

*Selected papers from EUROCALL 2001*  
*University of Nijmegen, The Netherlands*

JUNE THOMPSON

*EUROCALL, The Language Institute, University of Hull, Hull HU6 7RX, UK*  
(email: [eurocall@hull.ac.uk](mailto:eurocall@hull.ac.uk))

EUROCALL 2001, held at the University of Nijmegen, The Netherlands, included more than a hundred presentations. Out of these, twenty papers were submitted and twelve of these were selected for inclusion in this issue of *ReCALL* containing the Selected Papers. Due to space constraints a further two papers have been held in reserve for the next issue. Additional material will be included in a CD-ROM to be produced by the conference organisers. See <http://www.kun.nl/eurocall/index2.html> for details.

The main theme of the conference was E-learning: language learning and language technology, with subthemes listed as: Agents on the Scene; Communicative Skills and Interactivity; Testing, Evaluation and Assessment; National and/or International Networks; What is coming next?

The majority of the Selected Papers are concerned with Web-based learning: Uschi Felix's paper emphasises the potential of Web-based technologies for adding value to face-to-face language teaching, whilst a paper by Christine Appel and Roger Gilabert focuses on the latest developments in tandem language learning, emphasising the importance of learner motivation in the success of this approach. Other papers look at online language learning in particular contexts: the airline industry (Ana Gimeno-Sanz); promoting cultural understanding (Michael Shawback and N.M. Terhune); linguistic variation in French (Nicole McBride).

Two papers stand firmly in the Assessment category: Robin Goodfellow *et al.* discuss the use of lexical frequency for assessing learners' writing, whilst Marie J. Myers suggests that new technologies allow for the assessment of language skills on a much broader base than was hitherto possible.

Paul Allum makes the case for comparative research into CALL-based learning, while John Gillespie and David Barr continue their study into reasons for the success or failure of CALL, this time by focusing on the attitudes and reactions of staff to the adoption of CALL or C&IT.

Joline Boulon takes the learning stages described by Nancy as a basis for defining a range of criteria for use in the design of multimedia modules for L2 acquisition; and Design is the keyword of the paper by Mike Levy, delivered as a keynote address. In this paper, Levy describes his findings on the discourse, products and processes of design in CALL, based on a corpus of CALL publications. The subsequent analysis and interpretation focuses on the relationship between theory and design, and the centrality of the task and the learner in the design process.