Revue de Traduction et Langues Volume 23 Numéro 01/2024
Journal of Translation Languages **مجلة الترجمة واللغات**
ISSN (Print): 1112-3974 **EISSN (Online): 2600-6235**
DOI: https://doi.org/10.52919/translang.v23i1.980

Cultural Historical Activity Theory: A Conceptual Framework for Analysing Post- Method Pedagogy

Divya Manoharan Sudha
Noorul Islam Centre for Higher Education – India
divyanisanth87@gmail.com
0009-0004-5817-8837
Ramachandran Subramania Pillai
Noorul Islam Centre for Higher Education – India
subramaniapillai@niuniv.com

To cite this paper:
Divya, M.S., & Subramania Pillai, R. (2024). Cultural Historical Activity Theory: A conceptual framework for analysing post-method pedagogy. *Traduction Et Langues, 23(1),* 222-236.

Received: 21/01/2024; **Accepted**: 15/06/2024, **Published:** 30/07/2024

Corresponding author : Divya Manoharan Sudha

Keywords

Cultural-Historical Activity Theory; Education; Post method pedagogy; Socio-cultural context; Mediation; Social context of actions; Teaching

Abstract

Cultural Historical Activity Theory (CHAT) is an effective theoretical framework for analysing post-method pedagogy, providing valuable insights into the complexities of educational practices. This framework integrates social, cultural, and historical contexts, allowing for a comprehensive perspective that examines patterns influencing educational processes, cognitive development, and equitable education. At the heart of CHAT lies the concept of expansive learning, which emphasises the continuous improvement and evolution of teaching methods over time. This approach advocates for adaptive and innovative practices that respond to the dynamic needs of learners and the ever-changing educational environment. Educators can significantly enhance their teaching practices by incorporating CHAT into post-method pedagogy, fostering more democratic, versatile, and effective methods that engage all students. This paper delves into the impact of CHAT on education, tracing the foundational narrative of its development through the contributions of three generations of influential scholars, from Lev Vygotsky to Yrjö Engeström. CHAT distinguishes itself by moving beyond mere rote cognitive accumulation, offering a conceptual toolkit for refining, and leveling pedagogical practices. Key elements of CHAT include the division of labour, which defines roles within the teaching and learning process, and mediating means, which involves the tools and resources used in learning. The central theme of expansive learning underscores the ongoing improvement of teaching methods, illustrating CHAT's practical application in English language instruction. By fostering inclusive learning environments, CHAT effectively addresses real challenges faced today in education. For educators seeking to strengthen their teaching methods, adopting CHAT offers a transformative pathway accessible to everyday teachers striving for positive change in their instructional practices. Integrating CHAT dynamics into teaching holds significant promise for those committed to continuous improvement in education.

This work is licensed under Creative Commons Attribution-NonCommercial 4.0 International License.

कीवर्ड्स

सांस्कृतिक-ऐतिहासिक गतिविधि सिद्धांत;
शिक्षा;
उत्तर-तरीका शिक्षण पद्धति;
सामाजिक-सांस्कृतिक संदर्भ;
मध्यस्थता;
क्रियाओं के सामाजिक संदर्भ;
शिक्षण

सारांश

सांस्कृतिक ऐतिहासिक गतिविधि सिद्धांत (CHAT) उत्तर-तरीका शिक्षण पद्धति के विश्लेषण के लिए एक प्रभावी सैद्धांतिक ढांचा है; यह ढांचा शैक्षिक प्रथाओं के सामाजिक, सांस्कृतिक और ऐतिहासिक संदर्भों की छवियों के प्रणालियों को एक साथ लाता है। यह ढांचा शैक्षिक प्रक्रियाओं के सुधार, संज्ञान के विकास और समान शिक्षा के लिए पैटर्न का विश्लेषण करने के लिए एक व्यापक दृष्टिकोण प्रदान करता है। इस प्रकार, उत्तर-तरीका शिक्षण पद्धति में CHAT का एकीकरण शिक्षण प्रथाओं को और अधिक लोकतांत्रिक, बहुमुखी और कुशल विधियों को पेश करके सुधारने में मदद कर सकता है। इस पेपर में CHAT और शिक्षा पर इसके प्रभाव पर चर्चा की गई है। हम Vygotsky से लेकर Engestrom तक तीन पीढ़ियों के प्रभावशाली विद्वानों की पीछे मुड़कर समीक्षा करते हैं, जो CHAT के विकास और शिक्षण और सीखने में समकालीन उपयोग के लिए बुनियादी कथा का पता लगाते हैं। CHAT अपनी संज्ञानात्मक संचयन से परे जाने की क्षमता के लिए खड़ा है, जो शैक्षिक प्रथाओं को सुधारने और समतल करने के लिए एक वैचारिक उपकरण किट प्रदान करता है। यह केवल शिक्षण विधियों के बारे में नहीं है; फिर भी, यह संज्ञानात्मक विकास को बढ़ाने और शिक्षा में निष्पक्षता को बढ़ावा देने के लिए रणनीतियों को अपनाता है। CHAT के मुख्य तत्वों में श्रम का विभाजन, शिक्षण में भूमिकाओं को परिभाषित करना और सीखने में उपकरणों के उपयोग को शामिल करना शामिल है। विस्तारवादी सीखना, एक केंद्रीय विषय, शिक्षण विधियों के निरंतर सुधार पर जोर देता है। यह चर्चा सिद्धांत से परे जाकर अंग्रेजी भाषा के शिक्षण में CHAT के व्यावहारिक अनुप्रयोग को दर्शाती है। भाषा शिक्षण को पुनर्जीवित करने से लेकर समावेशी सीखने के स्थान बनाने तक, CHAT शिक्षा में वास्तविक चुनौतियों को संबोधित करता है। अपने शिक्षण विधियों को मजबूत करने की कोशिश कर रहे शिक्षकों के लिए, CHAT को अपनाना एक परिवर्तनकारी मार्ग प्रदान करता है। यह केवल विद्वानों के लिए सीमित नहीं है; यह हर रोज़ के शिक्षकों के लिए सुलभ है जो अपने शिक्षण प्रथाओं में सकारात्मक बदलाव लाने का लक्ष्य रखते हैं। शिक्षण में CHAT की गतिशीलता को एकीकृत करना शिक्षा में निरंतर सुधार के लिए समर्पित लोगों के लिए वादा रखता है।

1. Introduction

Cultural Historical Activity Theory (CHAT) stands as a profound socio-cultural framework for comprehending and revolutionising the dynamics of pedagogy and learning within the classroom milieu.CHAT, rooted in the seminal work of Vygotsky and subsequently expanded upon by scholars such as Leontiev (1978) and Engestrom (2001) underscores the significance of the sociocultural context in the genesis and evolution of human activity, which, in turn, shows the processes of knowledge acquisition and skill development. This theoretical perspective prominently accents the mediating role of tools, artefacts, and symbols, thus elucidating their pivotal function in scaffolding human activity and fostering learning experiences.

This study provides insight into the theory's development history, highlights instances of successful CHAT application in specific educational research areas, and shows the theory's strengths and weaknesses. It also explores the theoretical utility of CHAT for researchers and practitioners contemplating the adoption of this framework. The studies' limited use of CHAT suggests practical challenges in applying its concepts. This highlights the need for further research to explore its potential benefits in education. (Nussbaumer, 2012)

This work is licensed under Creative Commons Attribution-NonCommercial 4.0 International License.

Therefore, it will undertake a comprehensive exploration of how CHAT can be wielded as a conceptual lens for deciphering and reshaping the engineering of teaching and learning within the classroom. Initially, a nuanced overview of CHAT, dissecting its core tenets, before getting in an incisive examination of how this theory can be employed to dissect the multifaceted landscape of pedagogical and learning endeavours ensconced within the confines of educational institutions. The discourse will advance to explore the transformative potential of CHAT in the context of designing and implementing pedagogical strategies aimed at engendering not only enhanced learning outcomes but also the critical ideals of social justice and equity, thus resonating with contemporary imperatives in education. (Leont'ev, 1989)

2. Significance

In this context, this study makes a significant contribution to society by providing educators with a powerful tool—Cultural Historical Activity Theory (CHAT)—to better understand and address the diverse needs of their students. CHAT facilitates the creation of inclusive learning environments that celebrate cultural diversity and uphold the principles of social justice. Within the field of education, CHAT serves as a bridge between theory and practice, empowering teachers to refine their instructional methods based on a comprehensive understanding of the socio-cultural context. This ultimately enhances the quality of education for all students.

The article's emphasis on designing inclusive learning spaces aligns with societal values of diversity and equity, promoting a fair educational experience for every student and empowering them to effect positive change in their communities. The application of CHAT in English language teaching and the development of reading comprehension skills is particularly vital, as it ensures that language learning is tailored to individual strengths and weaknesses, thereby fostering better communication, and understanding in a multicultural society (Ho et al., 2024).

In essence, this study highlights the practical application of CHAT principles in the classroom, offering a valuable resource for educators, researchers, and policymakers. This focus has the potential to positively influence educational practices and outcomes, contributing to a more inclusive and equitable society.

3. Overview of CHAT

The history of the theory spans over three generations of interpretation, such as First generation: Vygotsky 1920’s and 30s–Individual -culture Second generation: Leont’ev (1978 / 1981)–Collective activity, meditational means, Division of labour as basic historical process Third generation: CHAT Engestrom, Cole–Dialogue and multiple perspectives, cultural diversity–Expansive learning (Nygard, 2010). CHAT is a comprehensive theoretical framework developed by Lev Vygotsky and his colleagues in the early 20th century. It posits that human participation in activities is intricately influenced by a combination of tools, artifacts, and symbols. These meditational elements,

This work is licensed under Creative Commons Attribution-NonCommercial 4.0 International License.

which are crucial for comprehending human behavior and cognition, do not function independently but are intricately intertwined within the intricate framework of social and cultural settings. It is within these contexts that the tools, artefacts, and symbols acquire multifaceted meanings, configurations, and functionalities, thereby exerting a profound influence on the way individuals employ them, navigate their environments, and interact with one another. In essence, CHAT underscores the inextricable fusion of human action with socio-cultural factors, elucidating the complex interplay between external influences and the internal dynamics of human activity. This theoretical framework, thus, affords a comprehensive lens through which to scrutinize the web of relationships between culture, tools, and human cognition, unraveling the profound implications for our comprehension of the intricacies inherent in human behaviour and learning. (Taber, 2020)

CHAT underscores the paramount significance of the division of work within the web of human activities. According to this theoretical framework, any task or endeavour involves a fundamental division of roles. The subject, the active participant, strives to achieve a specific goal, represented by the object of the activity. Integral to this dynamic interplay are the tools and artefacts that are harnessed and manipulated by the subject to facilitate the achievement of the said objective, while concurrently, the activity is guided and regulated by a set of normative principles and rules, which not only serve as a structuring mechanism but also contribute significantly to the socio-cultural context in which the activity unfolds. This multifaceted division of labour within the overarching framework of CHAT thus illuminates the complex interplay between human cognition; material tools, the teleological aspirations of individuals, and the socio-cultural milieu within which activities are embedded, offering valuable insights for research and analysis. Thus, the theoretical framework examines the connection between human activity and the wide network of participants and the institutional limitations that affect them. (Bakhurst, 2009)

4. Key Concepts of CHAT

Cultural-Historical Activity Theory (CHAT), a framework to understand human development and learning, originated from the work of Lev Vygotsky and his colleagues. The theory has its roots in Vygotsky's "Subject, Object, & Mediating Artefact" the triad, which highlights the significance of circumstance and community in all types of education. It also considers how social groups and various activity systems mediate activity (El Maouch et al., 2024). It focuses on social and cultural aspects of activities, which are complex, goal-directed systems of actions involving tools, artefacts, and symbols. Actions, the basic units of activities, are mediated by tools and connected to specific goals, while operations are mental processes that individuals use to plan, organize, and execute actions. Mediation, a crucial concept, refers to the idea that human activity is shaped by various meditational means.

Internaliaation is the process through which external tools become incorporated (Dafermos, 2024). The social context of an activity, which includes the influence of social

This work is licensed under Creative Commons Attribution-NonCommercial 4.0 International License.

relationships, cultural norms, and practices, is essential in understanding how individual activities are shaped and how learning and development occur within a specific socio-cultural milieu. CHAT, often used in educational research, has been influential in fields like psychology, anthropology, and education. (Davis & Francis, 2023)

4.1 CHAT: Can be used to Understand Teaching and Learning in Classroom

CHAT can be used to understand teaching and learning in the classroom by examining the classroom's activity system, which includes the subject (student), object (learning goal), tools and artefacts (textbooks, worksheets, computers, and other instructional materials), and rules (classroom procedures, expectations, and grading policies). By analyzing the activity system of the classroom, educators can gain a better understanding of how students learn and how to create more effective learning environments, as shown in Figure 1. For example, a teacher who wants to use CHAT to understand their students' learning might start by looking at the types of tools and artefacts that they are using in their classroom. If the teacher is using a lot of worksheets and textbooks, they might conclude that their students are learning in a more traditional way. However, if the teacher is using more interactive tools and artefacts, such as computers and simulations, they might conclude that their students are learning in a more constructivist way. The teacher could also look at the rules of their classroom to see how they are impacting student learning. If the teacher has very strict rules and expectations, they might conclude that their students are learning in a more authoritarian way. However, if the teacher has more flexible rules and allows students more autonomy, they might conclude that their students are learning in a more democratic way.

By understanding the activity system of their classroom, the teacher can identify areas where they can change their teaching practices to better support student learning. For example, if the teacher wants their students to learn in a more constructivist way, they might need to provide them with more opportunities for hands-on learning and exploration. CHAT can also be used to understand how students interact with each other and with the teacher in the classroom. For example, a teacher who wants to use CHAT to understand student interactions might start by observing the different groups of students in their classroom and how they work together. The teacher might also look at the types of conversations that students have with each other and with the teacher. By understanding the social dynamics of their classroom, the teacher can identify ways to create a more supportive and inclusive learning environment.

This work is licensed under Creative Commons Attribution-NonCommercial 4.0 International License.

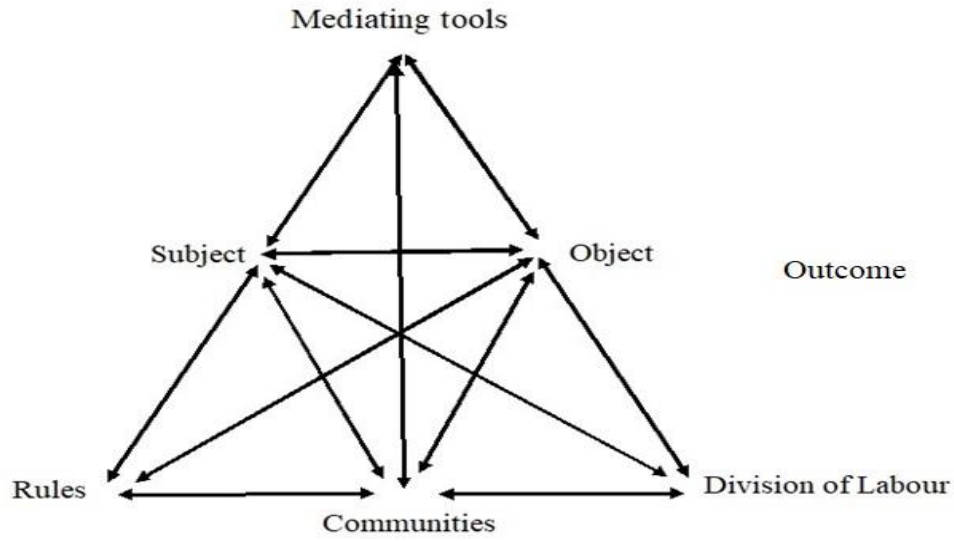


Figure 1. Types of tools and artefacts

For example, if the teacher notices that a certain group of students is always left out of conversations, they might need to implement strategies to encourage more interaction among all students. Overall, CHAT can be a powerful tool for educators who want to better understand teaching and learning in the classroom. By analysing the activity system and social dynamics of their classroom, educators can identify areas where they can change their teaching practices to better support student learning. Martin and Peim also referred to the academic importance of CHAT. They have discussed the concept of "Academic Culture" that influenced students' success rate, practices, and student activities including group work, awareness, and acquisition of a second academic culture. They have pointed out that activity theory emphasizes object-orientedness, meditation, and contradictions within the students' activity systems and among them. (Martin & Peim, 2009)

4.2 CHAT: Can be used to Design and Implement Teaching Learning Activities

CHAT can be used to design and implement teaching and learning activities that promote social values and inclusion. Here are some specific examples. Creating learning environments that are inclusive and welcoming to all students. CHAT can be used to create virtual learning environments that are accessible to students with disabilities and students from marginalized communities. For example, CHAT can be used to create text-to-speech and speech-to-text capabilities, as well as to provide translation and transcription services. CHAT can also be used to create virtual avatars that represent a diversity of cultures and backgrounds.

This work is licensed under Creative Commons Attribution-NonCommercial 4.0 International License.

Another strategy is using culturally relevant materials and teaching methods more democratically.CHAT can be used to create and share culturally relevant teaching materials and resources. For example, CHAT can be used to create and share digital textbooks, videos, and other multimedia content that reflect the experiences and perspectives of students from diverse backgrounds.CHAT can also be used to develop teaching methods that are culturally responsive and inclusive. This approach and theory can better promote critical thinking and social action.CHAT can be used to help students develop critical thinking skills and to engage in social action. For example, this can be used to facilitate discussions about social justice issues, develop research projects on social justice topics, and create and share social justice campaigns. Learners can be better empowered to be agents of change in their communities. This can help students connect with and learn from social justice activists and organizations. For example, CHAT facilitates online workshops and webinars with social justice experts, to connect students with social justice organizations in their communities, and to provide students with opportunities to volunteer and participate in social justice campaigns.

By focusing on these areas, CHAT can be used to create a more just and equitable educational experience for all students.Here are some specific examples of how CHAT can be used in the classroom to promote social justice and equity: A teacher could use CHAT to create a virtual museum exhibit on the history of social justice movements.Students could explore the exhibit at their own pace and learn about the different ways that people have fought for social change throughout history.A teacher could use CHAT to create a simulation of a social justice issue, such as poverty or discrimination. Students could play different roles in the simulation and experience the issue first hand.This means that objects have meaning, but the meaning can change depending on whether you're a child or an adult. For kids, some objects can represent other things during play, like a doll becoming a mother. For adults who understand symbols, they can make an object like a cradle stand for a mother.However, this does not work the same way for children.They need something like an object to make it play, not symbolism.

So, it is more about play than using symbols in this case. A symbol is like a sign, but an object does not automatically mean a mother.The crucial aspect in this particular setting is that the significance of objects undergoes a transformation, with the concept itself taking center stage (Vygotsky, 1978). So, things shift from being the most important to being less important in this structure.This could help students to develop empathy for others and to learn about the challenges that people from marginalised communities face.

A teacher could use CHAT to create a virtual community where students from different backgrounds can come together to learn and share their experiences.This could help students to develop a better understanding of diversity and to learn how to work together to create a more just and equitable society. CHAT is a powerful tool that can be used to promote social justice and equity in education. By using CHAT to create inclusive and culturally responsive learning environments, teachers can empower students to be agents of change in their own communities.

This work is licensed under Creative Commons Attribution-NonCommercial 4.0 International License.

Available online at https://www.asjp.cerist.dz/en/Articles/155

4.3 CHAT: A Comprehensive Socio-Cultural Framework

CHAT is a comprehensive socio-cultural framework that can be applied to the realm of English language teaching to analyse and refine classroom practices. By considering critical questions such as goals, resources, norms and culture, activity organisation, and community building, instructors can use CHAT to create a supportive and inclusive learning environment that fosters effective language acquisition, as shown in Figure 2.

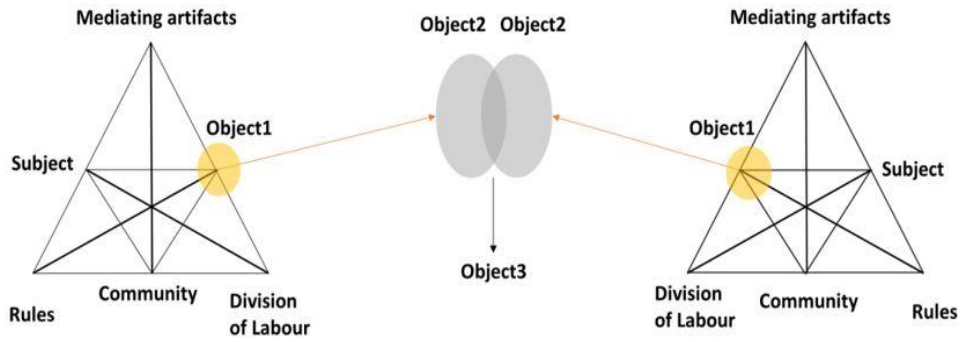


Figure 2. Cultural historical activity enhances language learning

CHAT provides a valuable framework for English language teaching by helping instructors consider the social and cultural contexts in which their students are situated, the goals of their lessons, the resources and tools that students need, the norms and values that influence language acquisition, the organization of learning activities, and the creation of a supportive community.

An illustrative example of applying CHAT to English language teaching is through the implementation of task-based learning. Task-based learning is an approach centered on the completion of practical, real-world tasks as a means of language acquisition. CHAT can guide educators in designing task-based activities that are tailored to student's interests and needs, providing opportunities for authentic language use. For instance, an English teacher might devise a task in which students collaborate in groups to research, plan, and deliver a presentation on a topic of their choice, using English as the medium of communication. This not only fosters language development but also hones research, presentation, and teamwork skills.

Drawing on the rich framework of CHAT, a thoughtful teacher implements a multifaceted approach to nurture the reading comprehension skills of her English language learners (ELLs). Through a meticulously designed lesson plan, the teacher endeavours to foster the identification of main ideas and supporting details within texts, while simultaneously encouraging her students to adeptly draw inferences and make predictions, thus addressing their specific needs within the context of their linguistic development.

This work is licensed under Creative Commons Attribution-NonCommercial 4.0 International License.

Available online at https://www.asjp.cerist.dz/en/Articles/155

The teacher can extend her commitment to ELLs by nurturing a classroom environment that reverberates with inclusivity, welcoming students with a daily greeting, and ensuring the accessibility of necessary materials. Her holistic approach also champions the utilization of English among ELLs and promotes mutual support, thereby cultivating a positive and supportive learning milieu for all students. The teacher can design CHAT to tailor activities congruent with students' varied English proficiency levels offering differentiation through scaffolded writing assignments and flexible project options, thereby catering to each student's unique path to success. In essence, CHAT becomes an essential tool in the teacher's arsenal, enabling her to decipher Ells's strengths and weaknesses, thereby facilitating the development of personalized learning plans. It also aids in monitoring their progress over time, enabling the identification of areas necessitating additional support and timely intervention. Fully, CHAT empowers educators to continuously refine their pedagogical strategies, ultimately contributing to the success of ELLs not only within the educational realm but also in their broader life experiences. (Engeström, 2001)

5. Examples of CHAT

In "Cultural Historical Activity Theory in Discourses on Learning in Education," Davis and Francis (2023) investigate the role of CHAT in English language learning. The authors illustrate how CHAT provides a valuable framework for understanding the cultural and historical contexts of language acquisition and how it can enhance both language proficiency and cultural competence. They argue that CHAT emphasizes the importance of authentic language use, social interaction, and meaningful activity in language learning, and that it highlights the need for language teaching to be grounded in learners' cultural and historical experiences. The paper shows that CHAT has important implications for language teaching pedagogy, and that it can help learners develop a deeper understanding of language and culture, and become more effective communicators in English.

Similarly, the article "The 'Creativity Crisis' as a Mind in Crisis: A Cultural-Historical Activity Theory Position" by El Maouch et al. (2024) explores the phenomenon known as the "creativity crisis" through the lens of CHAT. The authors The authors argue that the decline in creativity, particularly in educational and professional settings, can be understood as a broader crisis of the mind, influenced by cultural and historical factors. CHAT provides a framework to analyze how societal changes impact individual creativity.

The study emphasises the interconnection of personal, cultural, and historical contexts in shaping creative capabilities. It highlights how modern educational systems and societal pressures may hinder creative development by prioritizing standardized testing and conformity over innovative thinking. The authors propose that addressing the creativity crisis requires systemic changes in educational practices, encouraging environments that foster creative thinking and problem-solving. This involves rethinking

This work is licensed under Creative Commons Attribution-NonCommercial 4.0 International License.

the division of labor in educational settings, promoting collaborative learning, and integrating tools and technologies that support creative expression. The study suggests that to overcome the creativity crisis, there must be a shift towards educational models that value and nurture creativity, supported by a deeper understanding of the cultural and historical contexts that influence it. This approach not only benefits individual learners but also contributes to the development of a more innovative and adaptable society.

Mikhail Dafermos' (2024) article "Discussing the Concept of Crisis in Cultural-Historical Activity Research: A Dialectical Perspective" delves into the multifaceted nature of crises within the framework of CHAT. He traces the historical and theoretical evolution of the concept of crisis, highlighting its application in various disciplines such as law, medicine, and political economy. The article emphasises the significance of the concept of crisis in understanding social and historical changes.

Dafermos points out that the notion of crisis has been pivotal in explaining dramatic turning points in history, from Thucydides' analysis of the Peloponnesian War to Marx's critique of capitalist economic cycles. The study underscores how crises are not merely random or accidental but are deeply embedded in the contradictions and dynamics of social systems. Dafermos also discusses the contemporary relevance of the concept of crisis, particularly in the context of modernity and post-modernity. He explores how crises challenge the Enlightenment notion of continuous progress and instead suggests a more fragmented and dynamic understanding of historical development. The article advocates for a dialectical approach to crises, recognizing them as moments of profound transformation that open up possibilities for new forms of social organization and subjectivity. The article presents a compelling argument for the importance of the concept of crisis in cultural-historical research, emphasizing its role in driving social change and advancing theoretical understanding within the CHAT framework.

6. Applications of CHAT

The CHAT has been applied in the Finnish education system to encourage students to learn in groups and solve problems. Furthermore, in an array of project-based learning settings and professional development contexts, CHAT has been used realistically, especially in the improvement of teacher knowledge, use of instructional approaches, and student participation. Other successful applications are implemented in special education and in technology coaching and integration where CHAT aids in delivering customised teaching and learning experiences in accordance with students' learning profiles.

- Applying the CHAT principles in the educational context empowers teachers to establish a dynamic and inclusive classroom environment that fosters optimal learning experiences for all ELLs. CHAT, rooted in the work of Vygotsky and his sociocultural theory, offers a holistic framework for understanding the convoluted interplay between cultural, historical, and social factors in the learning process,

This work is licensed under Creative Commons Attribution-NonCommercial 4.0 International License.

providing educators with a comprehensive approach to address the diverse needs of ELLs.

- By integrating CHAT principles, teachers can appreciate the significance of cultural diversity within the classroom, recognising that ELLs bring a wealth of cultural knowledge and experiences that can be harnessed to enrich the learning environment. This recognition enables educators to celebrate and incorporate the diverse backgrounds of their students, thereby fostering an atmosphere of respect, validation, and cultural sensitivity.
- CHAT encourages teachers to consider the historical and sociocultural context in which ELLs exist, emphasising the importance of recognising the impact of socio-economic conditions, immigration experiences, and the educational backgrounds of ELLs. By acknowledging these factors, educators can tailor their instructional approaches to meet the specific needs and challenges that arise from these circumstances, ultimately promoting a more equitable learning environment.
- Incorporating CHAT principles also prompts teachers to engage in collaborative and socially mediated learning experiences, as Vygotsky posited that learners acquire knowledge through interactions with peers and more knowledgeable others. For ELLs, this means that creating opportunities for peer collaboration, as well as interactions with teachers, is pivotal to their language development and overall learning.
- To ensure effective learning for ELLs, it is imperative to employ a diverse range of teaching methods and materials, as these students come from varied backgrounds and possess distinct learning styles. By incorporating a multitude of instructional approaches, educators can cater to the diverse needs of their ELLs, thereby ensuring access to the curriculum.

Opportunities for collaborative interactions among students are essential, aligning with CHAT, which underscores the significance of social engagement in the learning process. ELLs can derive substantial benefits from collaborative tasks and activities, both in English and their native language, fostering a supportive and inclusive learning environment. Employing scaffolding as a pedagogical technique is equally essential; it entails teachers offering progressive support to students as they grapple with new concepts and skills, gradually diminishing this support as students become more adept. It can be understood that providing constructive feedback on students' progress is important, enabling them to identify their strengths and weaknesses and set goals for self-improvement. By integrating CHAT principles into their teaching practices, educators can develop a classroom environment that optimally facilitates learning for all ELLs.

7. Conclusion

CHAT aims to comprehend and improve classroom teaching and learning. It highlights how central the sociocultural environment is to human activities, particularly

This work is licensed under Creative Commons Attribution-NonCommercial 4.0 International License.

learning and skill development. The significance that tools, artefacts, and symbols have in mediating human behaviour and promoting learning experiences is highlighted by CHAT. It suggests that objects, technologies, and symbols woven into social and cultural environments mediate human participation in activities. These components take on complex configurations, meanings, and functions that impact how people use them, move through their surroundings, and communicate with each other. CHAT provides a powerful lens for understanding how human cognition, technologies, and culture intertwine.

CHAT emphasises the importance of the socio-cultural context in human activity, including knowledge acquisition and skill development. It focuses on the idea that human engagement in activities is mediated by a constellation of tools, artefacts, and symbols, which are interwoven within social and cultural contexts. These elements acquire multifaceted meanings, configurations, and functionalities, influencing how individuals use them, navigate their environments, and interact with one another. CHAT provides a comprehensive lens through which to scrutinize the relationships between culture, tools, and human cognition, offering valuable insights for research and analysis. The theory aims to design and implement pedagogical strategies that enhance learning outcomes and promote social justice and equity, aligning with contemporary educational imperatives.

Hence, it is a theoretical framework that explores the relationship between human activity and the network of participants and institutional limitations. The theory focuses on the social and cultural aspects of activities, which are complex, goal-directed systems of actions involving tools, artefacts, and symbols. It emphasizes mediation, internalization, and the social context of an activity. CHAT is often used in educational research and has been influential in fields like psychology, anthropology, and education. It is a way of thinking about how people learn and work together in a social and cultural context, especially in classrooms. It's like a pair of glasses that helps us see how people use tools, objects, and symbols to do things and learn.

CHAT says that when we are doing something, like learning in a classroom, we are not doing it alone. We are part of a group that is guided by rules and tools. The latter can be books, computers, or how the class is organized. CHAT sheds light on how these factors influence learning.

Thus, the application of CHAT principles in the classroom enables educators to create a suitable learning environment for all ELLs by embracing cultural diversity, considering the historical and socio-cultural context, and promoting collaborative and socially mediated learning experiences. This approach not only supports ELLs in their language acquisition but also fosters a more inclusive and equitable educational setting, where every student's unique background is recognized and celebrated. In conclusion, CHAT serves as a robust framework for evaluating and enhancing English language teaching practices. By embracing the foundational elements of CHAT, instructors can create dynamic, culturally sensitive, and effective learning environments that promote language acquisition, engagement, and overall educational success.

This work is licensed under Creative Commons Attribution-NonCommercial 4.0 International License.

Available online at https://www.asjp.cerist.dz/en/Articles/155

References

[1] Bakhurst, D. (2009). Reflections on activity theory. *Educational Review*, *61*(2), 197-210. https://doi.org/10.1080/00131910902846916

[2] Davis, B., & Francis, K. (2023). *"Cultural-Historical Activity Theory" in Discourses on Learning in Education*. Discourses on Learning in Education. https://learningdiscourses.com

[3] Engeström, Y. (2001). Expansive learning at work: Toward an activity theoretical reconceptualization. *Journal of Education and Work*, *14*(1), 133-156. https://doi.org/10.1080/13639080020028747

[4] Leont'ev, A. N. (1989). The problem of activity in the history of Soviet psychology. *Soviet Psychology*, *27*(1), 22-39. https://doi.org/10.2753/rpo1061-0405270122

[5] Martin, D., & Peim, N. (2009). Critical perspectives on activity theory. *Educational Review*, *61*(2), 131-138. https://doi.org/10.1080/00131910902844689

[6] Nussbaumer, D. (2012). An overview of cultural historical activity theory (CHAT) use in classroom research 2000 to 2009. *Educational Review*, *64*(1), 37-55. https://doi.org/10.1080/00131911.2011.553947

[7] Nygard, Kathrine (2010). Introduction to Cultural Historical Activity Theory (CHAT). INTERMEDIA Univ. of Oslo.

[8] Vygotsky, L. S. (1978). *Mind in society: Development of higher psychological processes*. Cambridge, MA: Harvard University Press. ISBN 978-0-67457629-2

[9] El Maouch, M., Jin, Z., Zhao, K., & Zhang, Y. (2024). The "creativity crisis" as a mind in crisis: A cultural-historical activity theory position. *Integrative Psychological and Behavioral Science*, *58*(2), 433-461. https://doi.org/10.1038/srep12934

[10] Dafermos, M. (2024). Discussing the concept of crisis in cultural-historical activity research: A dialectical perspective. *Human Arenas*, *7*(2), 273-292. https://doi.org/10.1007/s42087-022-00289-4

[11] Ho, J., Hung, D., Chua, P. H., & Binte Munir, N. (2024). Integrating distributed with ecological leadership: Through the lens of activity theory. *Educational Management Administration & Leadership*, *52*(2), 304-324. https://doi.org/10.1177/17411432221077156

[12] Taber, K. S. (2020). Mediated learning leading development—The social development theory of Lev Vygotsky. *Science education in theory and practice: An introductory guide to learning theory*, 277-291. https://doi.org/10.1007/978-3-030-43620-9_19

This work is licensed under Creative Commons Attribution-NonCommercial 4.0 International License.

Acknowledgements
The authors gratefully acknowledge the Department of English at Noorul Islam Centre for Higher Education, India, for their support during this research.

Authors' Biodata
Divya Manoharan Sudha is a respected Research Scholar in the Department of English at Noorul Islam Centre for Higher Education in India. With a profound dedication to education and research, Divya has made significant contributions to her field, particularly in educational theories and practices. Possessing advanced degrees in education, she has devoted her career to exploring innovative pedagogical frameworks that enrich teaching and learning experiences. At Noorul Islam Centre for Higher Education, Divya is renowned for her dynamic teaching style and unwavering commitment to student success. She actively engages in research, focusing on contemporary educational challenges and their solutions. Divya frequently participates in conferences, workshops, and seminars, where she shares her insights and learns from fellow educators and researchers. Her publications in esteemed journals reflect her deep understanding of educational dynamics and her dedication to enhancing educational practices.

Dr. Ramachandran Subramania Pillai is a distinguished academic associated with the Department of English at Noorul Islam Centre for Higher Education in India. With a distinguished career in English language and literature, Dr. Pillai has made significant contributions to the field through extensive research, teaching, and scholarly activities. He is widely recognized for his expertise in English pedagogy, literary criticism, and cultural studies, which have greatly enriched the academic community both locally and internationally. Dr. Pillai has authored numerous research papers and articles, delving into various aspects of literary analysis and contemporary literature within educational contexts. His work frequently explores innovative methodologies for teaching English, aimed at fostering critical thinking and enhancing students' engagement with the subject matter.

Authors' Contribution
Divya Manoharan Sudha contributed extensively to the project, focusing on conceptualization and methodology, drafting the article, and undertaking responsibilities for data curation, collection, formal analysis, and interpretation. On the other hand, *Dr. Ramachandran Subramania Pillai* played an important role in validating the findings, reviewing and editing the manuscript, and giving final approval for the version to be submitted.

Declaration of conflicting interest
The authors declared no conflicts of interest with respect to the research, authorship, and/or publication of the article.

This work is licensed under Creative Commons Attribution-NonCommercial 4.0 International License.