Transmission Models (T/M) - Delivery systems for instruction (audio, video and computers are like textbooks) - Ss are recipient of a body of knowledge, which is drilled and tested. - Ss work independently with technologies with a goal at arriving at a specified level of mastery.			**Technology-Mediated Model (TM/M)** - Places machines within carefully crafted social contexts for learning where student constructed knowledge is central.	
Roles:	**Computer:** is a tool, resource and catalyst. It supports off-line thinking, discourse and learning.		**Learning:** Teacher is a facilitator who orchestrates learning. Learning is centered around Ss.	
Approach	**Explanation**	**Kinds of activities**	**Purpose**	**Examples of activities**
Structural (T/M)	- Provide unlimited drill practice, tutorial explanation and corrective feedback.	* Drills * Cloze activities * Translation * Matching * Crosswords * Word searches * Powerpoint presentation * Word processing, grammar and spell checking.	- Learner is the receiver of information, which is drilled and tested. - Focus is to control the learner. - The learner hopes to achieve a certain mastery of the specified skill.	Example of **Cloze maker:** http://www.edict.com.hk/ClozeMaker/jswiz/clozemaker.htm **Cloze Activity (grammar):** http://www.osk-ymca-intl.ed.jp/users/smondy/Ironmask4operators.html **Vocabulary Quiz (drill)-** http://www.osk-ymca-intl.ed.jp/users/smondy/Phantom1.htm **Grammar quiz (choose the right word drill)** http://www.oup.com/elt/global/products/naturalenglish/pre/a_grammar/unit10/nepre_grammar10_1/ **Grammar word selection** http://www.oup.com/elt/global/products/naturalenglish/pre/a_grammar/unit01/nepre_grammar01_exp/
Cognitive (T/M) or (TM/M)	- Provide language input, along with analytical and inferential tasks.	* Multimedia videodisc. programs (full motion video, sound, graphics and text – allowing learners to walk around and explore simulated environments. * Simulations (SimCity) * Reading for enjoyment/or find information. *Speed Reading	- Shift to the learner. - Controlled by the learner, rather than control the learner. - The computer provides the tools and resources, but it is up to the learner to do something with these in a simulated environment.	**Extensive reading** http://www.oup.com/elt/global/products/naturalenglish/pre/n_weblinks/ **Frog Game 3** http://www.oup.com/elt/global/products/naturalenglish/pre/e_games/nepre_games_frg03/ **Simulations (SimCity)** http://simcity.ea.com/play/simcity_classic.php **Paradigm Online Writing Assistant** http://www.powa.org/
Socio-Cognitive (TM/M)	To provide alternative contexts for social interaction. To facilitate access to existing discourse communities and the creation of new ones.	* e-mail * Chat * Moos (discussion boards, learning centers) * Online conferencing/video classrooms * Blogs * Hypermedia * Search Engines * WebQuests	- Shift from the learner's interaction with computers to interaction with other human's via computer. - *One to one* or *one to many* communication Networking contributes to the idea of using the computer as a tool… **1. CMC (computer mediated communication)** (i) Asynchronous (ii) Sychronous **2. Globally linked Hypertext/World-wide web** (i) Informational representation through multilinear strands (ii) Integration of graphic, audio, audio-visual with texts. (iii) Rapid global access (iv) Ease and Low cost of publication - Student Orientated and Collaborative	**Google Discussion Boards** http://groups.google.com/?hl=en **Skype (audio and video)** http://www.skype.com/intl/en/welcomeback/ **WebCorp (Concordance Software online)** http://www.webcorp.org.uk/wcadvanced.html - Student becomes a discoverer of information, rather than a passive recipient MOOS and WebQuests (Article) http://209.85.175.104/search?q=cache:tyNMa_TfwZQJ:llt.msu.edu/vol8num3/pdf/emerging.pdf+ESL+moos&hl=en&ct=clnk&cd=6&client=firefox-a

Conditions that may influence Ss attention toward L2 Tasks

	Definition	Focus
1. Modified interaction	Interruption of the communication exchange due to a breakdown in comprehension and subsequent attempt to recover.	Comprehensible input
2. Modified output	Learner's correction of his or her own errors.	Linguistic accuracy
3. Time pressure	Anxiousness and urgency in completing task.	Attention to form
4. Modality	Whether the language is written or spoken.	Form vs. frequency
5. Support	Help throughout the learning task.	Access to task
6. Surprise	Introduction of unexpected element.	Decrease attention to form
7. Control	Who makes the decisions about the task.	Teacher/Student centered
8. Stakes	Learner's perception of how important accuracy is.	Motivation

1. Passive/Traditional/Individual

– Activities focus on achieving mastery of a certain skill, by repetitive practice. These activities utilize a one-way transmission of information. They are categorized by tasks that require repetition, and achievement of a correct answer. They include such things as drill practice and translation types of activities.

2. Interactive/Analytical/Inferential.

– These kinds of activities tend to present information that challenges students to use a number of cognitive processes in an interactive way. Activities include simulations that require manipulation, and information retrieval systems. They are more student-centered.

3. Interactive/Cooperative/Collaborative/Creative

– These kinds of activities require a greater amount of autonomy in student-student interactions. Collaboration is a key element for successful participation in these tasks. The computer's role is limited to that of a tool, to help in the completion of a task. The parameters of the activities are bound by the limits of the students imagination and the orchestration by the teacher facilitating learning.

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