

Editorial

GRAHAM CHESTERS

The reports of the demise of the CD-ROM have proved to be a little premature, if one judges by the contents of this issue of *ReCALL*. Whilst it is true that there is a strong emphasis in the articles by Huw Jarvis, Julie Belz and Lina Lee on the opportunities offered by network-based learning – and the trend towards such a focus is inevitable – it remains the case that the CD-ROM is still capable of rich and significant exploitation, as shown in the articles by Gunther Kaltenboeck and Birgit Winkler. Gavin Burnage argues for a ‘broad inclusive approach to networking’ which declines to abandon the old data-carriers, whether floppy-based DOS programs or CD-ROMs and argues for the pragmatic integration of a wide range of disparate resources into a single, coherent framework. DISSEMINATE, the macro-structure articulated here by Philippe Delcloque and Alexandre Bramoullé, is a concept with a similar integrative ambition but from an authoring perspective.

Whatever the technology, the focus of this issue’s articles is where it should be: pedagogic principles and effectiveness. Paul Allum looks to import the principles of Human Computer Interaction into the principles of courseware design; Bernard Susser reflects on the usefulness (or otherwise) of checklists as a tool in evaluating the effectiveness of courseware; Hew Soon Hin and Mitsuru Ohki study the effectiveness of animated graphical annotation in Japanese CALL.

The worldwide CALL community is well represented in what follows with contributions from the UK, USA, Austria and Japan (with as many as three articles). In these times of increased international tension, it is important that we remind ourselves that underlying the theoretical research and the empirical testing is the ultimate objective of enhancing human understanding through the learning of languages. It is a noble aim that gives CALL its heart.