

## PAPER DETAILS

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## **YDYO Öğrencilerinin Bilgisayar Destekli Dil Öğrenimine Yönelik Tutumları**

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### **ÖZET**

Çok yönlü bilgisayar iletişim araçları ve internetin ortaya çıkışıyla birlikte dil öğretiminde bilgisayarların rolü dünyanın dört bir yanındaki yabancı dil öğretmenlerinin karşılaştığı önemli bir konu haline gelmiştir. Bilgisayar destekli dil öğrenme etkinlikleri ve internet kaynakları İngilizce öğretmenlerine bilgiye tek başlarına hızlı ve rahat şekilde erişmelerine yardımcı olur. Ayrıca eğitim alanlarında Yabancı Dil Hazırlık Okulu'nda yoğun bir programla İngilizce öğrenen öğrenciler, gelecek yaşamları için çok çeşitli beceri ve nitelikler kazanırlar. Bu bakımdan teknoloji insanları çok fazla bilgiye ulaşmak için kendi kendilerine ayırt edebilme özelliğine sahip olmaya zorlamaktadır. Bu çalışma Yabancı Dil Hazırlık Okulunda öğrenim gören öğrencilerin bilgisayar destekli dil öğrenme ile ilgili yeni bakış açılarının farkına varabilmeleri için dile getirdikleri ifadelerden ortaya çıkan tutumlarını açıklamaktadır. Selçuk Üniversitesi YDYO'daki 171 öğrencinin katıldığı anket, öğrencilerin internetle ilgili bilinçli olduklarını göstermiştir.

**ANAHTAR KELİMELER:** Bilgisayar destekli dil öğrenimi, internet, yabancı dil, eğitim teknolojisi

## **The Attitudes of The Students in Sofl Towards Call**

### **ABSTRACT**

With the advent of multimedia computing and the Internet, the role of computers in language instruction has now become an important issue confronting large numbers of language teachers throughout the world. Computer Assisted Language Learning (CALL) facilities and internet resources help English teachers to search lonely to get information in a stable and comfortable manner. Besides, at educational areas, students who start learning English in an intensive program in School of Foreign Languages get various capacities and properties for their future life. In that sense, technology makes people to have self-differentiated features in order to get wide range of knowledge. This study points out the attitudes of students, who attend School of Foreign Languages, with regard to CALL by considering their tendencies emerging with described statements to realize new generation perspectives. The questionnaire applied to 171 students in SOFL at Selçuk University examined the consciousness of students towards internet.

**KEYWORDS:** CALL, internet, foreign language, educational technology

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## INTRODUCTION

Language teaching is rather a challenging process that entails careful and diligent work. Educators in the field of language teaching continually try hard to find ways to make language learning enjoyable and attractive for the learners. Different activities, games, and interesting stories have recently helped language teachers to achieve this aim and they still do. However, in 1980s, technology came into use in the language classrooms with films, television, and language labs having video tapes and audio cassettes. Besides, some computer-assisted language (CALL) software applications were introduced in the form of drill-and-practice. As technology developed, new programs came into use to create a more interactive and interesting environment for language learners and teachers than what was previously available in the traditional language classrooms. Many researchers, in search of the best way to acquire a foreign/second language, now use CALL in language classrooms to find out its effects on language learning. The enrichment of language teaching and learning process through CALL can be achieved through empirical research including learners' attitudes and opinions. Thus, today's language teachers should know how to use internet in education to deliver instruction.

Computer-assisted language learning (CALL) is defined in a seminal work by Levy (1997) as "the search for and study of applications of the computer in language teaching and learning". CALL embraces a wide range of ICT applications and approaches to teaching and learning foreign languages, from the "traditional" drill-and-practice programs that characterised CALL in the 1960s and 1970s to more recent manifestations of CALL, e.g. as used in a virtual learning environment and Web-based distance learning. It also extends to the use of corpora and concordancers, interactive whiteboards, Computer-mediated communication (CMC), language learning in virtual worlds and Mobile-assisted language learning (MALL).

The computer can be situated in the classroom, in a special laboratory (CALL laboratory), in a specially designed area of a library or in any convenient location where the student, or small groups of students can work uninterruptedly (Ahmed, Corbett, Rogers & Sussex: 1985). It can be used as the mainstay of a course, or back up, revision, reinforcement, extension, and so on. It may communicate with the student visually by displaying text, graphics or video images on a screen; it can also present sound in the form of speech, music or other audio-output. The most common means of communication with the computer is by clicking on icons with the mouse or by typing commands and responses at a keyboard (Higgins: 1995). As a result, unique combinations of interactive and visual capabilities, computers have a beneficial effect on learner motivation.

Most studies have based their findings on case, qualitative and research-based studies while discussing the efficacy of CALL. One of the studies discussing the use of CALL is Pawling's study, which was conducted in 1999. In her study, she

aimed to evaluate the feasibility and effectiveness of a CD-ROM as a tool for research-based language learning and focused on two case studies. She carried out her study with eleven sixth grade children learning English vocabulary through an application called Directions 2000 (a multimedia dictionary) and found that learners assimilated vocabulary through playing the modal sentences as many times as required. According to Pawling:

CD-ROM is potentially a liberating instrument for teachers and learners alike in that it has the special facility of incorporating practice in all four language skills mentioned above in a multimedia package using video, text, photograph and sound. There is much evidence; not least teachers' own experience, to suggest that computer-based learning is very motivating for children (p. 164).

Several studies have reported students' attitudes towards CALL. These studies regarding the learners' attitudes towards CALL lead to promising findings for the use of CALL in language classrooms (Finkbeiner, 2001; Ayres, 2002; Allum, 2002; Mitra, 1997; Dewhurst, et al., 2000; Stricker and Rock 2004; Shaw and Marlow, 1999; Holmes, 1998; Debski, 2000).

Finkbeiner (2001) administered a questionnaire to 100 undergraduate EFL learners and collected data from 82 learners to learn about the learners' attitude and interest in CALL and cooperative learning. His results showed that ESL (English as a Second Language) undergraduate learners had positive attitudes towards CALL and suggested that a successful implementation of CALL required it to be put into everyday study life. In a similar study conducted by Ayres (2002), 157 non-native undergraduates from certificate and diploma courses at the school of English and Applied Linguistics were studied in a CALL environment to gather some empirical data to assess how much learners valued the use of CALL in their course. It was found that university learners appreciated and valued learning through CALL. Also in another study carried by Mitra (1997), learners' attitudes towards computers were discovered to be very important since it would affect the learners' view of CALL. Allum (2002) argued that students had positive feelings about CALL and suggested that CALL should be mixed with the regular classes. Similarly, Dewhurst et al. (2000) discussed that students became more positive after they had experienced using CALL.

Ayres (2002) had participants of 157 non-native speaker undergraduates who were enrolled in various certificate and diploma courses at the School of English and Applied Linguistics. The results indicated that learners favoured classroom-based teaching over using a computer. They did not see it as a worthwhile replacement for classroom-based learning but, it had high face validity with learners. Stricker and Rock (2004) studied the attitudes of the test takers who took the computer-based TOEFL in the spring and summer of 1999; a total of 689 test takers. Results revealed that positive attitudes towards computer-based testing but negative towards admission tests. Shaw and Marlow (1999) stated that in their study, the participants of 99 sports science and nutrition

undergraduates were uncomfortable with computers, were unhappy about the lack of personal contact and preferred to learn in a more traditional way. Holmes (1998) studied the influence of CALL in 100 Japanese first-year students' language classroom. Agreement as regards the benefits of CALL in language education was stated, but the students' real reason was to communicate internationally.

Debski (2000) discussed project-oriented CALL innovation at the University of Melbourne, based on the principles of socio-collaborative language learning with computers. Language teachers and students participated in his study. The results indicated that the participants appreciated learning situations which were not available in traditional classes.

### **The Purpose of The Study**

Technology provides us to know and follow all issues by means of the basic item. Internet is a wide range of supporter by providing all contacts, requirements and all types of information, searching facilities with its various digital tools. Technology has impact on education with today's contemporary term as Educational Technology. Computers and Internet are the primary elements of the educational technology not replacing all technological developments but part of the common concern term. By the way, it is the time to examine what are the attitudes of students' toward Internet that is apart of technology so as to clarify the role of Internet according to students. Technology requires how students can learn and use their knowledge in an effective way. Internet and its multi-functions play a significant role in delivering information and gathering with easy navigations and paths. Technology and Internet reflect support for new dimensions under the perspective of education especially students' learning-teaching cycle (Forcier, 1996).

There are many components of Internet that facilitate the easy, stable and meaningful learning of students. There is a concrete role of computers both in society and at school. Internet provides work speed, work efficiency, work power and the removal of human error from the workplace activities. With these brief facilities, it is evident that high information technology affects the students' learning and studying style. With well-known advantages of high technology, students can catch the consciousness of importance about technology and main issue is how they develop attitudes toward it (Grabe, et al., 2001).

### **Significance of The Study**

As a result, technology changes social life through Internet. By this way learning styles, people's needs have been different directions in terms of technology. People can create different cultures under the boundaries of Internet and can be free to choose one's personal needs and expectations related to his/her aims. In these days, Internet has become an indispensable part of our lives by providing

various functions. Furthermore, it has a great function by affecting education styles and systems of almost all societies. Internet is also part of the educational technology. Educational Technology is the process of visualizing, simulating, solving educational based problems with the integration of software and hardware. Educational Technology includes using computer and internet as hardware. It is a whole process that makes learning environment as a constructivist approach with any kind of new, creative educational activities for delivering information in an interactive way through internet. Technology is the way of communicating with students and increasing motivation of students. Educational Technology has internet-based side as well. Educational Technology is the tool to increase the quality of understanding and learning under the integration of technology, content and learning strategies. In addition, having consciousness of educational technology and its main part as Internet requires being more productive, eager to add new developments, creative for learning and letting individuals possess their own learning with cooperative and shared intelligence, making meaningful learning based on constructivist approach (Maddux, et al., 1997).

## METHOD

### Operational Definition of Variables

This study was designed to examine students' attitudes about CALL and to realize their tendencies based on gender, education level of their parents, having computer at their homes, having internet connection at home, Internet education and student's positions. Independent and dependent variables in this study were used as follows:

#### Independent variables;

##### Students' Characteristics.

- Gender.
- Education level of their parents.
- Having computer in their homes.
- Having internet connection in their homes.
- Having internet education.
- Position of students.

#### Dependent variables

##### Students' attitudes were evaluated by survey.

- Internet is a universal digital library.
- Internet provides easy life.
- Internet is a fastest way to reach knowledge.
- Internet is a digital place that creates close relationship among societies.
- Internet provides endless freedom to people.
- Internet is vital to enhancing exchanging cultures.
- Internet has a potential to be an effective training tool.

- Internet is a way to provide learning for people in order to search.
- It is exciting to get information about internet.
- It is enjoyable to chat at internet.
- Having friends in internet is temporary.
- Internet causes to be far away from real life.
- Chatting in internet prevent to be socialized.
- Internet can provide sTable: friendship by doing chatting.
- Internet creates tendency to people for getting prepared knowledge.
- Internet includes unnecessary, non-useful knowledge.
- Internet causes destroyed societies.
- Internet creates addiction.
- Internet creates cultural dilemma.
- Internet forces people to be alone.
- There should not be any nervous while making shopping at internet.
- Foreign languages that internet includes is not obstacle.
- It is not safety to make shopping at internet.

### ***Data Collection and Analysis***

The population under investigation included students in Selçuk University SOFL in 2009-2010. The sample was determined by random method sampling as 171 preparatory school students taking courses during spring semester in 2009-2010 school year in Selçuk University.

A questionnaire was designed for analyzing students' attitudes towards Internet. The survey was designed according to outlines of "Tendency Towards Internet" (Kılınçoğlu, Altun, 2002). There were 30 items at this instrument, 7 related with personal information, and 23 items related with Internet attitudes are on a series five-point Likert-scale. (5=strongly disagree and 1=strongly agree).

In Selçuk University, 171 preparatory school students' perceptions and attitudes were analyzed through the prepared questionnaire about internet. Students' responses to the questionnaire were statistically analyzed according to gender, education level of their parents, having computer at their homes, having internet education and student's positions.

In this study, quantitative research methods (frequencies, t-test) were used in order to investigate the research problem. Questionnaire as survey was designed to get the perceptions of student-teachers towards CALL and internet resources and its effects to learning.

The main purpose of this study was to investigate students-teachers' perceptions and attitudes towards CALL based on their gender, education level of their mothers and fathers, having computers at home, having Internet connection, having internet education, and students' positions with relating statement type questions by the support of statistical analysis and evaluation that questionnaire results are the basis of these evaluations.

## Demographic Data

The first seven items of survey asked for “Personal Data”, including the variable of gender (Table: 1), education level of their parents (Table: 2), having computers at home (Table: 3), having Internet connection (Table: 4) and having internet education (Table: 5). The demographic data of students are shown in the tables:

Table 1. *Gender*

Gender	Responses
Male	32
Female	86

Table 2. *Parents' Education Level*

Mother's education level	Responses	Father's education level	Responses
Primary school	85	Primary school	44
Secondary school	47	Secondary school	19
High school	24	High school	74
Undergraduate	6	Undergraduate	19
Missing		Missing	3
Total	171	Total	171

Table 3. *Do You Have Computer at Home?*

Do you have computer at home?	Responses
Yes	90
No	49

Table 4. *Do You Have Internet Connection at Home?*

Do you have Internet connection at home?	Responses
Yes	66
No	83

Table 5. *Did You Have Internet Education?*

Did you have Internet education?	Responses
Yes	71
No	100

### Frequencies of Individual Items

The frequency of all dependent items of responses is shown in Table: 6. The Table: shows the students response about the survey questions.

Table 6. *Frequencies of Individual Items*

	Strongly agree		Agree	Undecided	Disagree	Strongly disagree
	<i>f</i>	%	%	%	%	%
Internet is a universal library	169	96.9	2.6	5.0	46.5	42.8



Internet provides easy life.	168	96.2	37.7	17	30.8	10.7
Internet is a fastest way to reach knowledge.	165	95.0	8.2	5.0	39.6	42.1
Internet is a digital place that creates close relationship among societies.	171	98.1	11.9	7.5	53.5	25.2
Internet provides endless freedom to people.	169	96.9	46.5	20.8	19.5	10.1
Internet is vital to enhancing exchanging cultures.	171	98.1	27.7	20.1	39.0	11.3
Internet has a potential to be an effective training tool.	171	98.1	14.1	16.4	54.7	11.9
Internet is a way to provide learning for people in order to search.	169	96.9	8.2	4.4	52.2	32.1
It is exciting to get information about internet.	168	96.2	11.9	11.3	50.9	22.0
It is enjoyable to chat at internet.	168	96.2	22.0	13.8	42.8	17.6
Having friends in internet is temporary.	167	97.5	16.3	12.6	37.1	31.4
Internet causes to be far away from real life.	167	96.9	23.3	16.4	39.0	18.2
Chatting in internet prevent to be socialized.	170	97.5	30.8	18.2	37.1	11.3
Internet can provide sTable: friendship by doing chatting.	169	96.2	51.0	19.5	22.0	3.8
Internet creates tendency to people for getting prepared knowledge.	169	96.9	31.4	25.8	32.7	6.9
Internet includes unnecessary, non-useful knowledge.	169	96.9	66.1	15.7	9.4	5.7
Internet causes destroyed societies.	170	97.5	39.0	28.9	23.3	6.3
Internet creates addiction.	170	97.5	15.0	10.7	47.2	24.5
Internet creates cultural dilemma.	169	96.9	34.6	29.6	26.4	6.3
Internet forces people to be alone.	166	95.0	39.0	23.3	27.0	5.7
There should not be any nervous while making shopping at internet.	170	97.5	21.4	28.3	36.5	11.3
Foreign languages that internet includes is not obstacle.	169	96.9	25.1	20.8	43.4	7.5
It is not safety to make shopping at internet.	169	96.9	16.3	30.2	30.2	20.1

According to the single item indicating satisfaction with Internet attitudes (Table: 6), it appears that the students were strongly agreed on having internet attitudes. However, for 3 of the 23 specific items, more than 50% of the students indicated that they were strongly agreed and agreed. At least, 50% strongly agreed and agreed that:

- Internet provides endless freedom to people (%46.5).
- Internet can provide sTable: friendship by doing chatting (%51.0).
- Internet includes unnecessary, non-useful knowledge (%66.1).
- And less than 50% of the students were less positive about 20 items of the 23 indicating undecided disagree and strongly disagree with:
  - Internet is a universal library (88.0%);
  - Internet provides easy life (48%);
  - Internet is a fastest way to reach knowledge (63%);
  - Internet is a digital place that creates close relationship among societies (94%);
  - Internet is vital to enhancing exchanging cultures (52.0%);
  - Internet has a potential to be an effective training tool (66.0%);
  - Internet is a way to provide learning for people in order to search (85.0%);
  - It is exciting to get information about internet (73.0%);
  - It is enjoyable to chat at internet (60.0%);
  - Having friends in internet is temporary (68.0%);
  - Internet causes to be far away from real life (58.0%);
  - Chatting in internet prevent to be socialized (49.0%);
  - Internet creates addiction (73.0%);
  - There should not be any nervous while making shopping at internet (48.0%);
  - Foreign languages that internet includes is not obstacle (50.0%);
  - It is not safety to make shopping at internet (50.3%);

According to Independent Samples Test results at Table: 7 that were done for gender, computer at home, Internet at home, and student position are shown in Table: 7:

Table 7. *t-test Independent Samples Test*

	t-test for Equality of Means - Sig. (2-tailed)			
	Gender	Computer at home	Internet at home	Internet education
Internet is a universal digital library.	.781	.677	.535	.938
Internet provides easy life.	.408	.891	.932	.595
Internet is a fastest way to reach knowledge.	.889	.327	.618	.140
Internet is a digital place that creates close relationship among societies.	.352	.001	.178	.254
Internet provides endless freedom to people.	.433	.228	.233	.615
Internet is vital to enhancing exchanging cultures.	.683	.851	.966	.736
Internet has a potential to be an effective training tool.	.023	.292	.961	.197

Internet is a way to provide learning for people in order to search.	.650	.007	.751	.363
It is exciting to get information about internet.	.583	.000	.002	.305
It is enjoyable to chat at internet.	.032	.642	.687	.849
Having friends in internet is temporary.	.269	.961	.330	.137
Internet causes to be far away from real life.	.856	.839	.074	.730
Chatting in internet prevent to be socialized.	.652	.717	.849	.791
Internet can provide sTable: friendship by doing chatting.	.020	.059	.064	.383
Internet creates tendency to people for getting prepared knowledge.	.044	.616	.508	.359
Internet includes unnecessary, non-useful knowledge.	.025	.080	.259	.877
Internet causes destroyed societies.	.454	.069	.048	.733
Internet creates addiction.	.658	.909	.769	.116
Internet creates cultural dilemma.	.480	.069	.334	.876
Internet forces people to be alone.	.106	.933	.790	.262
There should not be any nervous while making shopping at internet.	.012	.247	.673	.560
Foreign languages that internet includes is not obstacle.	.823	.559	.290	.846
It is not safety to make shopping at internet.	.695	.173	.785	.029

## DISCUSSION and RECOMMENDATIONS

Independent Samples Test results at Table: 7 conducted for gender show that all values are higher than the standard value that is 0.05 except the values of Internet has a potential to be an effective training tool (0.023), It is enjoyable to chat at internet (0.032), Internet can provide sTable: friendship by doing chatting (0.020)

Internet creates tendency to people for getting prepared knowledge (0.044), internet includes unnecessary and no useful knowledge (0.025), and there should not be any nervous while making shopping at internet (0.012), which are representing meaningful difference between genders variations, on the other hand other values indicate no meaningful difference between genders based on their responds.

According to Independent Samples Test results at Table: 9 that were done for having computer in students' homes; as indicated above, all values are higher than the standard value that is 0.05 except the value of Internet is a digital place that creates close relationship among societies (0.001), Internet is a way to provide learning for people in order to search (%.007).

It is exciting to get information about internet (% .000), and Internet can provide sTable: friendship by doing chatting (%.059) which representing meaningful difference with having computer in their homes on the other hand other values indicate no meaningful difference between have computer in students' home based on their responds.

According to Independent Samples Test results at Table: 7 that were done for having internet connection in students' homes; as indicated above, all values are higher than the standard value that is 0.05 except the value of It is exciting to get information about internet (%.002) and Internet causes destroyed societies (%.048) and other values indicate no meaningful difference between statements and having internet connection in their homes based on their responds.

According to Independent Samples Test results at Table: 7 that were done for internet education; as indicated above, all values are higher than the standard value that is 0.05 except the values of it is not safety to make shopping at internet (0.029). And on the other hand other values indicate no meaningful difference between having internet education and no having internet education based on their responds.

### CONCLUSION

The role of computers in language teaching has changed significantly in the last three decades. Previously, computers used in language teaching were limited to text. Simple simulations and exercises, primarily gap-filling and multiple-choice drills, abounded. Technological and pedagogical developments now allow us to integrate computer technology into the language learning process. Without careful choice and preparation of materials, careful lesson planning and classroom management, and training of both learners and teachers, the computer is useless. Thus, the teacher plays a significant role in implementing the computer into the lesson plan. According to Higgins (1995), the value of CALL is that it allows a richer form of language exploration and play than has ever possible before. The use of computers is compatible with a variety of approaches, methods and techniques of learning and teaching. Jones & Fortescue (1987) warn that the computer is a resource and not a programmed-learning machine.

All reflections about this study concluded that due to rapidly developing technology, adaptation to technology is inevitable. As known, internet is a great option for educators to keep up with information whenever we desire. There is a consensus that internet not only provides a great variety of alternatives but also it includes different dimensions as a shortcoming. Moreover, research results indicate high percentages concentrated on negative consciousness about internet. According to the results the questionnaire, students have negative tendency to useful and easy reflections of internet. This shows that there is a consciousness

about influence and importance of internet by having tendency to apply the consciousness or willingness of new technological style as the students' education levels are convenient to apply and use internet. Otherwise they will have great difficulty in reaching the competitive environment.

With the evaluation of all statistical implementations which are T-test as independent and frequency evaluations based on questionnaire results reflect that statements of foreign language is not obstacle in internet, internet is a digital place that creates close relationship among societies and internet provides easy life represent meaningful difference at T-test. As a result, having consciousness and positive reflections about Internet makes people to be further step at competitive environment. For that reason, students concentrate more to learn internet alternatives and functions for getting great positive benefit for their future life by adapting contemporary trends.

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### SUMMARY

Language teaching is rather a challenging process that entails careful and diligent work. Educators in the field of language teaching continually try hard to find ways to make language learning enjoyable and attractive for the learners. Technology has impact on education with today's contemporary term as Educational Technology. Computers and Internet are the primary elements of the educational technology not replacing all technological developments but part of the common concern term. With the advent of multimedia computing and the Internet, the role of computers in language instruction has now become an important issue confronting large numbers of language teachers throughout the world. Not only does internet offer educators alternative teaching methods but also it provides us to get efficient and fast information, establishing contact with everyone and to have a chance for searching all types of data with its globalization effect. Internet facilities help English teachers to search lonely in order to get information in a stable and comfortable manner. Besides, at educational areas, students who start learning English in an intensive program in School of Foreign Languages get various capacities and properties for their future life. In that sense, technology makes people to have self-differentiated features in order to get wide range of knowledge and about all issues and everyone has same opportunities for gathering this knowledge. Internet is also part of the educational technology. Educational Technology is the process of visualizing, simulating, solving educational based problems with the integration of software and hardware. Educational Technology includes using computer and internet as hardware. It is a whole process that makes learning environment as a constructivist approach with any kind of new, creative educational activities for

delivering information in an interactive way through internet. Technology is the way of communicating with students and increasing motivation of students. Educational Technology has internet-based side as well. There are many components of Internet that facilitate the easy, stable and meaningful learning of students. There is a concrete role of computers both in society and at school. Internet provides work speed, work efficiency, work power and the removal of human error from the workplace activities. With these brief facilities, it is evident that high information technology affects the students' learning and studying style. With well-known advantages of high technology, students can catch the consciousness of importance about technology and main issue is how they develop attitudes toward it (Grabe, et al., 2001). As a result, technology changes social life through Internet. By this way learning styles, people's needs have been different directions in terms of technology. People can create different cultures under the boundaries of Internet and can be free to choose one's personal needs and expectations related to his/her aims. This study points out the attitudes of students, who attend School of Foreign Languages, with regard to CALL and internet facilities by considering their tendencies emerging with described statements to realize new generation perspectives. This study was designed to examine students' attitudes about CALL and to realize their tendencies based on gender, education level of their parents, having computer at their homes, having internet connection at home, Internet education and student's positions. The population under investigation included students in Selçuk University SOFL in 2009-2010. The sample was determined by random method sampling as 171 preparatory school students taking courses during spring semester in 2009-2010 school year in Selçuk University. A questionnaire was designed for analyzing students' attitudes towards Internet. The survey was designed according to outlines of "Tendency Towards Internet" (Kılınçoğlu, Altun, 2002). There were 30 items at this instrument, 7 related with personal information, and 23 items related with Internet attitudes are on a series five-point Likert-scale. Students' responses to the questionnaire were statistically analyzed according to gender, education level of their parents, having computer at their homes, having internet education and student's positions. In this study, quantitative research methods (frequencies, t-test) were used in order to investigate the research problem. Questionnaire as survey was designed to get the perceptions of student-teachers towards internet and its effects to learning. The main purpose of this study was to investigate students-teachers' perceptions and attitudes towards CALL based on their gender, education level of their mothers and fathers, having computers at home, having Internet connection, having internet education, and students' positions with relating statement type questions by the support of statistical analysis and evaluation that questionnaire results are the basis of these evaluations. All reflections about this study concluded that due to rapidly developing technology, adaptation to technology is inevitable. Moreover, research results indicate high percentages concentrated on negative consciousness about internet. According to the results the questionnaire, students have negative tendency to useful and easy reflections of internet. This shows that there is a consciousness about influence and importance of internet by

having tendency to apply the consciousness or willingness of new technological style as the students' education levels are convenient to apply and use internet.