A microgenetic development study of learning English grammar through CALL in Iranian EFL beginner learners

Mahmoud Nabilou*
MA in TEFL, Payam Noor University, Qom, Iran

Rouholla Torki**
MA in TEFL, Khatam-al-Anbia University, Tehran, Iran

Poune Moradi***
BA Student in English Translation, Payam Noor University, Shahre Rey, Iran
(Received: 4th, September, 2018, Accepted: 5th, August, 2019, Date of publication: November, 2019)

The present study explored the effect of computer language learning games on learning grammar by Iranian English learners in a microgenetic development setting. Forty male elementary English learners aged between 8 and 12, participated in the study. Based on the placement test scores, the homogenized participants were placed in one experimental and one control group. The experimental group received the treatment using computer language learning games to teach English grammar—simple present, present continuous, simple past, and past continuous—while the control group received traditional methods. The research data were obtained from a 40-item multiple choice tests in six times— as a pre-test, four post-tests, and a delayed post-test. The results of t-test revealed better performance of experimental group learners in post-tests than the pre-test. However, a statistically significant difference was found. The findings are valuable for teachers and learners, methodologists and syllabus designers, linguists and CALL experts.

Keywords: Computer Games, Elementary EFL Learners, English Grammar, Microgenetic Development, Computer Assisted Language Learning.

* E-mail: mahmoudnabilou@gmail.com
** E-mail: r.torki3@gmail.com: corresponding author
*** E-mail: pounemoradi@gmail.com