions of teachers regarding CALL, and the challenges they encounter during its implementation, such as lack of teacher training, and approaches to overcome these obstacles. Moreover, the study might promote teachers' commitment to using CALL in the classroom, thereby facilitating and improving the educational processes involved with the curriculum. Furthermore, the study could encourage teachers to update their skills and capacity to use CALL, and to modify their traditional approach to teaching EFL.

5- Literature review:

5-1 Computer-Assisted Language Learning (CALL) between the past and the present

Teaching English as a foreign language (EFL) was actually introduced into the education system of Saudi Arabia in 1928 (Rahman, 2011). This term refers to the study of English by individuals in a country

where English is not their mother tongue. It differs from English as a Second Language (ESL) which refers to the study of the English language by non-native speakers in an English-speaking environment in which English is the mother tongue.

It is essential to explore innovative and efficient methods for teaching English, since English is the most commonly taught second language in the world (Mari, 2019). CALL is used globally as an effective tool for teaching and learning English. Recently, the incorporation of CALL into EFL classes has become an integral part of the teaching and learning process (Zaghlool, 2020:141).

CALL can be defined simply as "the search for and study of applications of the computer in language teaching and learning" (Levy, 1997: 1). Another definition that reflects the changing nature of CALL is offered by Beatty (2010) who described it as "any process in which a learner uses a computer and, as a result, improves his or her language (p. 7).

The development of CALL in the education field occurred in three phases (Warschauer, 1996, as cited in Pirasteh, 2014). The first phase of CALL, was implemented between the 1960s and the 1970s, and applied behavioral learning theory within the context of second language acquisition. Some programs in this phase utilized "practice and drills", focusing on repetitive language drills to enhance second language practice. The second phase of CALL came to prominence in the 1970s and 1980s. It was based upon a communicative approach to teaching. The chief argument made in this approach involved using drill and practice programs to enhance language communication skills, which are extremely important for language learning. The third and current phase of CALL applies integrative approaches. It began at the end of the 20th century in response to the emergency of multimedia technology and the Internet.

According to Zaghlool (2020), the third phase of CALL is the most prominent of the three phases with greatest relevance today. It focuses on integrating all language skills together, and extensively incorporating technology into language teaching. It encourages both the realistic use of language and supports interaction between students worldwide (Zaghlool, 2020:141).

Scott and Beadle (2014:19) stated that technology is not restricted to use of computers. It includes smart phones, tablets, MP3 players, and consoles. Therefore, CALL utilizes authentic language materials in an online environment, in which students can communicate with speakers of foreign languages using language-learning tools (online apps or software), virtual learning environments, and game-based learning (Scott & Beadle, 2014:19). It is noteworthy that CALL has changed remarkably in terms of both its technological affordances and educational characteristics over time (Badem & Akbulut, 2019:36). The form of CALL has changed in response to the integration of technology in everyday life (Tafazoli et al., 2019:35), from the drilling and practice software programs that were the main characteristics of CALL initially, to today's array of extremely specialized and sophisticated software options (Badem & Akbulut, 2019:36).

5-2 Benefits of CALL

There are several merits to integrating CALL into educational environments. According to Jafarian et al. (2012:138), CALL is a valuable tool for language learning and teaching, one that employs computers as instruments for supporting students, assessing materials, stimulating interaction and making presentations. Moreover, CALL provides authentic input and language learning resources that minimize teachers' involvement, increase students' participation in the learning process and helps them to learn at their preferred time and pace (Hashmi, 2016:205). Similarly, Zaghlool (2020:141) points out that CALL can be used to provide students with authentic study content, which helps them to become autonomous learners, develops their higher order thinking skills, and enhances their motivation.

Several studies have demonstrated that CALL has a positive impact on learners' motivation under authentic classroom conditions (Đorđević, 2020: 297 ; Lago, 2016).

In addition to its advantages, in terms of improved motivation to learn, and greater opportunity for students to interact, CALL reduces learning anxiety and fear of embarrassment (Lin et al., 2016), provides instant and personalized feedback (Li, 2016). Significantly, "Feedback in CALL has a moderate and positive impact on students' language learning outcomes" (Mohamed & Adnan, 2020: 9). Furthermore, it increases students' overall awareness and engagement with feedback, which encourages them to become active participants willing to take responsibility for their own learning (Caruso et al., 2019). In their research, Scott and Beadle (2014:24) stated that CALL improves the competency of students with different learning styles. They confirmed CALL provides creative ways of teaching and learning that can enhance students' language skills more effectively than traditional learning methods.

5-3 The effectiveness of using CALL to develop students' language skills in Saudi Arabia

CALL is one of the most effective tools, and is known to have a considerably positive influence on advancing learner's language competencies. Several studies have highlighted the benefits of CALL for developing students' language skills. Research conducted by Alhujaylan (2019) found teaching writing to undergraduate students at Qassim University, and implementing a series of multimedia lectures, improved and enhanced learners' writing skills relative to traditional methods. Moreover, Hamad et al. (2019) concluded that employing YouTube and Audio Tracks Imitation (YATI) technique was effective, positively influencing the oral fluency and pronunciation of EFL learners at the College of Science & Arts Muhayil at King Khalid University. Furthermore, Alabbad and Bin Huwamel (2020) found that using Padlet contributed significantly to the development of vocabulary skills for students at Al-Imam Muhammad Ibn Saud Islamic University. In addition, Alshumaimeri and Almasri (2012) found the use of WebQuest for supplementary reading activities improved the reading comprehension performance of students at King Saud University. Similarly, Taj et al. (2017) found CALL could improve students' reading comprehension, since it provides students with repeated or multiple opportunities for exposure to the

target vocabulary. Moreover, Sheef et al. (2019) indicated that the use of audio-podcasts significantly improved the listening skills of Saudi EFL students in secondary schools. Another study by Alahmadi (2020) validated the positive effect of CALL on grammar acquisition. Such results indicate that the value of integrating CALL into the EFL classroom cannot be underrated, and that use of CALL should be more widely encouraged at all educational stages.

6- Previous studies on EFL teachers' perceptions and perspectives towards using CALL

As Altun (2015) highlighted, by using CALL an ESL teacher can greatly enhance the learning experience as well as their teaching quality. Research suggests that EFL teachers' reactions to the implementation of CALL are mixed. Some teachers are hesitant to use technology for ongoing language teaching, while others believe that CALL has an important role to play in developing their students' language proficiency (Alahmadi, 2020:151). In Saudi Arabia, teachers have conveyed a willingness and a broadly positive attitude towards the adoption of CALL in EFL classes (Al-Harbi & Alshumaimeri, 2016). However, barriers to this process have been perceived by teachers (Alfuraydi, 2013).

A study conducted by Mari (2019) explored teachers' perceptions regarding the use of CALL in higher education. The participants comprised 128 teachers, including 55 males and 73 females. The teachers were surveyed in Medina, at five colleges and universities. A survey questionnaire was used to collect the data. The study concluded that 64% of teachers had a positive attitude towards CALL. Moreover, the teachers concluded that CALL increased the enjoyability of the lessons, and improved their teaching. Regarding teachers' perceptions of CALL's efficacy, they claimed that CALL can improve students' capacity to learn English, meet students' learning needs, and assist students both individually and collaboratively.

Another study, by Alswilem (2019), investigated Saudi English teachers' perceptions about the use of CALL in classrooms in secondary schools. The participants were 67 English teachers, 43 males and 64 females located in the Al-Jouf education district. The research instrument used was a questionnaire. The study revealed strong positive attitudes towards integrating technology into English language teaching. However, there were many obstacles to its extensive use identified by the participants, such as inadequate teacher training, poor infrastructure (labs and classrooms), and inadequate technological resources (computers).

Moreover, Alhudaithy (2019) explored the perspectives of faculty members at the Saudi faculty of Languages and Translation concerning the use of virtual reality (VR) and its effectiveness as a medium in higher education at King Khalid University. The participants were 127 faculty members, 68 males and 59 females. The researcher employed a mixed-methods approach to achieve the study objective. To collect quantitative and qualitative data, the researcher employed a questionnaire and conducted focus group interviews. The finding of the study revealed that multiple forms of VR technologies are used by 96% of

participants, and 75% agree they are easy to use for teaching and learning. However, lack of services and facilities were identified as some of the problems associated with using VR on female campuses.

Furthermore, Alsuhaymi and Alzebidi (2019) investigated teachers' attitude towards using digital video games, and obstacles to incorporating them into their instruction. The study sample consisted of 22 teachers from schools in the Eastern Province of Saudi Arabia. The researcher used a qualitative method, i.e. face-to-face interviews to gather the data. The findings of the study showed that teachers have positive perceptions about using video games and are aware of the importance of introducing new technologies. Nevertheless, multiple barriers to using CALL for teaching purposes were identified. The obstacles most commonly perceived among teachers were lack of facilities, lack of video games suited to the Saudi curricula and cultural traits, and low awareness of video games' with a capability for learning.

In addition, Demiröz and Türker (2020) explored EFL instructors' perceptions towards using CALL in their teaching and those who do not use CALL. The sample of the study included a total of 71 EFL instructors of 20 CALL implementing universities and 20 universities which did not have CALL applications. The researcher used a questionnaire to collect data. The result of the study showed that EFL instructors have positive attitudes towards implementing CALL, and there is a great willingness to use CALL at higher education institutions in Turkey in English courses both in preparatory classes and service English courses.

A study by Saqlain and Mahmood (2013) aimed to investigate teachers' perception about the use of technology for language learning at Northern Border University (NBU). The participants were fourteen instructors, two with PhD degree and twelve with master degree. The researcher relied on interviews to collect the data. The study revealed that the participants were willing to use technology for language teaching. However, the availability of digital technology, training for teacher and dealing with technical difficulties were their main challenges of teaching language through technology at NBU.

7- Methodology

7-1 Research Design

The aim of this study was to explore the perceptions of EFL female teachers working in primary Saudi schools, regarding the use of CALL for teaching and learning. A survey based research design was employed, which according to Creswell (2012), is a common procedure applied in quantitative research to investigate and describe the attitudes, perceptions, opinions, behaviors, and/or characteristics of the research population. As a result, this study adopted a survey design as a data collection method, in line with the research questions.

7-2 Participants:

The participants were derived from a convenience sample obtained from EFL female teachers at primary schools in Riyadh. A total of (27) teachers participated in the study.

7-3 Instrument:

The researcher employed a quantitative method to achieve the research objectives. The advantage of legitimate quantitative data, that is data which is collected rigorously, using the appropriate methods and analysed critically, is in its reliability (ACAPS, 2012: 6). The questionnaire data was the chief type of information collected. The researcher adapted the questionnaire used by (Alshehri, 2018) to uncover answers to the questions raised in the research. It comprises 20 close ended questions on a five-point Likert scale.

7-4 Data Collection and Analysis

The researcher created a link to the questionnaire using Google forms, and was then distributed to the participants. Data collected based on the responses to the questionnaire were analyzed using SPSS. Descriptive statistics were used to answer the first two research questions, and one-way ANOVA analyses were performed to identify the answer to the third question. The data was analyzed and then rendered in tabular form and figures.

8- The finding of the study

Table (1): The Reliability of the Research Instrument

Items of questionnaire	Cronbach's Alpha	Number of Statements
Saudi primary-school female EFL teachers' perceptions about using CALL with their students	0.929	10
Saudi primary-school Female EFL Teacher's Perceptions about the effect of CALL on their teaching and student	0.969	10
Total questionnaire	0.974	20

The Cronbach's alpha reliability of the instrument is 0.974, which is highly reliable.

Research Question 1

Items 1-10 addressed the question, "What are Saudi primary-school female EFL teachers' perceptions about using CALL with their students?", and the responses are summarized in Table 2.

Table (2): Saudi primary-school female EFL teachers' perceptions about using CALL with their students

Statements		Strongly agree	agree	Neutral	disagree	Strongly Disagree	mean	SD	Rank		
[1. CALL makes my language lessons more interesting and enjoyable.]	N	11	5	5	6	0	3.78	1.22	1	Agree	
	%	40.7	18.5	18.5	22.2	0.0					
[2- Integrating CALL into my English teaching is motivational experience.]	N	7	7	8	3	2	3.52	1.22	6	Agree	
	%	25.9	25.9	29.6	11.1	7.4					
[3- I am clear about the purpose of Integrating CALL into my English teaching.]	N	8	7	8	2	2	3.63	1.21	3	Agree	
	%	29.6	25.9	29.6	7.4	7.4					
[4- I feel ready to integrate CALL into my English teaching.]	N	8	6	8	3	2	3.56	1.25	5	Agree	
	%	29.6	22.2	29.6	11.1	7.4					
[5- Through the integration of CALL, my students can increase their English learning.]	N	10	5	5	6	1	3.63	1.31	4	Agree	
	%	37.0	18.5	18.5	22.2	3.7					
[6- I think CALL helps me teach English more efficiently.]	N	9	6	8	2	2	3.67	1.24	2	Agree	
	%	33.3	22.2	29.6	7.4	7.4					
[7- I think that I have time to integrate CALL into my teaching.]	N	4	8	9	5	1	3.33	1.07	7	Neutral	
	%	14.8	29.6	33.3	18.5	3.7					
[8- The integration of CALL is challenging.]	N	2	8	8	5	4	2.96	1.19	9	Neutral	
	%	7.4	29.6	29.6	18.5	14.8					
[9- I am frustrated because I am not trained to integrate CALL into my English teaching.]	N	3	2	12	8	2	2.85	1.06	10	Neutral	
	%	11.1	7.4	44.4	29.6	7.4					
[10- I am overwhelmed because there are numerous CALL resources to choose from.]	N	3	5	11	5	3	3.00	1.14	8	Neutral	
	%	11.1	18.5	40.7	18.5	11.1					
Mean							3.39	Neutral			

The statement (1) "CALL makes my language lessons more interesting and enjoyable" was rated highest with an average of 3.78, i.e. "agree", and a total approval rate of 59.2% of the study sample, and a total rejection rate of 22.2%. The lowest rated statement was (9) "I am frustrated because I am not trained to integrate CALL into my English teaching", at an average of 2.85, pointing to neutral, and a total agree of 28.6% and a total rejection of 29.6%. Generally, Saudi primary-school female EFL teachers' perceptions about using CALL with their students averaged 3.39 which points to neutral but very close to agreement.

Research Question 2

Items 11-20 posed the question, "What are Saudi primary-school female EFL teachers' perceptions about the effect of CALL on their teaching and student learning?" Table 3 summarizes the teachers' responses.

Table (3): Saudi primary-school female EFL teachers' perceptions about the effect of CALL on their teaching and student learning

Statements		Strongly agree	agree	Neutral	disagree	Strongly Disagree	mean	SD	Rank	
[11- CALL increases my English teaching effectiveness.]	N	7	7	6	3	4	3.37	1.39	9	Neutral
	%	25.9	25.9	22.2	11.1	14.8				
[12- CALL promotes innovative teaching practices.]	N	8	5	8	4	2	3.48	1.28	5	Agree
	%	29.6	18.5	29.6	14.8	7.4				
[13- CALL reduces my English teaching workload.]	N	7	7	6	7	0	3.52	1.16	3	Agree
	%	25.9	25.9	22.2	25.9	0.0				
[14- CALL meets my student's needs in learning English.]	N	5	7	9	4	2	3.33	1.18	10	Neutral
	%	18.5	25.9	33.3	14.8	7.4				
[15- CALL improves my technology skills.]	N	10	9	4	0	4	3.78	1.37	1	Agree
	%	37.0	33.3	14.8	0.0	14.8				
[16- CALL improve my instructional approaches and strategies.]	N	7	9	7	0	4	3.56	1.31	2	agree
	%	25.9	33.3	25.9	0.0	14.8				
[17- CALL supports individualized language learning for my students.]	N	7	8	5	3	4	3.41	1.39	8	Agree
	%	25.9	29.6	18.5	11.1	14.8				
[18- CALL supports collaborative language learning for my students.]	N	6	8	6	6	1	3.44	1.19	6	Agree
	%	22.2	29.6	22.2	22.2	3.7				
[19- CALL increases access to authentic language learning	N	7	7	8	3	2	3.52	1.22	4	Agree
	%	25.9	25.9	29.6	11.1	7.4				

Statements		Strongly agree	agree	Neutral	disagree	Strongly Disagree	mean	SD	Rank	
materials.]										
[20- CALL increases my students' attendance to my English class.]	N	8	4	10	2	3	3.44	1.31	7	Agree
	%	29.6	14.8	37.0	7.4	11.1				
Mean							3.49	Agree		

The statement (15) "CALL improves my technology skills" was ranked first with an average of 3.78, i.e. "agree", and a total approval rate of 70.3% of the study sample, and a total rejection rate of 14.8%. Meanwhile the least preferred statement was (14) "CALL meets my student's needs in learning English", which came with mean of 3.33, pointing to "neutral", and a total agree rate of 44.4%, a total rejection rate of 22.2% and a neutral figure of 33.3%. In general, Saudi primary-school female EFL Teacher's perceptions regarding the effect of computer assisted language learning on their teaching and student learning equaled 3.49, pointing to a degree of agreement.

Research Question 3

A one-way ANOVA was employed to address the question "Are there statistically significant differences at ($\alpha= 0.05$) between Saudi female EFL teachers' perceptions about using CALL in primary schools associated with teaching experience?" Table 4 summarizes the descriptive statistics for number of years' teaching experience.

Table (4): Description of English language teachers according to years of experience

Items		N	Mean	SD
Saudi primary-school female EFL teachers' perceptions about using CALL with their students	(1-4) years	8	3.713	0.491
	(5-10) years	5	3.280	0.835
	More than 10 years	14	3.250	1.144
	Total	27	3.393	0.934
Saudi primary-school Female EFL Teacher's Perceptions about the effect of CALL on their teaching and students	(1-4) years	8	4.213	0.651
	(5-10) years	5	3.360	0.730
	More than 10 years	14	3.114	1.301
	Total	27	3.485	1.132

From table 4, it is apparent that the mean scores for perceptions of the sample about the two items were distributed according to "years of experience". It appears that teachers with 1–4 years of experience had the highest mean perception scores for the first and second items at ($M = 3.713$, $M=$

3.351) respectively, compared with the other group. In order to determine if these differences are statistically significant, an ANOVA test was run. Table 5 below presents the results.

Table (5): ONE-WAY Analysis of Variance

		Sum of Squares	df	Mean Square	F	Sig.
Saudi primary-school female EFL teachers' perceptions about using CALL with their students	Between Groups	1.167	2	.583	.651	0.530
	Within Groups	21.492	24	.895		
	Total	22.659	26			
Saudi primary-school Female EFL Teacher's Perceptions about the effect of CALL on their teaching and student	Between Groups	6.236	2	3.118	2.762	0.083
	Within Groups	27.098	24	1.129		
	Total	33.334	26			

The result in Table 5 shows a P-value > 0.05, which in the first item is equal to 0.530, and in the second = 0.083 > 0.05. Consequently, the results show no statistically significant differences at ($\alpha=0.05$) among Saudi female EFL teachers' perceptions about CALL in primary schools that can be related to the variable 'teaching experience'.

9- Discussion

With regard to the first question concerning Saudi female EFL teachers' perceptions about using CALL with their students; generally, the findings revealed a large percentage of the teachers were familiar with the basic dynamics of computer use and have positive perceptions about using CALL. This result is in harmony with that reported in other studies (Mari 2019; Alswilem, 2019; Alhudaithy, 2019; Alsuhaymi and Alzebidi, 2019), in which Saudi EFL teachers expressed a readiness to integrate CALL into the classroom.

Moreover, most teachers agreed that CALL can make classes more interesting and enjoyable. This result is consistent with findings reported by Mari (2019). This could be attributed to the fact that, in addition to technology integration in the classroom, CALL can be a helpful tool for teachers to employ to deal with problems such as holding students' attention, increasing engagement, and maintaining learner focus and interest. Teachers can make language learning engaging and fun when drawing from the wide range of interactive activities, games, videos and activities available via CALL.

Furthermore, the teachers expressed neutrality over the potential frustrations associated with a lack of training to integrate CALL. Perhaps this can be justified by the fact that some teachers are skilled in only basic computer use, but they may also face difficulties engaging with activities that require advanced use of computers. Therefore, they require ongoing professional development. This includes improvements in ICT skills keeping pace with continuous technological advances. Similarly, Alswilem (2019) found lack of training is one of the obstacles that impedes widespread use of CALL in the classroom.

The second question in the study explored teachers' perceptions regarding the effect of CALL on both their teaching and their students experience. In general, the teachers agreed that CALL has a largely positive impact on students' and their abilities, as well as a positive influence on learning and teaching practices. In addition, the findings revealed a significant number agreed that CALL improves their own technology skills. These results correspond with the findings detailed by Mari (2019), who stated a significant percentage of teachers agreed that using CALL improves their technological skills, especially the older teachers. This can be attributed to the fact that teachers are aware of the importance of comprehensive training in new technology for effective use of CALL.

Moreover, the other lowest rated statement was that "CALL meets my student's needs in learning English" with a mean of 3.33 pointing to neutral. This result contrasts with research by Mari (2019), who found that the majority of teachers agreed or strongly agreed that CALL met their students' English-learning needs. This might be due to the fact that sometimes teachers' selection of CALL applications and programs are not suited to their students' level of language proficiency, or their age.

The third question concentrated on the impact of teaching experience on teachers' perceptions when using CALL. The results revealed that teachers with different levels of experience expressed readiness and willingness to integrate CALL into their classrooms. This result accords with findings from Mari (2019), and can be attributed to the fact that the Saudi government has previously highlighted the importance of technology integration in teaching. Currently, the Ministry of Education in the Kingdom of Saudi Arabia provides continuous training for teachers to enhance their capacity to use computers and technology in the classroom. As a result, all teachers have the requisite technological skills, whether novices or experts, especially in this cutting-edge era.

10- Conclusion:

This study aimed to investigate the perceptions of female EFL teachers towards using CALL for teaching English in the classroom in primary schools in Riyadh. The results revealed that teachers typically have positive perceptions about using CALL and believe it positively influences both their teaching and their students' learning outcomes. Moreover, the findings of this study showed there were no significant differences between Saudi female EFL teachers' perceptions of CALL linked to teaching experience. Clearly, CALL is a beneficial tool for both teachers and students. Through the integration of CALL, EFL teachers, assisted by rapid changes in technology, can benefit their students by integrating innovative technologies into the classroom setting especially with young learners.

11- Recommendations:

- A. Increase the infrastructure required to disseminate CALL throughout schools and classrooms.
- B. Intensify the training of teachers in ICT use in the classroom.

- C. Implement special CALL programs and software to take into account the unique requirements of Saudi society.
- D. Researchers shall tackle CALL to address all its different aspects and to overcome any obstacles that impede its adoption.

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