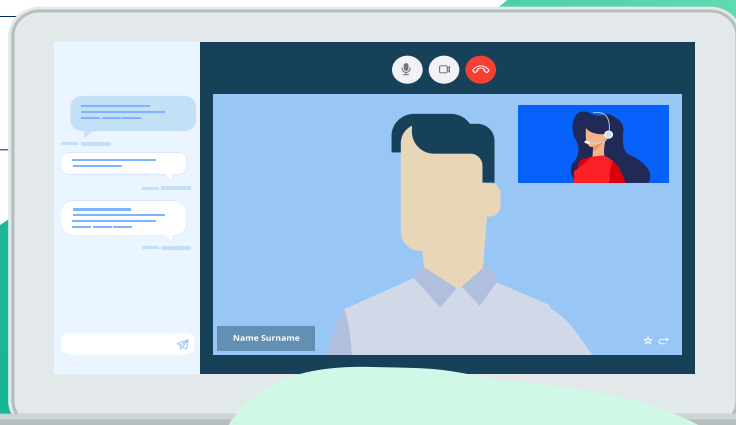


ESTABLISHING AN EMPIRICAL LINK BETWEEN COMPUTER-MEDIATED COMMUNICATION (CMC) AND SLA: A META-ANALYSIS OF THE RESEARCH

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KEY TERMS

CMC

Computer-mediated Communication

Computer-mediated Communication refers to any human communication that happens with the help of two or more electronic devices

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

How can CMC help language learners?

WHAT EVIDENCE IS SUMMARISED?

59 studies published between **2000** and **2012** were included in this meta-analysis

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Teachers are recommended to adopt a fit-for-purpose approach when choosing between video-based and text-based CMC, and synchronous and asynchronous CMC
- Different CMC-based language tasks can be designed for different purposes e.g., information gap, jigsaw, decision making
- Using CMC can help learners with lower language proficiency to improve their output

WHAT DOES IT FIND?

- Text-based CMC has little effect on oral skills than voice-based CMC
- Text-based CMC does not engage learners in self-repair and self-correction as much as voice-based CMC
- Voice-based CMC gives students more time to monitor their interaction more than face-to-face communication
- Voice-based CMC helps learners to improve their oral proficiency by giving them opportunities to correct their pronunciation and produce more comprehensible output
- Text-based CMC gives students a chance to retype their sentences when there is a communication breakdown
- CMC reduces memory load which can have an effect on second language performance and acquisition
- Opinion-exchange activities engage learners more than information-gap activities
- Tasks such as Jigsaws and Information Gap can help learners produce more comprehensible output and promote feedback on production
- Opinion exchange can be applied for both synchronous and asynchronous modes, covering a wider range of skills, while Jigsaws, Information Gap, and Decision Making can be applied only synchronously
- Opinion exchange can help with reading and writing skills, and depending on task design, speaking skill
- Elementary learners benefit more from CMC than intermediate and advanced learners
- CMC in foreign language contexts seems to be more beneficial than second language contexts