

The Relationship between Students' Attitude towards Computer Assisted Language Learning and Their Level of English Language Achievement

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Abstract

Since the introduction of computers in educational settings they have been used in language learning process and improvement of learners' language skills thanks to their facilitating and motivating factors. Drawing on the idea, this study aims to investigate students' attitude towards the use of computer assisted language learning (CALL) in language learning process and the relationship between their attitude towards CALL and their level of English language achievement. The participants of the study were 103 Turkish undergraduate students consisting of 62 female and 41 male who are studying at Canakkale Onsekiz Mart University, School of Foreign Languages, optional and compulsory preparatory classes. A questionnaire on analyzing participants' general attitude towards CALL and their attitude for specific language skills and their 2nd midterm results were used as instruments of the study. The data were analyzed through Statistical Package for the Social Sciences (SPSS version 20.0). Several independent sample t-tests were administered to compare overall mean scores in terms of participants' gender and program types as day and evening. One-way analysis of variance (ANOVA) was also administered to investigate students' attitude towards CALL in terms of their departments which consisted of six in total. The results indicated that students have a positive attitude towards CALL and there are not statistically significant differences in terms of their departments and their program types as day and evening. However, an independent samples t-test revealed that there is statistically significant difference between female and male participants' attitude towards CALL. Additionally, Pearson correlation analysis results indicated that there is a positive correlation between participants' attitude towards the use of CALL and their level of English language achievement.