

Theory meets Instruction: What are the ways in which the postulates from the Unified Competition Model can suggest which instructional methods in the Language Partner may be more effective than others?

Cue Features

Availability (coverage): Does this cue get used a lot in the instruction?

Reliability: Does this cue work when used in the instruction?

Detectability: Does the instruction help the learner see a cue?

Cost: How difficult is it to recognize or produce the cue?

Transfer

Positive: How much can be pulled in from L1?

Negative: How does L2 lead to error and how can this be overcome?

Item-based, feature-based: What is the level of transfer?

Participation - Interaction

Feedback: Are interlocutors supportive? How?

Affective filter (avatars, talking heads): Is the computer supportive? How?

Language in the Wild: How does the computer guide the learner in the real world?

User targeting: Does the instruction target the specific group (children, aphasic)?

Internalization

Does the instruction (games, adventures) foster internalization (thinking in L2)?

Fluency -- Resonance

Mastery: Does the instruction allow the student to track mastery level?

Consolidation: Does the instruction use recycling?

Time Pressure: Does the instruction apply time pressure? How? When?

Time on Task: Does the instruction promote involvement?

System Integration: Does the instruction promote resonance through integration?

HCI Factors (not yet in the model)

Responsivity, Repeatability, Timing, Instructions, Help, Navigation
web accessibility, device size