



An Emergentist Approach to the Evolving Roles of the Teacher in Distance Learning Environments

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Abstract

Distance generates added complexity in language learning due to its various dimensions (geographical, temporal, social, and psychological). This paper considers this complexity from a model-driven emergentist perspective (i.e. a perspective drawn from Dynamic Systems theories focusing on the changes within the systems). After introducing the didactic ergonomics model, the author shows how several subsystems are involved, each pointing to emerging specific roles. He then shows which competences are related to these roles before suggesting a long-term and general approach to teacher and tutor education for CALL and distance language learning.

Keywords: Teacher/tutor, teacher training, teacher education, roles, competences, didactic ergonomics, emergentism.