CALL as action

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ABSTRACT

The objective of this chapter is to offer a new approach for research in Computer Assisted Language Learning (CALL). It starts with the assumption that CALL has traditionally emphasized unresolved dichotomies such as tutor versus tool or individualized instruction versus collaborative learning. It is argued that a unifying theory, capable of incorporating these conflicting views, is needed. For this purpose, Activity Theory, based on Vygotsky's ideas and developed by Leontiev, is proposed. It is suggested that research in CALL should focus neither on the individual nor on the community, but on the mediating tool that links them in situated context. CALL is seen as a cultural artifact that needs to be naturalized by the language teaching community.

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