

Editorial

In the last issue of *The New English Teacher* we announced that we would be going 'On-line' to facilitate not just the downloading of previous articles but also to welcome new contributions by posting them on-line. The new website is as follows:

<http://www.assumptionjournal.au.edu/index.php/newEnglishTeacher>

You will then be given a *username* and *password*.

The journal will also be available in the normal hardcopy but a subscription will be required.

There are several reasons for going on-line apart from the obvious one of expanding our 'out-reach' program to a much wider audience and hopefully to encourage more contributions from around the world.

For the first 20 years of the internet, cyberspace and the 'real' world were effectively parallel universes (see Deocampo in this issue). Cyberspace was the preserve of a privileged elite, the computer scientist while the inhabitants of the 'real world', were for the most part, blissfully unaware of its existence. Nicholas Negroponte from MIT believed that the internet was about to 'flatten organizations, globalize society, decentralize control, and help harmonize people' (quoted in Taylor 2014). The network would bring about the rise of a new digital generation and it would see that generation gather into collaborative networks of independent peers.

It has not worked out quite like that. What is happening is that the two universes have effectively merged, so that we now live in a strange amalgam of 'real' and cyberspace. But the big question about the net was always whether it would be as revolutionary as the early evangelists believed. What seems to have happened is that 'power' has shifted from governments to those who control the platforms on which we connect (Google, Yahoo,

Facebook and so on). But what the internet does allow is more public debate in spite of these controlling factors (see Zhong in this issue).

English, of course, plays a major role in communicating through the internet. Consequently the role of education in two of the biggest players in Cyberspace, China and Indonesia are discussed in this issue to see what impact they are having on the 'real' world. The other aspect to consider is the role of translation and the 'narrative' that the translator can create through the re-framing of the text. It is well worth noting that Snowden used the internet to expose where the internet can run riot if misused. In the end the internet should be seen as a tool for communication to develop our knowledge of the world around us rather than being something that we are afraid to use because of its potential to destabilize our society.

The fact that *The New English Teacher* will be available on-line including all past issues is an affirmation of the belief that the internet can open up a world which for many has been difficult to access. We see the internet as a positive step in giving 'voice' to those who up to now have been silent.

J. A. Foley

Editor

Reference

Taylor , A. 2014 *The People's Platform: Taking Back Power and Culture in the Digital Age*.

London: Fourth Estate