

## **An Evaluation Study of a CALL Application: with BELT or without BELT**

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### **Abstract**

Computer technologies play such an important role in human life in various ways that it is impossible to exclude them from discipline of education, especially from English language learning. Therefore, several institutions try to exploit them through computer assisted language learning (CALL) applications for second and foreign language learning in the best possible way. Turkey is one of the most important developing countries in which CALL materials are being employed effectively in both private and public sectors. Additionally, the investigation of the effects of the CALL programs, and students' and teachers' perceptions of them are being the core of the several research studies. Hence, the present study tried to evaluate 6<sup>th</sup> grade students' attitudes towards the use of a CALL program which is called BELT Success used in English language learning course in a private school, the relationship to students' attitudes to their English language proficiency level, and finally teachers' experiences and opinions towards the use of BELT Success in the classroom environment. In the 6<sup>th</sup> grade, BELT Success which is specifically designed for teenagers and adults was used for an hour a week. The producer of BELT system claims that this study system covers all essential areas of foreign language learning such as reading, listening, writing, speaking, grammar, and vocabulary. Both quantitative and qualitative data collection methods were used for the study. The data was obtained through BELT attitude questionnaire, field notes, unstructured group interview for students and semi-structured teachers interview. Descriptive statistics, inferential statistics, and content analysis were used to analyze quantitative and qualitative data. The results obtained from instruments revealed encouraging evidence that 6<sup>th</sup> grade students have a moderate positive attitude towards the use of BELT Success in English language course, additionally, students' language learning skills such as listening, reading, writing, grammar, and vocabulary are improved by the system, students gain self-confidence, and there is no statistically significant difference between the groups representing different

English language proficiency levels based on attitude towards the use of BELT Success into instruction.