Effects Of Computer-assisted Language Learning (CALL) Instruction On The Acquisition Of Passive Grammatical Forms By Post-secondary English As A Second Language (ESL) Students

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Keywords
English language -- Study and teaching -- Foreign speakers, Language and languages -- Computer assisted instruction, Language and languages -- Grammars, Second language acquisition

Abstract
The purpose of this study is to compare Computer-Assisted Language Learning (CALL) grammar instruction with traditional classroom teacher-directed grammar instruction for post-secondary English as a Second Language (ESL) students enrolled in an Intensive English Program (IEP). Students’ achievement was measured by their performance on three measures (multiple choice, cloze/fill-in-the-blank, and open-ended tests) of passive grammatical forms. This study gathered quantitative data on students’ performance on the three measures for both teacher-directed and CALL instruction groups as well as qualitative data with respect to the CALL participants’ perception of the Azar Interactive online grammar instruction program. Results of the mixed design repeated measures factorial MANOVA (multivariate analysis of variance) showed that there was no statistically significant difference in acquisition of the passive grammatical forms for ESL students taught in a conventional classroom setting as compared to those taught solely by CALL. However, there was a statistically significant increase in scores on the open-ended tests for Level 4, the most advanced students at the IEP from pretest to delayed test as well as from posttest to delayed test. Students’ level of proficiency affected the amount of increase in their scores over time regardless of the method of instruction. This study has offered a research-based indication that CALL instruction was as effective as traditional classroom teacher-directed instruction for teaching grammar to students of different levels of English proficiency. Recommendations for future research have also been discussed

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CFE0003970
Nationally, secondary English language learners (ELLs) are performing poorly on assessments of English literacy. Only 4% of eighth-grade ELLs and 20% of received 13 June 2008; received in revised form 15 January 2009; accepted 21 January 2009 Abstract This paper reports on a part of a year-long investigation into high school ESL students’ academic language develop- ment. After several weeks, I realized that some students repeatedly stumbled on the same few grammar forms (e.g., relative shown to lead to improved scores of reading comprehension on standardized tests (Evans et al., 1988), and to produce sustained judgments of “quality” writing (Combs, 1977). In language learning, students have conscious knowledge of the new language and can talk about that knowledge. They can fill in the blanks on a grammar page. Written by Julio Foppoli Julio Foppoli, Teacher of English as a Second Language, Teacher of Spanish as a Second Language, Creator and owner of esaudio.net, an online educational website with a technological edge, specialized in the teaching of Spanish as second language via audio-conference to native speakers of English from all over the world. They become fluent in French but the grammatical mistakes do not drop out the way they do with younger children acquiring their first language before age five. Computer–Assisted Language Learning (CALL) is an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a more. Computer–Assisted Language Learning (CALL) is an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element. Recently, the numbers of English teachers using CALL has increased markedly.