



Figure 1: Communicative forms of MALL (based on Kukulska-Hulme and Shield 2008)

Table 1: Learner interaction vs teacher involvement in the language learning classroom (based on Bowers, 1980)

Direct teacher involvement	Teacher presentation	Teacher / student question and answer	Class conversation and discussion	Teacher / student conversation	Interpersonal group with teacher as member
	1	2	3	4	5
	Supervised individual seatwork	Class and group drills and exercises	Problem-centred group activity	Communication games	Free dramatisation and role-play
Indirect teacher involvement	6	7	8	9	10
	Individual self-access study	Individual self-access. study with interactive audio support	Controlled simulation and role-play	Student / student conversation	Interpersonal group without teacher as member
	11	12	13	14	15
No genuine interaction					
Genuine interaction					