The present study was conducted to investigate the predictive power of critical thinking disposition and attitudes toward computer assisted language learning (CALL) on the EFL learners’ language proficiency. Further, it was intended to identify the attitudes and perceptions of Iranian EFL learners toward CALL and their level of disposition to think critically. For this purpose, upperintermediate male EFL learners were selected based on purposive sampling procedure as the participants and were assessed for their level of critical thinking disposition and attitudes toward CALL using Ricketts Critical Thinking Disposition Scale and ACALL questionnaire, respectively. The participants’ language proficiency level was measured through the obtained scores on Michigan English Language Assessment Battery (MELAB). The results of the descriptive statistics and regression analysis revealed that Iranian EFL learners appear not to show enough tendency to use computers in different aspects of language education and they are not sufficiently disposed to thinking critically. It was also found that EFL learners’ disposition toward thinking critically and overall attitudes toward CALL can act as significant predictors of their foreign language proficiency.