Students' Perceptions of CALL at Dokuz Eylül University School of Foreign Languages

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Abstract

Over the beginnings of the 21st century, we have been living in a technologically civilized society where every small work to be done is technology dependent. Therefore, technology, notably computers and the internet, have become substantial components of every field like education, and now considered as an inevitable part of many education programs, namely of foreign/second language teaching. As Özkan (2011) reports from Chapelle (2008),while teachers using computer technology to help learners with their language study were labeled as innovative and unconventional a couple of decades ago, today teachers who are unable to make use of technology in language teaching tend to be considered out-of-date. This has led many language schools around the world to set up language labs which are supposed to serve as an instrument of learning with the remarkable capabilities of laboratory equipment. The purpose of this study is to depict the university preparatory students' perceptions of CALL (computer-assisted language learning) provided for them in lab classes at Dokuz Eylul University, School of Foreign Languages and to find out whether these perceptions vary in terms of certain factors. The data will be collected via *The Computer-Assisted Language Learning Questionnaire* (for students) by Önsoy (2004) and the participants include 236 prep class students. The data have been analyzed statistically with the help of SPSS packet program and the results have revealed that the students perceive computer technology as a useful tool to support their language learning and they are generally pleased with the content and application of CALL program at their school.

Keywords: *Computer-assisted language learning, language learner, perception.*

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Introduction

Computer Assisted Language Learning (CALL) has become an inevitable part of education in general and a precious supporter specifically in foreign language learning due to the fast and continuous developments in computer and information technologies over the last century. Levy (1997) defines CALL as "the search for and study of applications of the computer in language teaching and learning". Today, with the availability of computers and the easy access to the Internet, it would be almost insane not to include this technology in order to enhance learning and teaching processes and overcome the limitations of the traditional methods and techniques. Thus, it can be said that CALL which was previously confined to a small number of institutions and learners is now considered as a usual part of language instruction.

Warschauer and Healey (1998) divide the history of CALL applications into three stages which emerged in accordance with the technological and pedagogical advances of time: behaviouristic CALL, communicative CALL and integrative CALL. Previously, the unaffordable expense of the computer technology and limited competence of the instructors in computer and technology literacy were the main obstacles against the inclusion of CALL in language instruction. The striking speed of the technological developments was also another factor which made the educators indecisive to spend that much money on something which would be out of date in a short time. However, it would not be possible to resist, either.

There has been a great deal of research on CALL and its applications, as well (Uzunboylu & Özçınar, 2009; Liu, Moore, Graham & Lee, 2002). Now, it has been proved by research that CALL is efficient in improving the four language skills as well as grammar and vocabulary, increasing learners' achievement in the target language, developing learner autonomy, promoting communicative competence, providing self-paced learning and variety for personal styles and differences, allowing for authentic language, encouraging cooperation and motivating learners for positive attitudes towards language learning (Aycan & Atmaca, 2013; Can, 2012; Akman, Selçuk, Gürsul & Ergin, 2009 and Torut, 2000).

Likewise, in Turkey, computers and information technologies have been integrated into instruction in every field of education as well as foreign language teaching both by the central government (the Ministry of National Education) and individual institutions which aim to provide modern learning environments and better learning opportunities for their learners. However, the integration and application of CALL in Turkey was highly dependent on teachers, but the teachers in Turkey tend to have moderate or lower computer self-efficacy (Zehir-Topkaya, 2010 and Usun, 2003) although it was the teacher to implement the computer into the lesson plan (Aslan, 2011). Moreover, it has been seen that there is difference in the computer based instructions of the individual teachers as well as private and state institutions since teachers and administrators in state schools are unaware of pedagogical opportunities provided by computers (Akpınar, 2003; Alyaz & Gürsoy, 2002).

Considering the growing interest devoted to CALL applications in Turkey, this study aims to find out the university preparatory students' perceptions of CALL provided for them in lab classes at Dokuz Eylul University, School of Foreign Languages and to reveal whether these perceptions vary in terms of certain factors. Thus, the level of learners' satisfaction with the program can be determined and the factors which might help to improve the implementation of CALL can be described.

1) What are the prep class students' general attitudes towards computers and using computer technology in language instruction at DEU School of Foreign Languages?

2) What do the prep class students think about the content of the CALL program at DEU School of Foreign Languages?

3) What do the prep class students think about the application of the CALL program at DEU School of Foreign Languages?

4) Do their opinions vary significantly in terms of their:

    a) gender,

    b) shift,

    c) being an undergraduate or graduate student,

    d) language level,

Method

This study aims to reveal university preparatory students' opinions about the CALL applications at DEU School of Foreign Languages and identify the factors which result in the differences in their beliefs. It can be considered as a descriptive study with a quantitative approach. The purpose of a descriptive research is to specify or describe naturally occurring phenomena without experimental manipulation which often leads a quantitative style (Seliger & Shohamy, 1989). Such type of research tends to construct statistical models and figures to explain what is observed and makes use of tools such as questionnaires, surveys, measurements and other equipment to collect numerical or measurable data (Dörnyei &Taguchi, 2010).

Data Collection Instrument

In this study, the data have been collected via the *Computer-Assisted Language Learning Questionnaire* (for students) which was developed by Önsoy (2004). The questionnaire is a 4-point Likert scale which originally consists of 5 sections measuring the opinions about CALL in general and the CALL program students are following specifically. order to check the reliability and validity of the questionnaires, a pilot study was conducted and the necessary changes in the questionnaire were made by Önsoy (2004). In this study, only three sections of the questionnaire were used: (1) General attitudes towards computers and using computer technology in language instruction, (2) Opinions about the content of the CALL program and (3) Opinions about the application of the CALL program. The participants were expected to decide to what extent they agreed with each item on a 4-point scale: (1) Strongly disagree, (2) Disagree, (3) Agree, (4) Strongly agree.

Participants

236 prep class students at Dokuz Eylul University, School of Foreign Languages in 2012-2013 academic year participated in the study. Of the 236 participants, 119 females and 115 males did the questionnaire and 2 of them did not state their gender. The participants represented five language levels since 40 beginner, 107 elementary, 69 pre-intermediate and 20 intermediate level learners were included in the study. The participant students followed an intense language program which required them to take 20-30 hours of language instruction per week depending on their level. Every week all students were supposed to attend an hour

of lab session where they were attributed to a computer on which they could study individually. The computers included five different software programs designed for various English textbooks which let the learners do numerous activities in every part of language in all levels. They were also provided with an instructor who had a seminar to conduct this class so that the learners could get assistance or guidance if they needed. More detailed background information concerning the participants is presented in Table 1.

Table 1

 Participants

		Number	**Percentage(%)**
Gender	*Male*	115	48,7
	Female	119	50,4
Undergraduate or	*Undergraduate*	185	78,4
graduate	*Graduate*	47	19,9
Shift	*Day*	177	75
	Evening	56	23,7
	Starter	40	16,9
Language level	*Elementary*	107	45,3
	Pre-intermediate	69	29,2
	Intermediate	20	8,5
	Faculty of Engineering	42	17,8
	Faculty of Letters	10	4,2
	Faculty of Sciences	31	13,1
	Maritime Faculty	8	3,4
Faculty or institute	*Faculty of Economics and Administrative Sciences*	76	32,2
	Faculty of Business	22	9,3
	Faculty of Fine Arts	7	3
	Other	40	16,9

Data Analysis Techniques

The data were analyzed using the Statistical Package for Social Sciences (SPSS). Frequencies and means were used to analyze single items. Moreover, some other statistical analysis with T-test, One-way Anova, and Tukey tests were carried out in order to find out whether the learner beliefs varied in terms of the pre-determined factors like their gender, shift, etc.

Findings

The findings of the study are presented in terms of the three sections in the questionnaire.

    a. *General attitudes towards computers and using computer technology in language instruction.*

    b. The findings related to the items of general attitudes towards computers and using computer technology in language instruction are shown in Table 2.

Table 2

General Attitudes towards Computers and Using Computer Technology in Language Instruction

Items		1	2	3	4	0	**Mean**
1. I like using computers.		119	115	1	1	-	1,50
	%	*50,4*	*48,7*	*0,4*	*0,4*	-	
2. I generally have positive attitudes towards computers.		40	107	69	20	-	2,29
	%	*16,9*	*45,3*	*29,2*	*8,5*	-	
3. Using computers makes me more efficient in my life.		47	185	2	2	-	1,82
	%	*19,9*	*78,4*	*0,8*	*0,8*	-	
4. Using computers make me more efficient in the classroom.		56	177	1	2	-	1,78
	%	*23,7*	*75*	*0,4*	*0,8*	-	
5. Using computers generally makes completing tasks easier.		12	9	126	88	1	3,23
	%	*5,1*	*3,8*	*53,4*	*37,3*	*0,4*	
6. I like searching the internet for general interest.		14	12	143	67	-	3,11
	%	*5,9*	*5,1*	*60,6*	*28,4*	-	
7. I perceive computers as learning tools.		24	54	110	48	-	2,77
	%	*10,2*	*22,9*	*46,6*	*20,3*	-	
8. I generally have positive attitudes towards using computers in language instruction.		51	92	65	28	-	2,29
	%	*21,6*	*39*	*27,5*	*11,9*	-	
9. I like using computers for learning purposes.		8	28	104	95	1	3,22
	%	*3,4*	*11,9*	*44,1*	*40,3*	*0,4*	
10. I like searching the internet for study resources.		13	11	92	118	2	3,34
	%	*5,5*	*4,7*	*39*	*50*	*0,8*	
11. Computers are good instruments to support learning.		12	27	131	66	-	3,06
	%	*5,1*	*11,4*	*55,5*	*28*	-	

12. I believe that training is required to use computers in learning a language.		*29*	*41*	*101*	65	-	2,85
	%	*12,3*	*17,4*	*42,8*	27,5	-	
13. I think that I do not need training to use computers effectively.		12	20	128	75	1	3,13
	%	*5,1*	*8,5*	*54,2*	31,8	0,4	

1: Strongly disagree, 2: Disagree, 3: Agree, 4: Strongly agree, 0: Not answered

As shown in Table 2, almost all of the students disagree with the statements that they like computers (99 %) and that using computers makes them more efficient in their life (98 %) and in the classroom (99 %). Moreover, 62 % of them do not have positive attitudes towards computers and 61 % of them state the same thing for using computers in language instruction. However, 53,4 % agree and 37,3 strongly agree that computers make completing tasks easier and so 66,9 % perceive computer as learning tools. Likewise, the majority of the participant students like using computers for learning purposes (84,4 %), searching the internet for general interest (89 %) and for study resources (89 %). Additionally, 83,5 % of them consider computers as good instruments to support learning. Although 70,3 % believe that training is necessary to use computers in learning a language, 86% think that they do not need training to use computers effectively.

The statistical analyses have revealed that the prep class students' general attitudes towards computers and using computer technology in language instruction vary significantly in terms of their language level, being an undergraduate or graduate student and their shift while there is no significant difference in terms of their gender.

An independent-samples t-test has been conducted to compare the general attitudes of undergraduate and graduate students and the results have shown that there is a significant difference in their scores for the items 1 *(M^U=1,45, M^G=1,61)* and 8 *(M^U=2,19, M^G=2,63)* and these results are significant at the $p = 0.05$ level.

Moreover, the test results have shown that there is a significant difference between the scores of day and evening students only for the item 2 *(M^D=2,33, M^E=2,08)* and this result is significant at the $p = 0.05$ level.

A one-way ANOVA has been used to test for the differences among the general attitudes of the students from four language levels: beginner, elementary, pre-intermediate and intermediate. Their attitudes differ significantly across the four levels for the items 4 *(F (3, 232) = 3.64, p = .013)*, 6 *(F (3, 232) = 3.57, p = .015)*, 7 *(F (3, 232) = 5.05, p = .002)*, 8 *(F (3, 232) = 7.52, p = .000)*, 9 *(F (3, 232) = 5.54, p = .001)* and 12 *(F (3, 232) = 9.07, p = .000)*.

Tukey post-hoc comparisons of the four groups indicate that the intermediate group (*M* = 2.10, 95% CI [1.60, 2.19]) gave significantly higher agreement ratings with item 4 than the beginner (*M* = 1.70, 95% CI [1.55, 1.84]), p = .012 and elementary groups (*M* = 1.74, 95% CI [1.66, 1.83]), p = .013. Comparisons between the other groups were not statistically significant at $p < .05$.

The elementary group (*M* = 3.21, 95% CI [3.08, 3.34]) gave significantly higher agreement ratings with item 6 than the beginner group (*M* = 2.77, 95% CI [2.48, 3.06]), p =

.008 and comparisons between the other groups were not statistically significant at *p* < .05.

The beginner group (*M* = 2.35, 95% CI [2.02, 2.67]) gave significantly lower agreement ratings with item 7 than the elementary (*M* = 2.89, 95% CI [2.75, 3.03]), *p* = .004 and pre-intermediate groups (*M* = 2.89, 95% CI [2.67, 3.12]), *p* = .009. Comparisons between the other groups were not statistically significant at *p* < .05.

The beginner group (*M* = 1.75, 95% CI [1.47, 2.02]) gave significantly lower agreement ratings with item 8 than the elementary (*M* = 2.48, 95% CI [2.31, 2.65]), *p* = .000 and pre-intermediate groups (*M* = 2.40, 95% CI [2.17, 2.63]), *p* = .002. Comparisons between the other groups were not statistically significant at *p* < .05.

The beginner group (*M* = 2.77, 95% CI [2.46, 3.08]) gave significantly lower agreement ratings with item 9 than the elementary (*M* = 3.29, 95% CI [3.15, 3.44]), *p* = .002 and pre-intermediate groups (*M* = 3.48, 95% CI [3.18, 3.50]), *p* = .001. Comparisons between the other groups were not statistically significant at *p* < .05.

Finally, the beginner group (*M* = 2.17, 95% CI [1.89, 2.51]) gave significantly lower agreement ratings with item 12 than the elementary (*M* = 3.00, 95% CI [2.84, 3.17]), *p* = .000, pre-intermediate (*M* = 3.01, 95% CI [2.80, 3.22]), *p* = .000 and intermediate groups (*M* = 2.85, 95% CI [2.36, 3.33]), *p* = .038. Comparisons between the other groups were not statistically significant at *p* < .05.

b. Opinions about the content of the CALL program at DEU School of Foreign Languages

The findings concerning the items for the students' opinions about the content of the CALL program at DEU School of Foreign Languages are presented in Table 3.

Table 3

Opinions about the Content of the CALL Program at DEU School of Foreign Languages

Items	1	2	3	4	**0**	**Mean**
1. The CALL program is beneficial in improving reading skills.	8	15	120	92	1	3,25
%	*3,4*	*6,4*	*50,8*	*39*	*0,4*	
2. The CALL program is beneficial in improving writing skills.	10	33	128	64	1	3,04
%	*4,2*	*14*	*54,2*	*27,1*	*0,4*	
3. The CALL program is beneficial in improving speaking skills.	24	56	97	57	2	2,79
%	*10,2*	*23,7*	*41,1*	*24,2*	*0,8*	
4. The CALL program is beneficial in improving listening skills.	42	76	65	51	2	2,53
%	*17,8*	*32,2*	*27,5*	*21,6*	*0,8*	
5. The CALL program is beneficial in improving	28	67	103	36	2	2,61

grammar.							
	%	*11,9*	*28,4*	*43,6*	15,3	0,8	
6. The CALL program is beneficial in improving vocabulary knowledge.		31	68	104	31	2	2,56
	%	*13,1*	*28,8*	*44,1*	13,1	0,8	
7. Reading passages on the computer program are easy to understand.		54	93	67	21	1	2,22
	%	*22,9*	*39,4*	*28,4*	8,9	0,4	
8. The CALL program offers students choices while studying.		25	45	115	50	1	2,79
	%	*10,6*	*19,1*	*48,7*	21,2	0,4	

1: Strongly disagree, 2: Disagree, 3: Agree, 4: Strongly agree, 0: Not answered

From Table 3, it can be seen that the majority of the students believe that the CALL program at DEU School of Foreign Languages is beneficial in improving their reading (89,8 %), writing (81,3 %) and speaking skills (65,3 %). Likewise, they mostly find the program helpful to improve their grammar (58,9 %) and vocabulary (57,2 %) as well. However, the percentage of the learners who agree that it is a beneficial program to improve their listening skills (50 %) is almost equal to that of the ones who disagree with this statement (49,1 %). Moreover, 62,3 % of the students do not find the reading passages on the program easy to understand. Lastly, 69,9 % of them state that the program offers choices while studying.

The statistical analyses have indicated that the prep class students' opinions about the content of the CALL program at DEU School of Foreign Languages vary significantly in terms of their language level, but there is no significant difference in terms of their gender, being an undergraduate or graduate student or their shift.

The independent-samples t-test results have shown no significant difference in the opinions of the students about the content of the CALL program in terms of their gender, being an undergraduate or graduate student or their shift at the $p = 0.05$ level.

However, the one-way ANOVA used to test the differences among the opinions of the students from beginner, elementary, pre-intermediate and intermediate levels has revealed significant difference in their opinions across the four levels for the items 2 *(F (3, 231) = 5.46, p = .001)*, 3 *(F (3, 230) = 9.93, p = .000)* and 5 *(F (3, 231) = 3.94, p = .009)*.

Tukey post-hoc comparisons of the four groups present that the beginner group (*M* = 2.65, 95% CI [2.34, 2.95]) gave significantly lower agreement ratings with item 2 than the elementary group (*M* = 3.20, 95% CI [3.25, 3.50]), *p* = .000. Comparisons between the other groups were not statistically significant at *p* < .05.

The beginner group (*M* = 2.12, 95% CI [1.80, 2.45]) gave significantly lower agreement ratings with item 3 than the elementary (*M* = 3.01, 95% CI [2.86, 3.17]), *p* = .000, pre-intermediate (*M* = 2.81, 95% CI [2.60, 3.02]), *p* = .001 and intermediate groups (*M* = 2.89, 95% CI [2.47, 3.31]), *p* = .011. Comparisons between the other groups were not statistically significant at *p* < .05.

Lastly, the beginner group (*M* = 2.17, 95% CI [1.867, 2.49]) gave significantly lower agreement ratings with item 5 than the elementary (*M* = 2.72, 95% CI [2.57, 2.88]), *p* = .006

and pre-intermediate groups ($M = 2.69$, 95% CI [2.48, 2.90]), $p = .020$. Comparisons between the other groups were not statistically significant at $p < .05$.

c. Opinions about the application of the CALL program at DEU School of Foreign Languages

The findings related to the items for the students' opinions about the application of the CALL program at DEU School of Foreign Languages are presented in Table 4.

Table 4

Opinions about the application of the CALL program at DEU School of Foreign Languages

Items		1	2	3	4	0	Mean
1. I can use my time effectively in accomplishing the tasks on the computer.		32	59	109	35	1	2,61
	%	13,6	25	46,2	14,8	0,4	
2. My teacher gives me effective guidance in the computer laboratory.		26	57	108	44	1	2,71
	%	11	24,2	45,8	18,6	0,4	
3. My teacher manages lessons in the computer laboratory effectively.		31	69	102	33	1	2,57
	%	13,1	29,2	43,2	14	0,4	
4. My teacher deals effectively with each individual student in laboratory sessions.		29	50	115	41	1	2,70
	%	12,3	21,2	48,7	17,4	0,4	
5. In computer sessions I can understand the reasons for mistakes better than I do in class.		45	70	91	29	1	2,43
	%	19,1	29,7	38,6	12,3	0,4	
6. While studying on my own in laboratory sessions, I feel more comfortable than studying in class.		66	66	72	29	3	2,88
	%	28	28	30,5	12,3	1,2	

1: Strongly disagree, 2: Disagree, 3: Agree, 4: Strongly agree, 0: Not answered

Table 4 suggests that the majority of the students state that they can use their time effectively in completing the tasks on the computer (61 %). Similarly, they mostly agree that their teachers provide them with effective guidance (64,4 %), manage the lab lessons efficiently (57,2 %) and deal with each individual student effectively (66,1 %). On the other hand, the percentages of the students who say that they can understand the reasons for mistakes better in lab sessions than in class (50 %) and who disagree with this (48,8 %) are close to each other. Moreover, the majority of the students do not feel more comfortable in lab sessions than in class (56 %), but the percentage of the ones who feel more comfortable while studying on their own in the lab sessions is not low (42,8).

The statistical analyses have showed that the prep class students' opinions about the application of the CALL program at DEU School of Foreign Languages vary significantly in terms of their language level, being an undergraduate or graduate student and their shift while

there is no significant difference in terms of their gender.

An independent-samples t-test has been carried out to compare the opinions of undergraduate and graduate students about the application of the CALL program at DEU School of Foreign Languages and the results have indicated that there is a significant difference in their scores for the item 5 $(M^U=2,50, M^G=2,17)$ and these results are significant at the $p = 0.05$ level.

Additionally, the test results have shown that there is a significant difference between the scores of day and evening students only for the item 2 $(M^D=2,63, M^E=2,91)$ and this result is significant at the $p = 0.05$ level.

Moreover, a one-way ANOVA has been conducted to test for the differences among the opinions of the students from beginner, elementary, pre-intermediate and intermediate levels about the application of the CALL program at DEU School of Foreign Languages. Their opinions differ significantly across the four levels for the items 1 $(F (3, 238) = 5.29, p = .002)$, 2 $(F (3, 238) = 7.69, p = .000)$, 3 $(F (3, 238) = 13.44, p = .000)$, 4 $(F (3, 238) = 14.98, p = .000)$, 5 $(F (3, 238) = 8.24, p = .000)$ and 6 $(F (3, 238) = 10.65, p = .000)$.

Tukey post-hoc comparisons of the four groups show that the beginner group $(M = 2.17, 95\%$ CI $[1.84, 2.50])$ gave significantly lower agreement ratings with item 1 than the elementary group $(M = 2.78, 95\%$ CI $[2.63, 2.96])$, $p = .002$ and comparisons between the other groups were not statistically significant at $p < .05$.

The beginner group $(M = 2.12, 95\%$ CI $[1.79, 2.45])$ gave significantly lower agreement ratings with item 2 than the elementary $(M = 2.78, 95\%$ CI $[2.62, 2.94])$, $p = .000$, pre-intermediate $(M = 2.92, 95\%$ CI $[2.72, 3.13])$, $p = .000$ and intermediate groups $(M = 2.75, 95\%$ CI $[2.38, 3.11])$, $p = .047$. Comparisons between the other groups were not statistically significant at $p < .05$.

The beginner group $(M = 1.90, 95\%$ CI $[1.61, 2.18])$ gave significantly lower agreement ratings with item 3 than the elementary $(M = 2.71, 95\%$ CI $[2.54, 2.87])$, $p = .000$ and pre-intermediate groups $(M = 2.85, 95\%$ CI $[2.66, 3.04])$, $p = .000$. Moreover, the intermediate group $(M = 2.20, 95\%$ CI $[1.84, 2.55])$ gave significantly lower agreement ratings with item 3 than the pre-intermediate group $(M = 2.85, 95\%$ CI $[2.66, 3.04])$, $p = .013$. Comparisons between the other groups were not statistically significant at $p < .05$.

The beginner group $(M = 1.90, 95\%$ CI $[1.56, 2.32])$ gave significantly lower agreement ratings with item 4 than the elementary $(M = 2.56, 95\%$ CI $[2.67, 2.98])$, $p = .000$, pre-intermediate $(M = 2.62, 95\%$ CI $[2.76, 3.12])$, $p = .000$ and intermediate groups $(M = 2.35, 95\%$ CI $[2.44, 3.15])$, $p = .001$. Comparisons between the other groups were not statistically significant at $p < .05$.

The beginner group $(M = 1.80, 95\%$ CI $[1.47, 2.12])$ gave significantly lower agreement ratings with item 5 than the elementary $(M = 2.56, 95\%$ CI $[2.39, 2.72])$, $p = .000$ and pre-intermediate groups $(M = 2.62, 95\%$ CI $[2.40, 2.84])$, $p = .000$. Comparisons between the other groups were not statistically significant at $p < .05$.

Finally, the beginner group $(M = 1.50, 95\%$ CI $[1.21, 1.78])$ gave significantly lower agreement ratings with item 6 than the elementary $(M = 2.51, 95\%$ CI $[2.32, 2.70])$, $p = .000$, pre-intermediate $(M = 2.39, 95\%$ CI $[2.15, 2.62])$, $p = .000$ and intermediate groups $(M = 2.30, 95\%$ CI $[1.79, 2.80])$, $p = .018$. Comparisons between the other groups were not statistically significant at $p < .05$.

Summary and Discussion

This study aims to reveal the prep class students' opinions about the CALL program at Dokuz Eylul University, School of Foreign Languages. The results show that the students have positive perceptions about the content and application of CALL at DEU School of Foreign Languages and their opinions vary in terms of some factors like gender, language level, shift, etc.

The findings indicate that although the students do not have positive attitudes towards computers and do not like using computers, they consider the computer technology as a learning tool and as a good instrument to support language learning. Moreover, they believe that there is a need for a training to use computers in learning a language even though they do not think that they themselves need such training. Bulut and AbuSeileek (2007) also found in their study that students had a positive attitude toward CALL in general and using CALL for the four language skills which is consistent with the results of this study.

Likewise, it has been found that the students perceive the CALL program at DEU School of Foreign Languages beneficial in improving the four basic language skills as well as the grammar and vocabulary even though they find the reading passages difficult to understand. Moreover, they are pleased with the choices which are provided in the content of the program. Likewise, Uzun (2009) studied a specific vocabulary learning software and found that it might have twice as many strengths as traditional vocabulary games encouraging the development of more educational games that can be used in CALL. Furthermore, Uzunboylu's study (2004) showed that the English language grammar achievement of the experimental groups' subjects who made the English grammar exercises on Web assisted was higher than the control groups' subjects who made them using traditional method. In Okan and Torun's study (2007), the students stated that the CALL sessions helped them to improve their listening and writing skills better than the traditional classroom instruction and Baş (2011) found that the students who were educated by CALL were more successful and had a higher motivation than the students who were educated by the traditional language instruction methods which are agreeable with the findings of this study.

Besides, the results present that the students think that they can use their time effectively to complete the tasks on the computer. They also find their teachers as effective guides who manage the lessons and deal with individual learners efficiently. This finding is also consistent with what Arslan (2003) found in her study in which the students stated that their teachers assisted them effectively in their lab sessions. Likewise, Çuhadar and Yücel (2010) did a study with pre-service English teachers about CALL applications and found that the majority of the participants believed that they could adequately use information and communication technologies for educational purpose. However, this study has revealed that the students do not understand the reasons for their mistakes better or do not feel more comfortable in the lab sessions than in class. Therefore, it can be concluded that the majority of the students are also content with the application of the CALL program at their school.

In addition, the findings have revealed that the prep class students' opinions about the CALL program at DEU School of Foreign Languages do not vary significantly in terms of their gender. Ateş, Altunay and Altun (2006) also found no significant difference in the students' attitudes towards CALL in terms of their gender or their monthly income. Beauvois and Eledge (1994) conducted a similar study to investigate the significance of the personality types in students' attitudes towards computer mediated communication and found that both personality types perceived the use of technology as beneficial without any significant difference.

However, it is seen that there are a few items concerning their general attitudes towards computers and their opinions about the application of the CALL program which significantly differ in terms of their being an undergraduate or graduate student as well as their shift. That is, graduate students tend to have more positive attitudes towards computers whereas undergraduate students are more content with the application of the CALL program at their school. Similarly, day class students are more positive towards computers in general while evening class students are more pleased with the application of the program.

The analyses have also shown that there is significant difference in the prep class students' opinions about the CALL program at their school in terms of their language levels. It has been observed that lower level learners tend to agree with the items less that the upper level learners. In other words, they have less positive attitudes towards computers and are less pleased with the content and application of the CALL program. This finding is consistent with what Stepp-Greany (2002) has found in her study that the beginning students have the preference for more traditional structures since they tend to favor repetition and structured activities which avoid ambiguity.

Conclusion

Overall, the prep class students of DEU are generally satisfied with the content and application of the CALL program and consider computer technology as a beneficial instrument to enhance their language learning. It is also obvious that their perception significantly vary in terms of some factors, specifically their language level. This might point out a need to help the novice learners with their learning and CALL experience so that they can overcome the difficulties more easily without developing negative attitudes. These findings are of direct practical relevance since they can contribute considerably to the implementation of computer and information technologies into foreign language instruction. Clearly, further research will be required to find out more detailed information about the students' opinions, needs and expectations in addition to reflecting the language teachers' perspectives into the research results.

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