**INTRODUCTION**

**What is CALL?**

According to Levy (1997) computer-assisted language learning is “the search for and study of applications on the computer in language teaching and learning” (p. 1).

**Why do research?**

Brown (1997, p. 245) warns that “improved tools are still projecting an unimproved and thoroughly unrevolutionary agenda” and what is seen as improvement in fact can lead to regression if not used properly.

To Levy (2002), the crucial problem is not deciding on whether to use technology or not. Instead, one must carefully weigh a number of technological, pedagogical and learner factors in this field of study in order that the strengths and limitations can be enlightened.

Teachers and administrators should be aware of what characteristics of CALL students give importance to in order to enhance effective CALL. Also, teachers need to know how they can contribute to an effective CALL setting and which teacher qualities students give importance to.

**MATERIALS & METHODS**

**ZONGULDAK KARABELMAS UNIVERSITY**

(A state university in Turkey established in 1992)

**Student Profile: Young adults between 18 and 28**

Both a quantitative and qualitative study

- **2 QUESTIONNAIRES**
  - Effective CALL Questionnaire 1
  - Effective CALL Questionnaire 2

- **310 students**
- **50 teachers**

**OPEN-ENDED QUESTIONS**

We Welcome

- Suggestion
- Criticism
- Opinion
- Advice
- View

What should each participant do to develop CALL?

- Students
- Teachers
- Administrators

**RESULTS**

**Which dimensions of Computer’s Role in EFL students give importance to:**

- Overall Effect of Computer
- Language Motivation Skills

**Teacher’s Role with respect to Proficiency Level**

- Teacher Guidance
- Teacher Assistance
- Teacher Presence

**TEACHERS’ VIEWS**

- Computer is not effective in correcting students’ errors
- Teachers explain the students’ mistakes better than the computer

**LITERATURE CITED**


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