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## Using computer-mediated communication in the EFL classrooms: Focusing on authenticity and meaningfulness

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Over the past decade, research has given the substantial evidence of the efficacy of technology-mediated language learning. Computer-mediated communication (CMC) featured with the concept of authenticity –uses of communicative tools and platforms, has become a key issue to be explored in various second language (L2) learning contexts. The main objective of this paper is to present an English course design via CMC for supporting communicative approaches to language teaching (e.g. task-based instruction) and learning, and facilitating EFL spoken and written performances. Participants were 103 non-English-major students, consisting of students from 11 departments from 3 intact classes at a public offshore university in Taiwan. Their English proficiency level ranged from A1 to B1 in CEFR (female= 29%, male = 71%). These students took a required English course in fall semester of 2022 (freshmen) till fall semester of 2023 (sophomores). Each semester lasted 18 weeks with 2 periods per week (50 minutes/ per period). The course was aimed at developing students' four language skills as well as TOEIC-related skills. In this course, CMC tools and platforms used included e-campus (the university's digital learning platform), ZUVIO (an online instant response system), e-mail, communication apps (e.g. Line), and other audio-visual tools. Students took pre- and post- listening and reading TOEIC-simulated tests in October 2022/2023 respectively. The results showed that there were no significantly differences between pre- and post-tests; however, the mean scores increased. In English performance, it was found that students improved in their speaking ability, including role-playing and presentation skills in English. Also, EFL students' attitudes and interests toward English learning were enhanced. This study had theoretical contributions and made some implications for pedagogical applications to communicative approaches of computer-assisted and technology-mediated language learning.

Key words: computer-mediated communication, EFL classroom, authenticity and meaningfulness, communicative approach

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