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INTRODUCTION

This paper will look at the issue of TESOL (Teaching English to Speakers of Other Languages) curriculum/syllabus design in general and TESOL materials development in particular from the two major points of view: 1. Why a World Englishes perspective should be infused into English language education programmes; and 2. How the use of technology might influence TESOL curriculum/syllabus design in general and TESOL materials selection and development in particular. One of the major intentions of the writer of this paper is to identify the primary reasons a World Englishes perspective should be infused into English language education programmes in general and interpreters and translators training courses in Vietnam in particular. The paper attempts to explore some possibilities and opportunities provided by the Internet (with the focus on the World Wide Web) as reliable ways to access authentic and up-to-date language resources and materials for EFL teachers and learners in a foreign language (not host language) i.e. non-English speaking environment. Finally, some challenges caused by a World Englishes perspective and the use of new technologies in language teaching and learning for Vietnamese curriculum developers as well as some changes in the foreign language education policy in Vietnam are addressed. Accordingly, the context of the Vietnamese situation is always kept in view throughout these discussions and implications for Interpreters and Translators Training courses in Vietnam are tentatively suggested.

Why a World Englishes perspective should be infused into English
language education programmes

At present, the world is witnessing a rapid increase in the use of English as a language of wider communication. More and more countries are making English their lingua franca to communicate with the rest of the world - not only the native English-speaking, but also the non-native English-speaking world in international settings. It is therefore important for any course dealing with English language education programmes including teaching English to speakers of other languages (TESOL) to inculcate an awareness of what is happening to the language worldwide. Unfortunately, at the present time, little information about the roles and functions of English as a world language is presented in English language education programmes. It is the intention of the author of the paper to provide an overview of the relationship between a world Englishes perspective and English language curriculum design as well as TESOL materials selection and development.

A world Englishes perspective is characterised by three key elements:

a belief that there is a "repertoire of models for English", that " the localised innovations [in English] have pragmatic bases, and that "the English language now belongs to all those who use it" (Kachru (1988: 1). The spread of English can be represented in terms of three concentric circles: the Inner Circle, the Outer Circle, and the Expanding Circle (Kachru, 1985a and Kachru in Brown, 1995). The Inner circle represents the traditional bases of

English, dominated by the “mother tongue varieties” of the language (Kachru in Brown, 1995: 235). This Circle incorporates varieties of English [i.e., English as is spoken in Great Britain, the U.S.A, Canada, Australia, and New Zealand).

The Outer Circle may be thought of as country contexts where English was first introduced as a colonial language for administrative purposes. Countries typically listed in this circle include Bangladesh, Ghana, India, Kenya, Malaysia, Nigeria, Pakistan, the Philippines, Singapore, Sri Lanka, Tanzania, and Zambia among others (Kachru, 1985b). English is used in these countries for intra-country purposes. In these countries, a variety of English has evolved which possesses the common core characteristics of Inner Circle varieties of English, frequently termed as ‘institutionalised’ and ‘nativized’ varieties, but in addition can be distinguished from them by particular lexical, phonological, pragmatic, and morphosyntactic innovations (Brown, 1993).

The remaining circle, the Expanding Circle may be thought of as encompassing countries where English was introduced as a foreign language. Kachru (1985b) lists such countries as China, Egypt, Indonesia, Israel, Japan, Korea, Nepal, Saudi Arabia, Taiwan, the former USSR, and Zimbabwe. The uses of English in such countries may be increasing, but by and large, English is not used for the same range of intra-country functions as it is in Outer Circle countries. The same ideas, however, are expressed in other terms by Quirk (1985) as not Inner Circle but English as native language (ENL); not Outer Circle but English as second language (ESL); and not Expanding Circle but English as a foreign language (EFL) countries. Through this threefold manifestation of English Quirk remarks “ English is a global language in each of these three categories: there are ENL, ESL, and EFL countries all around the world” (Quirk & Widdowson, 1985). In other words, the concept of English in its Inner, Outer, and Expanding Circles is equivalent to ENL, ESL, and EFL.

At the present time, after joining the ASEAN (Association of South-East Asian Nations) , Vietnam can be listed as one of the Expanding Circle countries, where English is taught and learnt as a foreign language. The new ‘open door’ economic policy of Renovation (Doi Moi) has resulted in rapidly expanding economic and commercial activity and thus produced a great need for the teaching and learning of foreign languages in general, and for teaching English as a foreign language (TEFL) in particular. The Government now officially requires all government workers at all rankings to attain certain levels of English proficiency in response to the new situation. Learning English is now considered required for many job qualifications or promotions, and teachers of Russian at all levels have been required to retrain as English teachers.

Socio-economic change is the most influential factor in the development of English teaching and learning in Vietnam. Due to the new government policy in general and the foreign language education policy in particular, the status of English language study and English language teachers has considerably improved in Vietnam. Public opinion holds that learning English is not only a “ fashion” but also a “passport” for people to travel, gain scholarships, get better jobs, and so on. It is important for the MOET (Ministry of Education and Training) people to be aware of the fact that Vietnamese Education in general and foreign language education policy in particular is now facing a major turning point, and the decision as to which direction it should take will lay its foundation for the next twenty-first century. Not only will the change take place in teaching and learning content but also in every other aspect of educational policy, such as curriculum/syllabus design or materials selection and development in TESL/TEFL programs, which reflects changing social, economic and political conditions. Similar changes might be found in other Expanding Circle Countries and other Asian countries as well. According to Kachru (1992) Englishes belong not only to native speakers in the Inner Circle but to speakers in the Outer and Expanding Circles as well. For support, he draws upon Crystal’s (1985) suggestion that by the year 2000, there will be more individuals using English whose first language is not English than individuals using English whose first language is English. However, as teachers of English in Vietnam it is difficult for us to think that English belongs to us even though we use it every day in our teaching.

Similarly, in his 1980 case study, Baxter asked two questions of Japanese teachers of English: 'Are you a speaker of English?' and 'Do you speak English?' Almost all of the teachers responded negatively to the first question but positively to the second. In support of this view, Suzuki (1979) claims that English, when used as an international language, is not owned by its native speakers, and native and non-native speakers everywhere must become aware of the widespread shift in attitudes and assumptions about the language. On the contrary, it is interesting to speculate on how English speakers in general and/or teachers of English in particular react to the following statement posted by Mark Mitchell on the TESL-L list discussion group:

'Will someone please tell English that if it is going to evolve, it must first get permission from either Ron or myself? Because there are some things we just do not like and we simply will not TOLERATE them! And I think we can all agree that English should only be permitted to change in countries where it is spoken as a native language. After all, it is OUR language. Thus, changes that naturally occur in America or Britain are potentially acceptable (Australians, however, must petition). But God forbid those Asians, Africans or nasty continental Europeans should try to effect a change! If anyone should hear of this occurring, please notify us immediately. Ron and I will personally rap each and every one of their little non-native knuckles!' (Mark_Mitchell@KNET.GOL.COM).

Basically, in my view, English is not a language any better (nor worse) than others. It became a universal language for many countries and motivated many speakers of other languages to learn it, fundamentally just because it is an instrument to access the technology and civilisation of certain English speaking countries in order to achieve some specific goals. The ultimate purpose is obviously instrumental. If someday China or Indonesia, for instance, become superpowers over the world, very likely those English speakers and learners will turn to learning Chinese or Indonesian and linguistics will then work hard on diversified dialects or variations of these languages, too. This view has been shared by Smith (1991: 32):

Although the dominance of English in commercial, technical, scientific, and political spheres has led many countries to adopt the language as the means of wider communication with the world , its use in these contexts does not indicate a desire to imitate the culture, Philosophy, or lifestyle of native English speaking countries. It is argued that the use of English in these spheres should not governed by the phonological, linguistic, or cultural "chauvinism" of native speakers, but that English standards for international or intercultural communications should be based on intelligibility, grammatical acceptability, and social appropriateness.

The most basic concern is probably for intelligibility. If a person doesn't speak clearly enough to be understood, his message is lost. It should be emphasized here, however, that the responsibility for effective communication is shared by both the speaker and the listener. When the speaker and the listener speak different languages, the sole responsibility rests on the interpreter, the only person who is able to make their conversation or negotiation effective. It is fortunate that most speakers are able to attain mutual intelligibility after only a brief exposure to a pronunciation different from their own. Therefore, it is very important to infuse a World Englishes perspective into English language education programmes in general and interpreters/ translators training courses in particular. Future interpreters especially should be exposed to different pronunciation patterns of English during their training courses, since they have double responsibility for not letting a communication breakdown happen, thus they must be sensitised to the possibility of misunderstanding and be prepared to deal with it.

It is reasonable to claim that, when any language becomes international in character, it cannot be bound to any one culture. An Indonesian does not need to sound like a British or American in order to communicate effectively in English with a Vietnamese at an ASEAN meeting. A Japanese does not need an appreciation of an Australian lifestyle in order to use

English in his/or her business dealings with a Filipino or a Malaysian. In support of this idea, Smith further indicates: "The political leaders of France and Germany use English in private political discussions but this does not mean that they take on the political attitudes of Americans" (Smith, 1991: 34). This certainly raises some interesting questions, related to ESL/EFL curriculum development: Is it necessary for ESL/EFL teachers to introduce only ENL varieties?

Is it enough to introduce only cultures and civilisations of native English speaking countries to ESL/EFL learners in general and future interpreters and translators of English in particular? Or is there any practicability or reliability in Interpreters and Translators Training courses in Vietnam, where only variations of English of the Inner Circle countries were/ have been / and are being used in instruction? Graduates of these courses become interpreters or translators, whose clientele is not limited to native-English speakers. Since Vietnam has shifted its centrally-planning economy into a market-oriented economy, not only American or British Businessmen come to the country to do their business. Vietnam's new Investment Law has provided businessmen of all nations with big opportunities to conduct their business and investment in the country.

It is high time for Vietnamese teachers of English to change their attitudes toward the so called "standard English". In Vietnam only the varieties of English broadcast on BBC (British Broadcasting Company), VOA (Voice of America), and ABC (Australian Broadcasting Company) are regarded as 'standard English'. In other words, the English used by the speakers of Kachru's Inner Circle countries can be considered as a Standard English. What causes problems is that there has been little attempt at determining a Standard English. Some say it is the English of the text book, but most people don't conduct business in that way. I usually hear my graduate students, who are now working for Japanese or Korean Companies in Vietnam, complaining that it is difficult for them to understand Japanese English, i.e. the variety English spoken by the speakers of Japanese (in this case the English spoken by Japanese businessmen); or their 'Standard English' has deteriorated because of Taiwanese or Korean bosses who speak their own varieties of English. I believe that the time is more than ripe now to claim that, questions related to standard English and World Englishes make Vietnamese teachers of English in general and trainers of interpreters and translators in particular, to reconsider their existing TESOL and interpreters/ translators training curriculum or programmes in order to meet the rapid changes of the society's demands. It is important to note that the spread of English provides a language teacher with an abundance of data for relating ESL/EFL issues to pedagogical concerns. Kachru and Nelson suggest several ways to carry out this not easy task: 'This can be done... through the study of variation, the pragmatics of variation, varieties and cultures, and varieties and creativity. These assumptions reflect at least three most powerful sets of pedagogical tools: curriculum, testing, and resource materials' (in McKay & Hornberger, 1996 : 98). To share this point of view, Brown (1995: 239) states: "Three primary areas in language teaching will be affected by research in World Englishes: language education policies with respect to choice of pedagogical models, examination standards and standardised testing, and materials development in listening and reading."

In Vietnam, the first area of the three mentioned above mostly concerns those MOET (Ministry of Education and Training) people who are responsible for foreign language education programmes. Foreign language education policies in Vietnam today have been changing fairly rapidly. For example, hundreds of teachers of Russian have been retrained as teachers of English in order to meet the needs of learners of English throughout the country, particularly in urban areas. Although the Ministry of Education and Training in Vietnam tends to make plans by trying to foresee what may take place in society ten years ahead, it seems the changes in the governmental policies in general and education policies in particular are usually less progressive in their enactment than the changes in society. It might also be said that today's society has been changing more rapidly and drastically than the government or the Ministry's policy revisions. These changes are almost always related

to the complicated and drastically changing international scene. Therefore, as the World Englishes perspective becomes more recognised among educators, future policies and materials developed for language education programmes need to reflect this range of innovations.

Concerning the area of examination standards and standardised testing, up to now the World Englishes perspective has had no room in the English language testing system in Vietnam. Lowenberg's suggestion that in much of standardised language testing, e.g., the TOEIC (Test of English for International communication), " on actual tests and in test preparation, materials do not reflect usage norms in the non-native varieties and are therefore not entirely valid indicators of proficiency in English as a world language" (1993: 96) is absolutely unfamiliar to Vietnamese testers and testees. Hanoi University of Foreign Studies, for example, even sets a rule for test designers to be allowed to use only testing materials produced in Inner Circle countries; Texts for English-Vietnamese translation tests must be those written by authors whose English is native. This is probably due to lack of information on issues relating to the World Englishes perspective. As English language teachers and testers, how can we react to Lowenberg's questions whether only native speakers should determine the norms for Standard English as it is used globally? I strongly agree with Lowenberg's acknowledgment of the impact non-native speakers of English have on the development of the language and his calls for English language proficiency assessments to take into account how English is used by speakers all over the world. In the area of materials development in language teaching, in Vietnam we can witness the beginning of the impact of a World Englishes perspective. Even though the majority of materials prepared for both ESL and EFL instruction focus primarily on Inner Circle norms, recently, thanks to the Government's Renovation policy, students of Interpreters and Translators Training Courses in Vietnam are able to be exposed to material resources from different newspapers provided by some foreign Embassies in Hanoi. These sources originated in Inner Circle as well as in Outer and Expanding Circle countries. Clearly, not only English language teachers, but also ESL/EFL programs designers or TESOL curriculum developers as well as education policy makers should bear in mind the worldliness of English. For achieving positive goals, however, it is most important in English language teaching and learning in general and teacher training programmes in particular to create not only teacher but also learner awareness of the status and functions of Englishes in the world today and in the future. The global diffusion of English has taken an interesting turn: the native speakers of this language seem to have lost the exclusive prerogative to control its standardisation; in fact, if current statistics are any indication, they have become a minority. If TESOL teacher education programmes are to reflect the diversity of their participants, the kinds of theories and models the students are exposed to should explore how English is learned and taught around the world. It is important for TESOL curriculum developers to focus on approaches and techniques in selecting and developing teaching materials for helping students from Outer Circle countries versus students from Expanding Circle countries improve the international intelligibility of their varieties of English. An infusion of a World Englishes perspective into English language teaching programmes can help ESL/EFL teachers focus more critically on how English is used throughout the world. Explorations of World Englishes have the potential of opening the eyes of English users to the great array of cultures and civilisations in the world. Furthermore, introduction of such a perspective can change how teachers perceive their roles, as it provides a wide range of practical issues affecting teachers of English in Inner, Outer and Expanding Circle countries. Clearly, the World Englishes perspective creates a challenging opportunity not only for English language teachers but also for curriculum developers as well as course designers all over the world to consider the linguistic, cultural and academic situation in order to conduct a successful English language education programmes as Kachru (1992: 246) suggests ' the approach to World Englishes has to be cross-cultural and cross-linguistic'.

With the spread of English, many different varieties have developed. The recognition of the functional diversity of English is so important that some researchers (Kachru,1982;

Smith, 1987; Pride, 1982; and Strevens, 1987) have begun to use the term 'Englishes' to reflect the world-wide variations of the language. Unfortunately not all varieties of English have been described and introduced in English language education programmes to date. Therefore, one of the major intentions of the writer of this paper is to identify the primary reasons a World Englishes perspective should be infused into English language education programmes in general and interpreters and translators training courses in Vietnam in particular.

How the use of technology might influence TESOL curriculum/syllabus design in general and TESOL materials selection and development in particular

We are now living in an Age of booming information and technology, the effects and influences (both positive and negative) of which are obviously unavoidable. Computer-assisted language learning (CALL) and teaching is now available in most secondary, vocational and tertiary educational institutions in many countries in the world. Even in Vietnam, one of the poorest countries, the computer knowledge of Vietnamese students in big cities of the country is not so bad, and in many cases I should say it is even better than that of many students in developed countries. To date, learning English through computer assisted instruction and become computer literate through learning English is the trend in many ESL/EFL learning and teaching programs. As Landow (1992:160) states: "...hypertext and hypermedia have enormous potential to improve teaching and learning." So teachers and learners should be trained and prepared well enough to cope with these changes in educational trend.

Landow's idea is supported by Truman (1992) and Lanham (1992) as well as others when they focus on important aspects of teaching and learning and the curriculum that may be effected by the use of CALL. These include the promotion of more independent and active learning of the students and classroom curriculum planning of the practical teachers in particular, the challenges to the education policy makers as well. CALL in general and the Internet in particular mean very much to learner-centred, classroom curriculum planning, because they are both a teaching and a learning tool. By transferring to learners much of the responsibility for accessing, sequencing and deriving from information, the Internet provides an ideal learner-centred environment in which exploration or discovery may flourish. As Snyder, (1996:103) pointed out: "Hypertext users participate actively when locating information: students become reader-authors, either by choosing individual paths through linked information, or by adding texts and links to the docuverse." Similarly, Vygotsky (1962) and Freedman (1993) stated that hypertext systems seem to facilitate an implicit, incidental and contextual kind of learning, which is regarded widely as more enduring and transferable than when students are taught directly and explicitly.

Using CALL in language classrooms may change the role of the teacher so far as some of the power and authority is transferred to the learners. The teacher becomes something like Bruner's (1986) coach, "more an older, more experienced partner in a collaboration than an authenticated leader" (Landow, 1992:123). With CALL, learners become more independent as active shapers of the knowledge they acquire and the information they process. In this teaching and learning environment, teachers are encouraged to present themselves "in polylogic rather than monologic roles" (McDai, 1991:218). It also encourages teachers to integrate all the courses in which they are involved. Because hypertext easily accommodates interdisciplinary approaches to literary studies, teachers can use it to develop and to extend their students' ability to think critically and to make connections between discrete bodies of information. However, Laurillard (1993:24) argued:

"Hypertext, accessing a text database, is not interactive, because there is no intrinsic feedback on the user's actions; the information in the system does not change as a consequence of the user's actions on it; it only changes if they change the system itself, by changing the information or the links directly. So it is no more interactive than writing in the margins of a book, or editing the book yourself, or annotating it with your own references to

another point in the book... as an educational medium, enabling students to develop their academic understanding, it has little to offer”.

Admittedly, there are some problems and drawbacks to be overcome when using computers in general and hypertext in particular in teaching and learning as I mentioned in ‘educational opportunities and limitations of CALL’ in the seminar presentation. Anyway, it is clear if we agree that education must aim at teaching people to gather information from a wide variety of sources, and to integrate what they have gathered into a coherent whole so that it becomes knowledge, then hypertext is a useful medium in which to achieve this aim. Obviously, it is no longer for us as language teachers to conduct our teaching mostly in a manner that belongs to the world of print texts- a manner that’s verbal, analytical, logical and sequential. So, as language teachers we should bear in mind the educational advantages and limitations of CALL in order to adjust our teaching programmes to meet the learners’ needs.

Using the Internet as a tool for developing authentic and up-to-date materials resources in TESOL curriculum

Many EFL teachers and learners in Vietnam as well as in other non-English speaking countries often comment on feelings of the lack of and difficulties in finding authentic resources and materials for their teaching and learning. The purpose of this part of the paper is to explore some possibilities and opportunities provided by the Internet (with the focus on the World Wide Web) as reliable ways to access authentic and up-to-date language resources and materials for EFL teachers and learners in a foreign language (not host language) i.e. non-English speaking environment.

Global computer networking, or the Internet as it is more commonly known, provides a vast range of resources accessible to anyone with a computer link. However, as a resource for language learning and teaching, the Internet must be used selectively and with much forethought and planning. Thus the author of the paper hopes to shed some light on teachers’ role in using computer software in general, and the Internet in particular, in selecting and developing their language teaching materials. The Internet is a complex global networking system of computers connected by fibre-optic cables, phone lines and modems, satellite signals and special programming languages (Branwyn, 1994 ; Wyman, 1993). It represents the largest collection of information and resources ever known to human beings. Here we examine only one aspect of the Internet: the World Wide Web(WWW) as a tool for EFL teachers and learners to access authentic and up-to-date materials in their teaching and learning. The educational advantages and limitations of using it to access authentic and up-to-date materials as well as to enhance language teaching and learning and some examples and applications will be reviewed; and finally a list of interesting and useful Web sites will be included in the seminar presentation.

Since the Web “ provides an unlimited panorama of engaging, multimedia, authentic English materials” and “ there are tremendous search capabilities of the Web, which allow instant access to up-to-date information on just about any topic imaginable...”

(Mills, 1995 : 10), interpreters and translators training teachers can explore and select relevant materials to fuel their class discussions by exposing their students to real tasks of future interpreters and translators. These kinds of task activities not only develop the learners’ vocabulary, but also contribute to cultural understandings of English-speaking countries as well as how English works in different countries or regions. There are always many quick, easily accessed language-learning materials that provide up-to-date information on different topics and themes for those teachers who do spend time and effort on browsing them on the WWW. For example, Tyler Jones’ Human Language Page (<http://www.willamette.edu/~tjones/Language-Page.html>) offers a wealth of opportunities for language teachers; they just scroll down and select “Lingua Centre”, then click on “Ohio University CALL Lab English Resources Page”, to open up a wide range of lesson activities

not only for practical skills like reading, writing and speaking, but also for many culturally-based activities for training interpreters and translators as well. Teachers of English in non-English speaking countries in general, and teachers of translation and interpretation at Hanoi University of Foreign Studies - the only official government institution, producing interpreters and translators for the whole country - in particular should exploit all possible opportunities using the World Wide Web to access authentic and up-to-date resources and materials in their teaching programmes. Actually, teachers may obtain ideas and resources from Web sites to use more or less directly in their teaching at different levels, ranging from designing a programme, developing a curriculum, or planning lessons. The challenge for educational developers in general, and for language teachers in particular, is to integrate knowledge of teaching and learning strategies with an understanding of the features of the WWW, to design appropriate lesson activities or teaching programs that meet the learners' needs. There are a number of features of the World Wide Web which might be used for teaching and learning. Perhaps, as already mentioned above, Hypertext or Hypermedia is a major one, as it has the potential for developers to create links between text and other media not only within an individual document but also between documents residing on any computers in the world which have access to the WWW.

Alexander (1995) has proposed four approaches to using these Web features for teaching and learning : to create documents which contain hypertext/hypermedia links; to use hypertext programming in order to take advantage of the interactivity, a capability, which it is claimed provides useful strategy for active learning; a third approach is to use the hypertext/hypermedia links on the Web to encourage learners to become collaborative authors. Finally, the fourth approach is to use a range of Internet services so that an integrated learning experience is realised. This approach has been applied in the JASON project (Alexander, 1995).

All applications on the Web have the capacity to be controlled. Students can select the portions of information that they feel are appropriate or interesting, combining the visual, graphic and text-based information to produce a single whole which is uniquely owned by each. The presence of colour and movement in their references are a distinct advantage over the linear fixed presentation of books. Warschauer et. al. (1994) point out that students question, discuss and explore computer generated materials more deeply because of the initiative simulated by this control: thus, increased interactions, including student-computer, student-student and teacher-student interactions, are the obvious achievement. In such situations the teacher's role is that of facilitator while students communicate thoughts and pursue topics at their own pace and desire.

CONCLUSION

It is obvious that internationalisation of English language teaching and introduction of a world Englishes perspective into ESL/EFL curriculum is a long overdue and not an easy task. It requires not only co-operation and efforts between language teachers and education policy makers, but also the collaboration of researchers from countries of all three circles. Kachru views the pluralism of English as an " unprecedented linguistic phenomenon" (Kachru, 1992: 250); in my opinion it could even more appropriately be identified as unprecedented socio-linguistic phenomenon. This view has not yet had an impact on ESL/EFL curriculum in the past, but at the present time as well as in the future, it will continue to push language educators toward an expansion of resources and perspectives. This sociolinguistic fact must be accepted and its implications should be recognised by not only TESOL materials developers, but also ESL/EFL curriculum designers and education policy makers as well.

An important use of computers for language teaching and learning is resource retrieval. The Internet includes the broadest array and the largest amount of information ever assembled on earth. So far information provided via the Internet could be seen as authentic and up-to-date teaching and learning materials; however, due to the nature of the subject matter, these

resources and materials need expert help if they are to realise their potential. As language teachers we should bear in mind the fact that, like any other resources or teaching aid, the computer software programs in general, the multimedia texts or hypertext in particular, can not organise or run a lesson, “the teacher, clearly, is a crucial element in the success or failure of a lesson” (Jones, 1986:171). It is the teacher who ensures the context for learning and who chooses the materials to suit the learners’ needs. Computer is useless without careful choice and preparation of materials; so careful lesson planning and classroom management, and training of both learners and teachers are surely needed in order to exploit the best educational opportunities of using computer software in language teaching and learning.

The challenge for educational developers is to use this knowledge to design appropriate curricula which promote an active approach to learning so that ‘what’ students learn is a deep understanding of the subject content, the ability to analyse and synthesise data and information, and the development of creative thinking and good communication skills (Alexander, 1995). And it is important not only for language teachers, but also for education administrators and curriculum designers to realise the significance of the infusion of a world Englishes perspective into TESOL programs; and to what extent the use of technology influence TESOL curriculum/syllabus design as well as integration issue of CALL (computer assisted language learning) into the curriculum as a whole. Thus, “technology is essentially impotent without creative and imaginative application” (Bailey, 1986 :73).

Finally and obviously that new methods and curricula associated with a world Englishes perspective and electronic technologies have profound significance for social, economic, and cultural life in the present and the foreseeable future. Recent and ongoing global trends have brought curriculum developers and technology into complex relationships. Being able to understand these relationships, and to develop learning programs and methods from them, is seen as crucial in order to meet the educational requirements for viable and expansive futures - from the personal to the (inter)national level.