

The Effect of Computer-Mediated vs. Face-to-Face Instruction on L2 Pragmatics: A Meta-Analysis

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Abstract : This paper reports the results of a meta-analysis of studies on the effects of instruction mode on learning second language pragmatics during the last decade (from 2006 to 2016). After establishing related inclusion/ exclusion criteria, 39 published studies were retrieved and included in the present meta-analysis. Studies were later coded for face-to-face and computer-assisted mode of instruction. Statistical procedures were applied to obtain effect sizes. It was found that Computer-Assisted-Language-Learning studies generated larger effects than Face-to-Face instruction.

Keywords : meta-analysis, effect size, L2 pragmatics, comprehensive meta-analysis, face-to-face, computer-assisted language learning

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