

## Book review

### CALL Research Perspectives

**Cristina Navarro Laboulais**  
**CAMILLE Research Group, Department of Applied Linguistics**  
**Universitat Politècnica de València (Spain)**

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[cnavarro@idm.upv.es](mailto:cnavarro@idm.upv.es)



**Edited by Joy L. Egbert and Gina Mikel Petrie**

*CALL Research Perspectives*

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Although, as pointed by García Laborda (2007), the introduction and the chapter by Huh & Hu can be a little controversial in some of its claims like the special relevance of some researchers, while leaving the work of general practitioners and more unnoticed researchers as just a simple cooperation to topics outlined and developed by the gurus in Computer-Assisted Language Learning (CALL), the reader may not want to miss the whole picture of a well-balanced volume.

The introduction clearly reflects the editor's interest in producing a book to illustrate and help professionals in the field from general practitioners to initiating (and not so novice) researchers. Both initial chapters emphasise the way to research, and, more importantly, some of the major constraints of research in CALL.

The second part of the book deals with different aspects of current research. These 12 chapters address each topic with a different style, and also show different levels of intensity and inclusion of new information. There are two chapters with special relevance in the language education field: Metaphors that shape and guide CALL research, and Interactionist SLA Theory in CALL Research. The first is an interesting approach to the value of educational metaphors in language education research. Although not very conclusive and opinion based, the chapter proposes that metaphors may lead to how people do their research like the "conduit" and "berry-bush", "magister/pedagogue", "community and meeting place" (pp. 28-31) metaphors. The second addresses Vygotsky's sociocultural perspective of second (or first) language acquisition which justifies computers as interfaces between the learner and the linguistic goal content.

Two more chapters address the ergonomics of CALL: Visuality and CALL research and Authentic language in digital environments. Ergonomics can be understood as the

physical facilitation for computer users (including body comfort but also visual ease). However, the chapter on ergonomics by Raby is inconclusive and does not seem to show either the meaning or the implications of ergonomics in CALL .

The chapter by Egbert, Flow as a Model for CALL Research, deserves special attention because it can justify why many students show a special interest in computer-assisted language learning. The Flow theory has been used in education and games for a long while but, as mentioned by the author, it is necessary to draw its implications into e-learning.

The volume is an extremely welcome contribution to the field although it would perhaps have been interesting to address some aspects relating to language evaluation (especially considering that Chappelle takes part in the publication), and a second part addressing language acquisition processes (Leeser, 2007) or the importance of subconscious learning through computer input would be interesting topics for further discussion (or more volumes). In general, the book will be an interesting reference for all those in the CALL field and an attractive reading for teachers and researchers alike.

### **References**

García Laborda, J. (2007) Review of CALL research perspectives, *Language Learning and Technology*, 11(2): 22-26. Retrieved January 23rd, 2011, from <http://llt.msu.edu/vol11num2/pdf/review1.pdf>

Leeser, M.J. (2007) Review of CALL research perspectives, *Modern Language Journal*, 91(1): 145-146. Retrieved January 23rd, 2011, from [http://onlinelibrary.wiley.com/doi/10.1111/j.1540-4781.2007.00514\\_22.x/full](http://onlinelibrary.wiley.com/doi/10.1111/j.1540-4781.2007.00514_22.x/full).