
This article evaluates the effectiveness of a CALL lesson (Computer Assisted Language Learning) when compared with a conventional lesson in assisting students to learn English prepositions in a Malaysian school. The study indicates that students who received conventional teaching performed better than those who went through the CALL lesson. It was observed that there was greater improvement from a pre-test to post test for the conventional group rather than the CALL group. It also shows that the conventional group with the latter exerting more mental effort and achieving a lower transfer performance than the former. The authors/researchers suggest that to facilitate the transfer of learning, the design of an educational software package needs to minimize the mental effort required to handle the medium and the content.

**Keywords:** Computer assisted language learning; English prepositions; Conditional teaching; Malaysia.