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