



Contribution ID: 192

Type: **Research-oriented Oral Face-to-face presentation**

## **The effect of synchronous computer-mediated and face-to-face communication modes on second language learner engagement in collaborative pre-task planning for task performances**

*Saturday 17 May 2025 17:30 (25 minutes)*

### **TITLE**

The effect of synchronous computer-mediated and face-to-face communication

### **RELEVANT SIG**

Task-Based Learning (TBL)

### **FORMAT**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description**

### **KEYWORDS**

Task-based language learning, computer-mediated language learning, pre-task planning, learner engagement

### **First-time presenter?**

### **ABSTRACT**

The mode of communication in second language pedagogic tasks can significantly affect learners' sense of agency, engagement, and their overall learning outcomes. To explore this issue, this presentation will report on a study that investigated the impact of synchronous computer-mediated communication (SCMC) mode on engagement in collaborative pre-task planning, and whether learner engagement is linked to subsequent task performance quality. One hundred twenty-eight Hong Kong learners of English were assigned to either a face-to-face (FTF) planning group or a synchronous computer-mediated communication (SCMC) planning

group, where they completed in collaborative pre-task planning in preparation for an oral monologic problem-solution task. Learner self-ratings assessed emotional engagement, while discourse analytic measures evaluated behavioural engagement, cognitive engagement, and social engagement. Results from a multivariate analysis of variance showed that certain indicators of behavioural, cognitive, and social engagement in FTF planning mode were significantly higher than in SCMC planning mode. A multiple linear regression revealed that the number of words, affiliative backchannels, and elaborative clauses produced in pre-task planning were predictive of learners' subsequent task performances. The presentation will discuss how these findings contribute to an understanding of engagement in SCMC and FTF modes and their impact on second language learning through task performance.

**Author:** AUBREY, Scott (Chinese University of Hong Kong)

**Presenter:** AUBREY, Scott (Chinese University of Hong Kong)

**Session Classification:** B8-108 SAT: ICLE, Bilingualism & CALL / SUN: CUE & CALL

**Track Classification:** Computer Assisted Language Learning