

Contents

| | |
|---|----|
| Introduction | 1 |
| PETER SKEHAN <i>University of London Institute of Education</i> | |
| Bridging the Gap between Computers and Language Teaching | 13 |
| V. J. COOK <i>University of Essex</i> | |
| Logical Possibilities and Classroom Scenarios for the Development of CALL | 25 |
| MARTIN PHILLIPS <i>English Language Services Department, The British Council</i> | |
| Using Computers in EFL: Case Studies from the Bell Schools | |
| 1. Setting up the System in the School | 47 |
| EDWARD VANDERPUMP <i>The Old House, Norwich</i> | |
| 2. The Microcomputer Network | 59 |
| DAVID EASTMENT <i>Bell College, Saffron Walden</i> | |
| 3. CALLing the Tune: Teacher Involvement in CALL Development | 65 |
| ARTHUR ROPE <i>The Old House, Norwich</i> | |
| Should Teachers Learn to Program? | 69 |
| JOHN HIGGINS <i>The British Council, Belgrade</i> | |
| Appendix: Comments by an EFL Methodologist | 79 |
| MONICA VINCENT <i>University of London Institute of Education</i> | |
| Lexical Skills and CALL | 83 |
| PAUL MEARA <i>Birkbeck College, University of London</i> | |

Humanistic CALL: Teachers' Needs and Learners' Needs in the Design and Use of Computer-assisted Language Learning Systems 91

JEREMY FOX

University of East Anglia

Educational Technology in the Next Decade: an ELT Perspective 99

MARTIN PHILLIPS

English Language Services Department, The British Council

Appendix: A Primer in CALL Technology 121

PETER SKEHAN

University of London Institute of Education