NEWSLETTER #72

Our summer 2009 newsletter kicks off with a focus on “teaching environmental issues through cartoons” using the illustrated Gomic books produced by environmental education group, JEE. Our feature articles include a description by Michael Medley of the EFL peace education workshops he carried out in Kosovo, a report by Andy Hockersmith on a culture exchange program his Japanese students conducted with youth in a Thai refugee camp and human rights class activities sent in by Carol Brutza. Also included are a report on last fall’s Asian Youth Forum (AYF 6) held in Tokyo, profiles of EFL readers on global themes plus a rich variety of global education news, events and resources from around the world.

♦ REMINDER: After 19 years as a paper-only newsletter, we’re now offering electronic subscriptions by e-mail. Let us know if you’d like this eco-friendly option!

Special features this issue:
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* News from JALT and other language teaching organizations ................................................................. 5
* Report: The 6th Asian Youth Forum (AYF 6) at PAC 7 (Tokyo, Japan) ............................................................. 6 - 7
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Peace & Cultural Understanding in the Classroom

August 2, 2009 at Yamaguchi University <http://web.cc.yamaguchi-u.ac.jp/~johnson/>

The World Council for Curriculum and Instruction (WCCI) will hold a special 1-day conference on Sunday August 2, 2009 at Yamaguchi University, Japan, on the topic of Teaching Peace and Cultural Understanding in the Classroom. All interested teachers, students and others are invited. Conference presentations will be given on the following topics. For details, see their website above. Plan to attend!

<> Date: August 2 (Sunday) <> Time: 10 am – 5 pm <> Place: Yamaguchi University
<> Judith Johnson <johnson@yamaguchi-u.ac.jp> or Michael Higgins <higgsm@yamaguchi-u.ac.jp>

- Teaching the causes of war
- Images of peace
- Education of the heart
- Moral education in schools
- Human rights for ESL
- Conflict resolution for children
- Teaching countries and cultures
- Teaching peace through food
- Culture in the HS curriculum
- Prizing the individual
- Health and peace
- Cultural sharing totem

Shin-Eiken National Conference

August 1-3, 2009 at Seisen University (Tokyo) <www.shin-eiken.com>

Shin Ei-Ken is a national high school EFL teachers’ group involved with global, peace and human rights education. This summer, it will hold its 50th anniversary conference from August 1 – 3, 2009 at Seisen University in Tokyo on the theme People, Language, Laughter and Peace. For details (in Japanese), see their website above. All interested teachers, students and others are invited to attend!

Peace as a Global Language Conference (PGL)

September 26 - 27, 2009 Shimane University, Japan <www.pgljapan.org>

This fall’s PGL 2009 Conference will be held on Sept. 26-27 at Shimane University. This unique weekend conference will bring together peace activists, peace educators, language teachers and students on the theme “Nurturing Grassroots”. The conference organizers invite presentations on the following topics:

PROPOSAL DEADLINE: July 31, 2009 (proposal forms available from their website)

- peace
- community
- health
- local activism
- global issues
- gender
- environment
- human rights
- media literacy
- culture
- values
- Ig teaching
- Talks (20 or 50 minutes)
- Workshops (20 or 50 minutes)
- Poster session

Clean Up The World

<www.cleanuptheworld.org>

Clean Up The World is a global campaign for improving local communities. This year’s 2009 Clean Up the World Weekend will be held Sept. 18-20. Schools and teachers are invited to join!

World Wise Schools

<www.peacecorps.gov/wws/>

World Wise Schools is a great educational website set up by the members of the US Peace Corps to teach about world cultures and global issues. It features inspiring stories, resources and lesson plans.

Green Teacher Magazine

<www.greeneteacher.com>

Green Teacher is a dynamic environmental education website and magazine which offers exciting teaching ideas, activities and resources to help promote global awareness at your school.
## JALT GLOBAL ISSUES SIG OFFICERS FOR 2009

Here are our 2009 officers for the Global Issues in Language Education Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT). Please get in touch with us!

| **SIG Chair & Newsletter Editor:** | **Hokkaido:** Tim Grose (at left)  
Kip Cates  
Tottori Univ., 4-101 Minami,  
Koyama, Tottori City 680-8551  
<kicides@rstu.jp> | **Tohoku:** Open  
**Kanto:** Mark Shrosbree  
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Kanagawa 259-1292  
markshros@gmail.com  
**Chubu:** Jane Nakagawa  
Aichi Univ. of Education,  
1 Hirosawa, Igaya-cho,  
Kari-shi, Aichi 448-8542  
janenakagawa@yahoo.com | **Regional Officers**

| **SIG Treasurer:** | **Kansai:** Michael Skelton (Seiwa College)  
msgs@seiwa-u.ac.jp  
& Matthew Walsh (Ikeda HS)  
mattandyukari@hotmail.com  
**Chugoku:** Open  
**Kyushu:** Greg Goodmacher  
Oita Pref College, Unenaoaka  
-higashi, 1-11 Oita 870-0877  
ggoodmacher@hotmail.com | **PROJECT OFFICERS**

| **SIG Programs:** | **SIG Publications:**  
Naoko Harada  
Japan Women’s University  
Affiliated Sr. High School  
<yasunako@r5.dion.ne.jp> | **Jane Nakagawa (at left)**  
**SIG Publicity:**  
John Spiri  
Tokyo University of  
Agriculture & Technology  
<spiri@cc.tuat.ac.jp>  
**SIG Japanese Liaison:**  
Masataka Kasai  
Kansai Gaidai University  
<masatakakasai@hotmail.com> | **SIG Website:**  
Albie Sharpe  
4-38-5-502 Akatsuka  
Itabashi, Kyoto 175-0092  
<duckpond@go.com>

| **JOIN OUR GILE SIG TEAM** | **WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?**  
Wanted:  
• Chugoku Rep  
• Tohoku Rep  
• Other regions  
• project & website assistants  
**SIG Membership:**  
Tim Grose  
Sapporo Gakuin University  
11 Bunkyo-dai, Ebetsu-shi  
Hokkaido 069-8555  
<grose@earth.sgu.ac.jp> | "Book Aid" South Africa Library Project  
Help black South African kids! Check first to see what's needed. They'll mail to South Africa.  
Chikako Noda (Japan) <cnoda01@mc.ejnet.ne.jp>  
Website: <www.taaa.jp/english.html> | **WHERE CAN I GET RECYCLED PAPER?**

**Directory of Book Donation Organizations**  
Browse their new website for a listing of projects which donate used books to needy countries.  
Sabra Foundation, 872 Massachusetts Ave.,  
Cambridge MA 02139, USA  
Website (updated): <www.sabre.org>  

**i EARN Egypt Book Request**  
Egyptian English teachers request used EFL resource books and texts be sent to them at:  
iEARN Egypt, Building 4, 97 Cornish El Nile, 6th  
Floor, Suite 603, Rod El Farag, Cairo, Egypt  
<www.iarnegypt.org>  
<info@iarnegypt.org>  

**Vietnam Book Donation Project**  
Donate materials to teachers in Vietnam! Pay your own shipping costs. Send to Tran van Phuoc  
Hue University (Foreign Lgs.), 27 Phan Dinh  
Phung, Hue, Vietnam <dhngoainguhue@vnn.vn>  

Don't throw away old textbooks, journals, dictionaries or cassette tapes!! Recycle them!

"Book Aid" South Africa Library Project  
Help black South African kids! Check first to see what's needed. They'll mail to South Africa.  
Chikako Noda (Japan) <cnoda01@mc.ejnet.ne.jp>  
Website: <www.taaa.jp/english.html>

**Information on recycling paper (Wikipedia)**  
http://en.wikipedia.org/wiki/Paper_recycling

Zero Garbage Website (Japanese)  
http://3r-forum.jp/  
Eco-mall Website (English - USA)  
www.ecomall.com/biz/paper.htm

Global Issues in Language Education  
Newsletter Issue #72  
June 2009
Swine Flu: What It Means for EFL Teachers
This article explains the nature of H1N1 swine flu and counters common myths. The author argues: “As teachers, it is our responsibility to look after students. Ensure that you not only take precautions for yourself, but help students wash properly, cover up when coughing, and stay home when sick. The pandemic may or may not materialize, but teaching students what to expect will help the community prepare and can be used as a dynamic lesson plan.”
ESL Daily May 2, 2009  <http://blog.esldaily.org>

Summer Jobs Teaching in Palestine
The Pioneers Baccalaureate School in Nablus is looking for 10 primary teachers to teach in their summer school. “PBS is unique in Palestine because we run our school on a Western model based on inclusion, kindness and active learning. Please join us as we try to change Palestinian education from the ground up.” For info, contact Lana Khala <future.pioneers@gmail.com>.
“Thumbs Up, Thumbs Down” in EL Gazette #353 June 2009, UK.  www.elgazette.com

The Armchair Volunteer
by Eileen Prince  <www.aiwr.org>
In this article a US teacher trainer describes how she joined a volunteer ESL mentoring program in which she tutors young women in Afghanistan. Her motivation to join came from her concern about women’s rights and her wish to do something. The program, set up by the Alliance for International Women’s Rights (AIWR), connects overseas teacher trainers with women in Central Asia. To tutor her student, a young Afghan female teacher in Kabul, she uses Skype and e-mail from her home in Massachusetts for twice-a-week classes that begin at midnight due to the time difference. For those who want to make a difference but can’t go overseas, she says being an armchair volunteer is a great opportunity. For more details or to join, go to <www.aiwr.org> and click Armchair Volunteering.

Death of French Language Defender
Maurice Druon, a staunch defender of French in the struggle against the creeping invasion of English, has died at the age of 90. As head of the Academie Francaise, Druon worked to police the French language and alert the public to English words (le chewing gum, le supermodel, le fast food) that threaten the purity of French. Druon, a former novelist, Minister of Culture and French resistance fighter, kept a blog after retirement in which he criticized English phrases such as le low-cost airline entering French. Despite his well-known pro-English, pro-Anglo-Saxon attitudes, President Nikolas Sarkozy paid tribute to Druon and his work.
“Foridable Francophone Dies” EL Gazette #353 June 2009, UK.  www.elgazette.com

Educational Aims of Primary MFL Teaching
by Alex Woodgate-Jones  <acwj@soton.ac.uk>  
School of Education, Univ of Southampton (UK)
This article describes a study on the importance that teachers of Modern Foreign Languages (MFLs) give to Intercultural Understanding (IU) in UK primary schools. In 2010, the government aims to give all primary children in England the right to study a foreign language beginning at age 7. The Department of Education has stated:
• in the 21st century, language competence and intercultural understanding are not optional extras, but an essential part of being a citizen
• MFLs will make a contribution to children’s personal development, fostering interest and understanding in their culture and that of others
• MFLs will enable children to develop a greater understanding of their own lives in the context of exploring the lives of others. They will learn to look at things from another’s perspective, giving them insights into the people and traditions of other cultures. Children will become more aware of the similarities and differences between peoples, their daily lives, beliefs and values.

The study found that, while teachers rank IU highly, in practice they focus more on developing language competence. Problems of teaching IU at primary level include a lack of preparation, lack of target culture experience, lack of awareness about available resources and a naïve belief that IU “just happens” as a result of language teaching. The author calls for a more coherent approach to teacher training, syllabus design and materials writing to achieve the aims of promoting IU.
Language Learning Journal  37/2  July 2009 UK  www.all-languages.org.uk/publications_journals.asp
**Language Teaching Conferences**

- **Asia TEFL  Creativity in ELT in Asia**  
  August 7 - 9, 2009  Bangkok (Thailand)  
  Website: www.asiatefl.org

- **Linguistic Prescriptivism and Patriotism**  
  August 17 - 19, 2009  Toronto (Canada)  
  Website: www.chass.utoronto.ca/prescript/

- **JACET ELT and International Exchange**  
  September 4 - 6, 2009  Sapporo (Japan)  
  Website: www.jacet.org

- **KoTESOL Professional Excellence in ELT**  
  Oct. 24 - 25, 2009  Seoul (South Korea)  
  Website: www.kotesol.org

- **TEFLIN Responding to Global Challenges**  
  Dec. 8 - 10, 2009  East Java (Indonesia)  
  Proposals: Aug. 30  www.teflin-indonesia.org

- **GloCALL Globalization & Localization**  
  Dec. 8 - 11, 2009  Chiang Mai (Thailand)  
  Website: http://gocall.org/

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**PANSIG 2010: Call for GILE Submissions**

May 22 – 23, 2010  Osaka Gakuin University  
<matthewisaacwalsh@gmail.com>

Next year’s 2010 JALT Pan-SIG conference will be held May 22 - 23 at Osaka Gakuin University. Our Global Issues SIG will be one of the host SIGs. The theme is Learner Perspectives. There are 10 GILE presentation slots to fill. If you’d like to submit a presentation, contact Matthew Walsh.

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**Int’l Association of Teachers of English as a Foreign Language**

*Darwin College, University of Kent, Canterbury, Kent CT2 7NY, UK*

<www.iatefl.org>  <genera.lenquiries@iatefl.org>

**IATEFL 2010 Conference**

IATEFL’s 2010 conference will be held April 7 - 11 in Harrogate, England. To facilitate overseas access, it will be broadcast on-line via video feeds and posted reports courtesy of the British Council.

- **Deadline for Proposals:** September 18, 2009

**IATEFL’s Global Issues SIG (GI-SIG)**

Chair:  Mike Solly <mike.solly@yahoo.co.uk>  
Website:  http://gisig.iatefl.org/

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**Key Internet Websites on Global Issues and Language Teaching**

- **JALT Global Issues SIG (Japan)**  
  www.gilesig.org

- **Korea TESOL Global Issues SIG (Korea)**  
  www.kotesol.org/?q=globalissues

- **IATEFL Global Issues SIG (UK)**  
  http://gisig.iatefl.org/

- **TESOLers for Social Responsibility (USA)**  
  www.tesol.org  (search for “TSR”)

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**Teachers of English to Speakers of Other Languages**

700 S. Washington St, Suite 200, Alexandria, VA 22314-4287 USA  
E-mail <info@tesol.org> Web: <www.tesol.org>

**TESOL 2010 CONFERENCE**

TESOL’s 44th annual conference will be March 24 – 27, 2010 in Boston, Massachusetts on the theme Boston TESOL Party: Re-imagining TESOL.

**Deadline for Proposals:**

- For video and poster sessions: Aug. 3, 2009  
- Details: www.tesol.org

**TSR Accepted as TESOL Interest Section**

TESOLers for Social Responsibility has officially been accepted as a Social Responsibility Interest Section (SR-IS). Thanks to all who supported us!!

**TSR Chair:**  Rob Clement <tsr@tesol.org>  
Website:  www.tesol.org (Search: “TSR”)

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**Don’t forget to renew your Global Issues**

**MEMBERSHIP / SUBSCRIPTION**

**JALT Members:**  ¥1,500 per year

**Non-JALT Newsletter Subscriptions**

- Japan:  ¥2,000 per year  
- Overseas:  US $15 / UK 10 pounds

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**More Conference Information**

* www.conferencealerts.com/language.htm  
* www.jalt-publications.org/tlt/confcal/
The sixth Asian Youth Forum (AYF 6) was held from October 28 - November 5, 2008 at the National Olympics Memorial Youth Center in Tokyo as part of the 7th Pan-Asian Conference on Language Teaching (PAC 7). This unique event, hosted by JALT, brought together 110 Asian college students from 16 different countries for a week of academic seminars and social events aimed at promoting Asian awareness, leadership skills and international understanding through the medium of English-as-an-international-language.

This was the sixth time that EFL teachers brought students from their countries to an Asian language teaching conference. Previous events include AYF 1 in Korea (Seoul 1999), AYF 2 in Japan (Kitakyushu 2001), AYF 3 in Taiwan (Taipei 2002), AYF 4 in Russia (Vladivostok 2004) and AYF 5 in Thailand (Bangkok 2007).

At each AYF international youth forum, academic sessions are organized around four key themes:

1. Language and Communication
2. Countries, Cultures, International Understanding
3. Social and Global Issues
4. Leadership Training

Specific academic sessions at AYF 6 included:

**Cultural Awareness Seminar**

AYF 2008 began with an Asia quiz, a lecture on Asian stereotypes and workshops on cultural images and symbols on Asian flags and money.

**Country Presentations**

One main component of AYF consisted of formal country presentations given by national Asian student delegations. These reports featured Powerpoint, film and music to introduce the unique culture of each Asian country represented.

**Rainbow War Video**

To further their awareness of culture and conflict, AYF students viewed the peace education video *Rainbow War* with its message of tolerance, peace and international understanding.

**Global Issue Lectures**

AYF also included guest lectures on global themes by JALT members. These included:

- War & Peace: John Spirii (Tokyo U of A & T)
- Conflict Regions: Scott Brooks (Tottori U.)

**Leadership Training**

Several student-led seminars were held on the theme of leadership in line with AYF’s slogan of “developing leaders for the 21st Century”.

**AYF Officer Elections**

During AYF, elections were held for AYF student officers. The outgoing and incoming AYF student presidents are:

- 2008 President: Tieza Santos (Philippines)
- 2009 President: Vu Ahn Lam (Vietnam)

**AYF Action Plans**

A final session gave AYF students time to brainstorm individual actions for them to take in their home countries to promote AYF ideals.
AYF students gave presentations at the PAC 7 conference, a role switch which allowed teachers to hear the views, in English, of Asian youth.

PAC7 Opening and Closing Ceremonies
Colorful AYF representatives in traditional Asian costumes greeted PAC 7 conference-goers at both the opening and closing ceremonies.

Language Learning in Asia: The Students’ View
This session featured a panel of students from around Asia who gave their ideas, in English, about foreign language learning and teaching.

Social/Global Issues: Asian Youth Speak Out!
This AYF session featured Asian youth who discussed key social issues in their countries and global issues facing the Asian region as a whole.

Culture, Communication. Int’l Understanding
This AYF session featured a panel of Asian students who shared their ideas on how to promote better inter-Asian understanding.

Challenges for Youth in the 21st Century
This session featured a panel of AYF participants who presented ideas on the challenges facing young people in the Asian region.

SOCIAL EVENTS

Welcome and Farewell Parties
The AYF began and ended with colorful parties at the National Olympic Youth Center.

Tokyo Sightseeing
On the first day, AYF youth took tours of Tokyo, guided by Waseda University students.

Japan Culture Workshop
Japanese students introduced Asian students to cultural activities such as origami and kendama

AYF Halloween Party (Asian Ghost Stories)
For Oct. 31st, students performed traditional Asian ghost stories from each of their countries.

Cultural Performances
On Culture Night, each national delegation wore traditional costume and did cultural performances. These included Korean greetings, Japanese kamishibai, Cambodian dance, Thai music, Indonesian martial arts, Vietnamese folksongs, Filipino love songs, Pakistani pop songs as well as a mock Indian wedding.

THANK YOU !!
Special thanks to the following for all their help in making AYF 6 at PAC 7 in Tokyo such a success:

LANGUAGE TEACHING ORGANIZATIONS
• Japan Association for Language Teaching (JALT)
• Pan - Asian Consortium (PAC)  • Thai TESOL
• Korea TESOL  • BELTA  • PALT  • FEELTA

FINANCIAL SUPPORTERS
• JALT Chapters: Nara, East Shikoku, Matsuyama, Tokyo, West Tokyo, Miyazaki, Osaka, Gunma, Fukuoka, Iwate, Shinshu
• SIGs: PALE, GALE, CUE, LLL, GILE, LD
• Associate Members: Cambridge University Press
• Tieza Santos  • Melvin Jabar  • Vu Ahn Lam
• Linh Phan  • Kartika Putri  • Taeko Nomura

AYF COORDINATORS (Japan)
• Kip Cates  • Peter Wanner  • Vicky Muehleisen
• John Spiri  • Todd Thorpe  • Tim Grose
• Craig Smith  • Scott Brooks  • Mathew White
• Darren Lingley  • Anne Howard  • Roberta Gollrher

AYF COORDINATORS (Asia)
• Irina Lebedeva, Stephen Ryan (Russia)
• Sonthida Keyuravong (Thailand)
• Faheem Shahed, Arifa Rahman (Bangladesh)
• Carl Dushman, Jeff Lebow (Korea)
• Wade Muncil (United Arab Emirates)

JALT SUPPORT AND ASSISTANCE
• Rieko Matsuoka  • Junko Fujii  • Bob Sanderson
• Carlene Latham  • Aleda Krause  • Steve Brown
• Alan Mackenzie  • Steve Nishida  • Phil McCasland
• Tadashi Ishida  • Steve Herder  • Cynthia Keith
• Andrew Zitzman  • Joyce Cunningham  • Marcos Benevides and many more. Thank you all!

ASIAN YOUTH FORUM (AYF 7)
December 1 – 6, 2009  Manila, Philippines

The next AYF 7 will be held this fall in Manila at the PAC 8 Pan-Asian Conference sponsored by PALT (Philippines Ass. for Language Teaching).

For more info on the Asian Youth Forum
• AYF 2009: <http://ayf7philippines.weebly.com/>
• AYF main website: <www.asianyouthforum.org>
• Contact: AYF Chair Kip Cates <kcates@rstu.jp>
Japan Environmental Exchange (JEE)  
<www.jeeeco.org>

Japan Environmental Exchange (JEE) is a non-profit citizens’ organization dedicated to promoting environmental education. It works to disseminate information on environmental issues and runs international exchanges for people working for the environment. JEE publishes the famous Gomic eco-cartoon books (the word “gomi” means “garbage” in Japanese). It also…

• sells an annual Eco-Calendar  
• publishes an illustrated Picturecology book  
• puts out eco-information sheets and booklets  
• holds Green English classes and discussions  
• performs environmental puppet theater  
• carries environmentally-friendly goods such as chopstick pouches, organic coffee, fair trade handicrafts, T-shirts and cloth shopping bags.

How to Order JEE Goods
Order all items by e-mail, phone or fax to JEE.

• In Japan, please pay by postal transfer:
  <> JEE postal transfer account:01090-9-16846  
• From overseas, please send an international postal money order payable to JEE. (Do not send payment by personal check)

Please consider becoming a member (2,000 yen) or making a purchase to support our activities!

JEE Main Office (Kyoto)  
34 Minami Kami-fusa-cho, Koyama, Kita-ku, Kyoto, Japan 603-8149  
Tel/fax: 075-417-3417  
Email: info@jeeeco.org  <www.jeeeco.org>

JEE PUBLICATIONS

Cartoon GOMICS (Volumes 1-6)  
by High Moon (1,000 yen each)

This dynamic set of 6 comic books, by Kyoto environmental educator High Moon, features provocative eco-cartoons on a variety of key environmental issues. Ideal for the English language classroom! The books come in both English and Japanese versions. Buy one or two to try them out or purchase the whole set!

Picturecology (4th Edition)  
by High Moon (1,000 yen each)

This illustrated guide to ecology (available in English and Japanese) uses text, data, pictures and cartoons to explain environmental issues, point out the role that humans take in environmental destruction and suggest actions we can take to protect the Earth.

JEE ECO-CALENDAR

JEE ECO-CALENDAR  
by High Moon (1,000 yen)

This bilingual eco-calendar (in both English and Japanese) features a year’s worth of pictures and text on eco-issues and environmental actions. The theme for this year’s 2009 Eco-Calendar is “From Owning to Sharing”.

Global Issues in Language Education 8  
Newsletter Issue #72  June 2009
Sample environmental education cartoons from JEE “Gomic” books

“Wouldn’t it be better to simply turn off the taps?”

“Escalating unfitness”

“Doors to Door Service”

“How convenient! Delivery of fresh water and air from the country takes only one day!”

Global Issues in Language Education
Sample environmental education cartoons from JEE “Gomic” books
Background

In 1990, Ardian Kastrati was a ninth grader at the Ivo Lola Ribar High School in Prishtina, (Pristina)1 Kosovo. Only 5 months after beginning high school, Serbian police showed up at the school, rounded up all the Albanian students and kicked them out of the school. Protesting his expulsion from the school, Ardian was beaten up by the police in front of the school. He went on to complete high school in a parallel education system set up by the Albanian community in Kosovo and now works as a program officer for the US Embassy in Kosovo.

In May 2008, Ardian showed me his old school, renamed Sami Frashëri High School after a prominent leader of the Albanian Renaissance movement of the late 19th century. Now, where several thousand Albanian Kosovars study, not a single Serbian student is present. Ardian wishes for the ethnic integration that existed before 1990 in Kosovo schools.

Ethnic Conflict

Repeated incidents of interethnic violence experienced by both Serbian and Albanian residents of Kosovo through the 1990s and even following the 1999 war have shattered the dream of ethnic harmony for the foreseeable future. This violence has been sparked by Serbia’s attempts to exert more complete authority over Kosovo and by a militant movement among Kosovar Albanians which fought for independence for Kosovo.

About 85 km to the west of Prishtina lies the city of Gjakova (Djakovica), population 90,000. In March and April of 1999, Gjakova experienced some of the worst violence inflicted by Serbian police, army and militias intent on cleansing the area of its Albanian population. On the night of April 1, Serbian police and militiamen are alleged to have murdered at least 55 persons in Gjakova, “including 20 women and children who were shot when they were found hiding in the basement of a pool hall” (Washington Post, 30 April 1999). Shops, homes and marketplaces in the town were set aflame. Refugees fleeing villages around Gjakova were accosted by Serb militiamen, who separated the adult males from the groups and then executed them by the hundreds.

Teacher Training for Trauma Victims

In February 2009, the International Criminal Tribunal for the former Yugoslavia in the Hague found 5 top Serbian officials guilty for war crimes committed in the 1999 conflict. Nearly a year before that, in May 2008, 37 English teachers from Gjakova and surrounding villages came to attend workshops I conducted under sponsorship of the US Embassy in Kosovo and the Kosovo Education Center. What had these teachers experienced of the horrors of 1999? How many had lost family members? How have the children in their classes been affected by the traumas suffered during these atrocities? These were questions that I pondered as I looked out over this group.

A Divided Society

The personal experience of Ardian and my encounter with teachers from Gjakova depict for us a society with strong ethnic divides and minimal opportunity for people to communicate with one another across cultural barriers or even to become familiar with and appreciate their cultural

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Kosovo
Basic Facts

- Population estimate: 1.9 million
- Ethnic groups: Albanian, Serbian, Bosniak, Gorani, Roma and Turk
- Declared independence from Serbia: 17 February 2008
- Formally recognized by 60 UN member states, including 22 EU members
- Location: Landlocked among the countries of Macedonia, Albania, Montenegro and Serbia
- Capital: Prishtina (Pristina)
- Official languages: Albanian, Serbian
- Literacy: 91.9%

1 Albanian versions of place names are used throughout with the Serbian version in parentheses.

Global Issues in Language Education 11 Newsletter Issue #72 June 2009
Teaching, Texts and Contexts

These stories reveal a great deal about the challenges facing English language teachers in Kosovo. They have important implications for providing these teachers with appropriate in-service education. Textbooks on language teaching methodology sometimes overlook a truth widely acknowledged in texts with other focuses: language instruction does not take place in a socio-political vacuum. The approaches that we train teachers to use in their classrooms must be selected in light of the local history of a people because the environment for teacher development is shaped by this history.

Martha Cabrera, a psychologist writing in the context of her native Nicaragua, plagued by political violence for more than 10 years from 1978 to 1990, stresses that we cannot ignore the personal history of the people—students we are trying to teach and teachers whom we are trying to train—people whose traumas matter to them whether or not they have acknowledged them. As Cabrera and other trauma experts note, trauma is lasting; it is not confined to an individual’s past: "pain doesn’t run on chronological time, which is only one way of measuring time. It runs on psychological time, which moves to a different beat. When a person is raped, the body has a memory of that violation. When a person suffers sexual abuse at age 5, that wound remains in the present even if the person is now 30. The memory may be blocked for survival purposes, but it will be present in many forms: nightmares, fears, ways of relating to others, the person’s health" (p. 10).

Dealing With Children and Trauma

A watchword in trauma studies is that trauma which is not transformed will be transferred (Yoder, 2005). Among other possibilities, this means that trauma and trauma-induced ways of behaving can be passed on to the next generation, who may have had no direct experience of rape, war or natural disaster. It also means traumatized persons may inflict violence on those around them.

According to Levine and Kline (2007), children’s responses to trauma are distinctively different from adults' because they don't have either the cognitive or often the physical abilities to access a range of options that might bring relief from these symptoms. They are completely dependent on caregivers. And many caregivers also lack the personal resources needed to access healthy options for healing children’s traumas or may be suffering from trauma themselves.

Levine & Kline note that school-going children may exhibit more signs of trauma at school than at home because of the additional academic and social stresses that they feel there. One of the key symptoms of unresolved trauma in children is an inability to self-regulate. Children and adolescents may act out, by exhibiting aggression toward others; space out by showing inattentiveness and withdrawing from engagement with the class; and act in, numbing themselves through food, music, sex, drugs, cutting, and other forms of self-harm (Levine & Kline, 2007). English teachers with trauma-affected children in their classrooms must learn to cope constructively with many behavior problems; teachers and learners together face very tough challenges.

EFL Workshops for Peacebuilding

The US Embassy in Prishtina invited me to Kosovo for ELT workshops to demonstrate how to integrate peace-building concepts with effective practices in English language teaching. More than 275 English teachers attended these workshops held in 6 major cities. In light of Kosovo’s violent history and my rudimentary knowledge of the effects of trauma on children, my goal was to raise issues related to trauma-healing and non-violent conflict transformation in a way that would be non-threatening to teachers with a focus on creative solutions to seemingly intractable conflict and the need for forgiveness of those who brought harm in order to move on to a more hopeful future.

I saw the potential that Kosovo ELTs have to be peacebuilders and trauma-healers in their own society—to teach communication skills that build intercultural understanding and to teach a language (English) that can be a medium of communication between groups that are suspicious of each other or completely hostile. In Kosovo, as well as many other places in the world, English can be a neutral language. People need not be forced to speak in the language of those whom they consider an enemy or oppressor.

Six Principles

The English teacher training workshops that I conducted in Kosovo were built on the following six principles:

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2 Building on the idea of a 'neutral language,' the US Embassy in Kosovo has sponsored a grass-roots program for promoting inter-ethnic cooperation called ACCESS in which Kosovar youth from diverse ethnic backgrounds study English together and enjoy extracurricular activities. Whereas in schools, Serb and Albanian children are kept in separate classrooms, the ACCESS classes bring children together. In the words of the Embassy’s news release, “Students forge friendships that bridge the ethnic and linguistic divide.”
1. **Maintain a sense of safety.** Majority Albanians and all the ethnic minorities in Kosovo need to have a sense of safety restored; all have suffered at the hands of others. Trauma-healing can only happen in a safe space.

2. **Build a learning community.** As a key to safety, I began each workshop by trying to build community among participants by making space for them to become acquainted with each other in small groups using carefully structured activities that could be implemented as language learning activities in their classrooms.

3. **Foster creative problem solving, especially in relation to conflicts.** The trust developed during community building was put to use as participants ventured creative solutions to conflicts portrayed through stories, such as one involving a boy who became the victim of neighborhood bullies.

4. **Appeal to all senses by exploiting multiple intelligences.** Workshops allowed participants to experience language learning through discussion, introspective writing, nature, music, drama, art, photos and living sculptures — techniques which allowed them to draw on a range of sensations and emotions, important elements in fostering healing and learning for trauma victims (Levine & Kline, 2007).

5. **Allow teachers and learners space to mourn their traumas.** For healing to happen, victims must escape the vicious cycles of violence and victimhood by acknowledging their traumas and grieving them (Yoder, 2005). Participants designed and wrote the text for book covers themed on the defining moments of their lives. Not all chose traumatic experiences, but many did: some were personal traumas while others focused on experiences during the 1999 war.

6. **Attempt to redirect the trauma narratives that victims tell.** It is natural for trauma victims to narrate their experiences in ways that demonize the perpetrators and, thus, perpetuate enmity and violent conflict. Because I did not feel comfortable raising directly the issue of Albanian-Serb enmity, I developed a unit of materials related to the end of apartheid in South Africa, the work of the Truth and Reconciliation Commission, and stories related by Archbishop Desmond Tutu in his book *No Future Without Forgiveness* (1999). In this way, participants focused on ways that other victims of violence have transformed their trauma, opening up hopeful space for them to deal later with their own and their students’ traumas.

**Conclusion**

Among the many shattered places in our world, Kosovo is one where much healing needs to happen. Every profession has its role to play in healing a country and restoring its resilience—lawyers, judges and police who try to help victims of war crimes find justice and closure to past wounds; politicians and bureaucrats who try to create government structures that restore balance in society, offer a sense of security, and provide good governance; farms and businesses that invest in developing goods and services that meet crucial survival needs; health care professionals who provide resources for healing of bodies and minds from traumas induced by human cruelties. Educators can also bring a whole host of benefits, many of which intersect with the needs for justice, good governance, commerce, and health.

As in any society that wants to engage with the world, there are opportunities for English teachers in Kosovo. Like other professionals, English teachers can play a role in bringing healing to Kosovo. In fact, they can only teach effectively if they recognize the trauma suffered by themselves and by children in their classrooms, and then adapt their teaching to the needs of the situation. This is my hope not just for the English teachers of Kosovo, but for English teachers everywhere who carry on in the aftermath of traumatic events.

**References:**


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Mae La Refugee Camp

Mae La Temporary Shelter is one of nine refugee camps on the border of Thailand that house refugees who have fled the civil war in Burma. Situated among mountains and jungles on a strip of land approximately 3 miles long and 1 mile wide, Mae La is home to more than 140,000 people, most of them ethnically Karen.

The typical classroom in a Mae La school looks like something straight out of a Peace Corps brochure: bamboo walls, dirt floors, thatch roofs, limited resources, and countless smiling faces. I had my first experience with Mae La about three years ago when I did a two-month graduate school internship at Mae La’s Teacher Preparation Center and Mae La High School #1. Since then I have returned to Mae La for shorter stints three times. I go back because I always have a good experience there, and I feel good about the work I do there.

Contrasts: Tokyo and Mae La

Now I work at Toyo University in Tokyo, and the physical differences between Mae La and Toyo couldn’t be more pronounced. Toyo’s classrooms are modern, climate controlled, and comfortable. The desks are clean and sturdy, and the teachers and students have ready access to just about any material resource they could want. Contrast this with the overcrowded classrooms at Mae La where there is generally no electricity and no access to computers, photocopiers, or other technology that teachers in other parts of the world take for granted.

However, one thing that the students of both classrooms have in common is an enthusiastic and infectious desire to learn. And yes, I realize how trite that sounds; however, all I can tell you is that it is true. The spirit and energy possessed by my students has made the time I have spent teaching in both contexts a joy. The classrooms both in Mae La and in Toyo have already provided enough memories and moments to fill an end of career highlight reel.

Creating Connections

As much as I enjoyed teaching these groups separately, I wanted to find a way to connect them somehow. I wanted to create a project that would enable my students at Toyo University in Japan and my students in Mae La to share their lives and their cultures with each other. What I came up with was the Culture Box Exchange Project.

The Culture Box Exchange

In the Culture Box Exchange Project (CBEP), students from Toyo University and from Mae La’s Teacher Preparation Center (most of whom were university age students) would collect a series of everyday items that in some way represented their respective cultures, write about these items, put the items and the writings about the items into a box, and send the box to the other classroom. Think of it like a cultural care package.

After setting up the project with Throw¹ Gay Moo and Throw Ywe Ni of the Mae La TPC, and Melissa Leo, a teacher trainer at Umphiem Mai (another camp further north), I introduced the CBEP to two classes of reading/writing students at Toyo University. I told them about Mae La and Umphiem Mai and the students there, then told them that they were going to be charged with the task of introducing Japanese culture to the students of Mae La TPC and Umphiem Mai. One class was matched up with Mae La TPC, and the other class was matched up with the students of Umphiem Mai. Each student would contribute something to the project. The only restriction I put on it was that whatever they contributed could cost no more than 500 yen (I didn’t want any of the students to feel pressured to spend too much money).

Japanese Culture Items

Together, the students decided what items they would contribute, then each student wrote a paragraph about his/her contribution, describing what the item was and why it was significant. Among the Japanese items Toyo students brought in were chopsticks, a Freshness Burger menu, print club pictures, origami, a manga, rice crackers, umeboshi, a copy of Hot Pepper magazine, a map of Tokyo’s metro system, and taketombo. Each of these items was interesting enough on its own, but taken together, they began to comprise a kind of collage or patchwork quilt of Japanese culture.

Once all the students had revised their paragraphs and brought in their items, we boxed them up and sent them to the students in Thailand.

¹ Throw is the Karen word for teacher and is used respectfully in the same way that sensei is in Japan.
along with my contribution to the boxes: an introduction letter and some disposable cameras. I didn’t want the students of Mae La to spend their money or part with any of their possessions. Thus, the disposable cameras, which they would use to take pictures of whatever aspect of their culture they wanted to share with the Toyo students.

Culture Boxes from Thailand
A couple of months after we sent the boxes, I went to Thailand for the Thai TESOL Conference. While there, I was able to visit Mae La again and help the students put together their response. They took pictures of and wrote paragraphs about their classrooms, musical instruments, clothing, flag, important ceremonies, food and other aspects of their culture. We were fortunate enough to be able to finish the project while I was there, so I could take their pictures and words (as well as pictures and items collected by Melissa Leo and the students of Umphiem Mai) back to Tokyo with me.

Unfortunately, my trip to Thailand took place after the end of the semester, and when the spring semester started again, I had different students. However, while I wasn’t able to share the Culture Boxes from Thailand with all my original students who had participated in the project, I did organize a presentation about the refugee camp situation in Thailand and used that occasion to unveil the Culture Boxes for Toyo students, many of whom had taken part in the project themselves. Other students have stopped by my office where the pictures and items are on display.

Challenges of Organizing the Project
Even still, I much would have preferred to complete the project in one semester so that every student who had participated could have seen the Culture Boxes from the students from the refugee camps. This points to what was without a doubt the biggest challenge of the Culture Box Exchange Project: logistics. Things move very slowly in refugee camps, and it was virtually impossible to complete this project in one semester. Indeed, if I hadn’t been in Thailand myself to help push the project along on that side, it would have taken considerably longer. Moreover, it was quite expensive to ship two good-sized boxes overseas.

Conclusions
However, I can say without hesitation that it was a worthwhile project, both from a language learning perspective and from a cultural sharing perspective. Rather than simply writing an essay that would only be read by their teachers, both groups of students got practice writing for a real audience. What’s more, this project gave both groups of students the occasion to think a bit more about what constituted their respective cultures. My hope is that this project helped them realize that culture, even in its seemingly most mundane, everyday forms, is a living and ever evolving thing that informs every aspect of our day-to-day lives.

On a broader level, this project gave my students a very real connection with people from another culture. It personalized the other culture and put names and faces to it. Being able to see and touch concrete relics from a foreign culture was more immediate and memorable for students than simply reading about the culture in a book.

On a final note, I would like to thank the students of Toyo University’s Special Course in Advanced TOEFL (SCAT), the students of Mae La TPC and Umphiem Mai, Melissa Leo from World Education, Throw Gay Moo and Throw Ywe Ni from Mae La TPC, and everyone at Toyo University for their boundless energy and help with this project.

This article is based on a presentation given by the author at the JALT 2008 conference in Tokyo, Japan.

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**UNHCR**
<www.unhcr.org>
The UN High Commission for Refugees (UNHCR) works to help the world’s refugees. Go to their website to learn what they do, read refugee stories and take a world tour of refugee camps.

**Respect International**
http://respectrefugees.org/
Respect International is a refugee education NGO working to raise students’ awareness of refugees and to link refugee and non-refugee kids. Join their school exchange program!

**U.S.C.R.I.**
<www.refugees.org>
The United States Committee for Refugees and Immigrants, supported by Angelina Jolie, runs a dynamic website with info, data, maps and publications about the world’s refugees.
Human Rights Activities for the Language Classroom
by Carol Brutza  (Gateway Community College, USA)

Introduction
In honor of the 60th Anniversary of the Universal Declaration of Human Rights (UDHR), instructors in the Humanities Department of Gateway Community College in New Haven, Connecticut discussed how we could embed human rights (HR) lessons throughout our curriculum in ESL, English, and Communications. The goal of these lessons is to bring awareness to our students about the Universal Declaration of Human Rights document and its application to their lives. Below are a few of the lessons we used.

1. Speaking and Listening Strategies
   ♦ Connecting Movement and Voice
      (while threading a human rights theme)
   ♦ Speed Topicking  (generating topics, associative thinking, and understanding class audience)

To generate human rights topic, begin with a list:

   Something I have done…. 
   Something I want to do…. 
   Something I believe… 
   Something I want to know more about…. 
   Something I want to change…. 
   Someone I admire…..

After completing their lists, students stand up and form equal inner and outer circles. Then the Speed Topicking begins. Students rotate clockwise and counter clockwise within the circles. Student then read their lists to each other for a few minutes until they are instructed to “Move!” At this point the students rotate again. Eventually, all students speak to everyone in the class, including the instructor who is very much a part of the wheels.

As instructors, we have found that students become increasingly confident and conversational in telling their stories over and over again. The lists are shortly thrown away, and each time the students re-tell their stories, they elaborate, including more and more details.

2. Reading and Discussing the International Declaration of Human Rights
   (content, grammar use, structure)

First, hand out or post online to the class a copy of the Universal Declaration of Human Rights. Have students read this document and underline the passive voice. They should do this for the next class. In class, break them up into small groups and have them compare what they have underlined. Ask students some of the following questions:

   1. Who is doing the action?
   2. Are the sentences precise and connected to content? Why or why not?
   3. Whose responsibility is it for the 30 articles to be carried out?
   4. What is the specific language that is used about responsibility?

Then students research someone or a group they know from their native country or their U.S. community who has worked for human rights. Connect this person or group to specific articles in the HR document and describe what this person or group has done specifically.

Students next write a one-page summary of the results of their research. This is also a good opportunity for them to practice summary writing. Then have students prepare a one-minute oral speech about this person. They should include in their speeches some kind of visual: a picture of the person, place, map or object.

Instructors can videotape these short speeches and create a Human Rights Video that can be posted on the class webpage. Or, if these resources are not available, student summaries or videos can go into a Class HR electronic portfolio, which can be filled with all class assignments and activities both in and outside of class.

3. Human Rights Portfolio (using technology, building portfolios, autobiographies)

Students, individually or as a class, can keep an ongoing electronic portfolio of class assignments, essays, photos, websites, videos and movies they have watched, lectures and conferences they have attended, newspaper articles they have read and online research they have done relating to HR as well as how they have participated in their children’s schools, churches, demonstrations and local community events. These portfolios become an autobiography of their HR story. Also, they have documentation to include in future resumes.
4. Commencement Speeches (verbal and non-verbal, energy and enthusiasm, congruence)

Have students research university commencement speeches which focus on the topic of human rights. They choose one short paragraph of a speech, practice it orally, then act it out for the class. Next, they write their own short commencement speech and deliver it to the class. These speeches can be videotaped, uploaded to the class website, downloaded to use in class or put into students’ individual Human Rights Portfolios.

◆ Sample on-line resources: YouTube, American Rhetoric.com, 100 Great Speeches

5. Out-of-class Fieldwork

Ten ESL students from our program attended “Fulfilling the Promise of Human Rights: the Universal Declaration at 60” a statewide conference marking the 60th anniversary of the UDHR on December 6, 2008 at Quinnipiac University, Hamden, Ct. Reflections and pictures of the Day’s event went into their HR portfolios.

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On Uighurs, Hans and Racial Attitudes in China

The following comments were posted by a China-based EFL teacher on journalist James Fallows website for “The Atlantic” magazine. They point to one underlying cause of the recent clashes in Xinjiang.


"No Uighurs" signs are pretty common in China. Many advertisements for foreign English teachers will include something like "Whites only" or a "Looking for Caucasian teachers" sentence somewhere in the text. Additionally, many native speakers have flown from their country to China only to find upon arrival that, regardless of the applicant's qualifications, the job could only be performed by a white person. At these times, the Chinese are usually polite and a little embarrassed (most Chinese are very nice people and mean no harm), but they will remain very firm in their conviction that a person with darker skin than theirs could not possibly make a good teacher.

I have experienced this on a number of occasions. But after living in China for a while, I realized that what we would consider racism in the West is simply a deeply ingrained cultural characteristic of mainland Chinese people. White skin (the Chinese like to consider themselves white) or being a Han (the dominant ethnic group) means a person is good. Dark skin or not being Han means a person is inferior (and more likely to be a bad guy/a thief/incompetent etc.). It does not equal KKK style hatred. It does not even mean a Han Chinese wouldn't be friends with a person from India or Africa. It simply means that if a person is non-white or a member of certain Chinese minorities, they simply are to be considered less smart, less competent and less trustworthy than the average white person or Han. [James Fallows: This accords with my observation, with the caveat that I have observed this as a middle aged white guy. Early discussions of Obama in China fit this pattern, but changed after he took office.]

On a lighter note, the Chinese are not inflexible and when exposed to nice people of color they usually change their minds quickly. However, the tendency towards ethnic and racial chauvinism is a current running through Chinese culture that is unlikely to change anytime soon. "Truths" are rarely challenged here.

[For details of the Xinjiang riots, go to Wikipedia “July 2009 Urumqi riots”]

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Wendy Royal’s classic Canadian textbook “The World Around Us: Social Issues for ESL Students” is available for purchase in Japan. The book’s 10 chapters cover topics such as intercultural marriage, youth violence, single sex schools, alternatives to prison, euthanasia, abortion, AIDS, poverty, media bias and predicting the future. Cost per book (shipping included) is 2,500 yen (US $25). Buy your own copy or get a class set! To order:

◆ In Japan or Asia: contact Kip Cates <kcates@rstu.jp>
◆ In North America: contact Wendy Royal <wendyroyal@hotmail.com>
1 Everyone is born free and should be treated the same way. We all have reason and conscience, and should treat one another in a spirit of friendship.

2 Everyone is entitled to the rights and freedoms in this declaration, regardless of their race, sex, language, religion, social group or country.

3 Everyone has the right to life, to freedom and to live in safety.

4 No one has the right to treat another person as a slave. Slavery is not allowed in any form.

5 No one has the right to hurt or torture another person, or to treat or punish people in a cruel, inhuman or degrading way.

6 Everyone has the right to be treated equally by the law.

7 The law is the same for everyone; it should be applied in the same way to all.

8 Everyone has the right to ask for legal help when their human rights are not respected.

9 No one has the right to put you in prison unjustly or to expel you from your country.

10 Everyone has the right to a fair and public trial by a free and independent court.

11 Everyone should be considered innocent until proven guilty. If accused of a crime, you have a right to defend yourself. No one can condemn or punish you for something that you haven’t done.

12 Everyone has the right to be protected if someone tries to harm them or their reputation. No one can enter your house, open your letters, or bother you or your family without good reason.

13 Everyone has a right to freedom of movement, to travel as they wish within their own country, and to leave their country and return if they want.

14 Everyone has the right to ask for protection from another country if they are being persecuted or are in danger of persecution. You lose this right if you have committed a crime.

15 Everyone has the right to a nationality and to belong to a country. No one can take away your nationality or prevent you from changing it.

16 Everyone has the right to marry, to choose their partner freely and to have a family. Nobody can force a person to marry. Men and women have the same rights when they marry and divorce. The government has a duty to protect the family.

17 Everyone has the right to own property and possessions, alone or with others. No one has the right to take these from you without good reason.

18 Everyone has the right to freedom of religion and belief, to choose a religion freely, to change their religion, and to practise it alone or with others.

19 Everyone has the right to think what they want (freedom of opinion) and what they like (freedom of expression). Everyone should be able to search for, receive and share information and ideas freely.

20 Everyone has the right to organize peaceful meetings or to take part in peaceful meetings. It is wrong to force someone to belong to a group.

21 Everyone has the right to take part in their country’s government, either directly or by freely choosing representatives. Each country should have regular elections with secret voting. Every citizen should have the right to vote. All votes should be equal. Everyone has an equal right to public services.

22 Everyone has the right to social security, and to all opportunities (economic, social, cultural) offered by their government to promote human development.

23 Everyone has the right to work, to choose their job freely, to good working conditions and to protection against unemployment. Everyone has the right to equal pay for equal work, and to join a trade union to defend their interests.

24 Everyone has a right to rest and leisure, including a right to reasonable working hours and to regular holidays with pay.

25 Everyone has the right to a basic standard of living, including food, clothing, housing, social services and medical care. You have a right to assistance and security if you are old, sick, disabled or unemployed, or if you can’t earn a living. Mothers and children are entitled to special care. All children have the same rights, whether or not their parents are married.

26 Everyone has the right to education and to go to school. All primary schools should be compulsory and free. Schools should build respect for human rights and should promote peace, international understanding, tolerance and friendship among world nations. Parents have the right to decide their children’s education.

27 Everyone has the right to share in the social and cultural life of their community. The works of artists, writers and scientists should be protected, and they should be able to benefit from them.

28 Everyone is entitled to a society and to a world where the rights and freedoms here are respected.

29 Everyone has duties to their community. The law should guarantee human rights, respect for others, social welfare, public safety and morality.

30 No one has the right to take away any of the rights or freedoms in this declaration.
UPCOMING CONFERENCES & EVENTS

One World Week
Oct. 18-25, 2009

One World Week (OWW) is an annual UK global education event which aims to raise awareness of our links to global issues. This year’s theme is *Hungry for One World* with a focus on the hunger of the world’s people for peace, hope, respect and social justice. One World Week invites teachers, students and schools worldwide to hold their own events at this time. Access their website to get their Action Kit and to start planning!

One World Week <www.oneworldweek.org>
Box 2555, Reading, England, RG1 4XW UK
E-mail: <oww@oneworldweek.org>

PAC 8 at PALT 2009 Conference
December 3-5, 2009 Manila (Philippines)
www.paltonline.org

The eighth Pan-Asian Conference on Language Teaching (PAC 8) will be held December 3 – 5, 2009 in Manila, the Philippines on the theme *Leadership in Language Education in Asia*. For more details, see the PALT website above.

- **Submission Deadline:** August 15, 2009

Education for an International World: Language & Intercultural Communication
October 18, 2009 Shirayuri College (Tokyo)
www.japanintercultural.org

A one-day conference on the topic of global education and intercultural communication will be held on Sunday October 18, 2009 at Shirayuri College in Tokyo. For details, contact Japan Intercultural Institute (JIII) at the website above.

Global Education Events

- **PJSA 2009: Exploring Non-Violence**
  Peace and Justice Studies Association
  Oct. 8-10, 2009 Marquette Univ. (USA)
  Web: www.peacejusticestudies.org/conference/

- **Asian Conference on Education (ACE)**
  Local Problems, Global Solutions
  Oct. 24-25, 2009 Osaka (<http://ace.iafor.org/>)

- **Peace Education in Canada Conference**
  Living Schools: Sharing Paths to Peace
  Nov. 12-15, 2009 Hamilton (Ontario)
  Website: www.peace-education.ca/pec-2009

More global education events listed at: www.tc.columbia.edu/PaceEd/newsletter/61.htm

CUE SIG 2009 Conference: EAP/ESP
English for Global Working, Living, Studying
Oct. 17-18, 2009 Tezukayama Univ. (Nara)
http://jaltcue-sig.org

The fall 2009 conference of JALT’s CUE SIG (College and University Educators Special Interest Group) will be held Oct. 17 – 18, 2009 in Nara, Japan on the theme *ESP/EAP: English for Global Working, Living and Studying.*

International Cooperation Festival
Oct. 3-4, 2009 Hibiya Park (Tokyo)
www.gfjapan.com

This 2-day weekend *Global Festa* event in Tokyo is Japan’s largest gathering of NGOs and international organizations involved with global issues. Their website (above) will be ready soon. Plan to attend with your students!
### Global Issues at ESL Etc.  
<www.esletc.com>

**ESL Etc.** is a great new website dedicated to bringing global issues and activism into language teaching. The site has free hand- outs, resources, podcasts and a forum for sharing teaching ideas.

### Peace Boat  
<www.peaceboat.org>

**Peace Boat** is a Japanese NGO which organizes round-the-world cruises each year to study world regions and global issues. They run programs for college students. Encourage your students to join!

### Global Education  
http://globaleducation.ning.com/

**Global Education Collaboration** is a dynamic web community for teachers and students interested in global education. Check out the teaching resources and ideas on their website and join a project.

### Global Issues  
<www.globalissues.org>

**Global Issues** is a great website about current world problems. Check out its 500+ articles on topics from military spending racism and Iraq to poverty, the environment and the arms trade.

### Facing the Future  
<www.facingthefuture.org>

**Facing the Future** is a dynamic global education website which features an educator’s zone, free teaching units, “60-second” tours of global issues and a special Fast Facts, Quick Action section.

### New Internationalist  
<www.newint.org>

**New Internationalist** provides teachers with the information and inspiration about global issues needed to make the world a better place. Check out their website and subscribe to their magazine!

### Heroes for a Better World  
www.betterworldheroes.com

**Heroes for a Better World**, on the <www.betterworld.net> site, lists bio-data, pictures, quotes and links for 1000 global heroes who are working for a better future.

### U.N. Cyber School Bus  
www.un.org/Pubs/CyberSchoolBus/

**The United Nations Cyber School Bus** website has teaching materials, country profiles, data, games, quizzes, class activities and resources on global themes.

### Oxfam Education  
www.oxfam.org.uk/education/

**Oxfam Education** is a great global education website for teachers and students with info, news and resources on world issues and global citizenship.

### Global Issues in English  
<http://world-issues.net>

**Global Issues in English** is an EFL website created by GILE Membership Chair Tim Grose. It provides a complete on-line EFL textbook on global issue themes.

### World Wise Schools  
<www.peacecorps.gov/wws/>

**World Wise Schools** is a great website set up by the US Peace Corps about world cultures and global issues. It features inspiring stories, resources & lesson plans.

### Global Issues Literature  
www.rinkl.net/wiki/tiki-index.php

**Global Issues Literature** is a Wiki run by ex-GILE Member- ship Chair Lori Rink. It has an annotated list of EFL fiction readers on global issue topics.
(1) “Reading Pass Series” – Andrew Bennett (2009) (2,200 yen per book, including CD)
Nan’undo Press, 361 Yamabuki-cho, Shinjuku, Tokyo 162-0801 Tel: 03-3268-2311
Fax: 03-3269-2486 E-mail: nanundo@post.email.ne.jp Web: www.nanun-do.co.jp

Reading Pass 1
This EFL book’s 20 units deal with a variety of global themes such as Internet communities, graffiti, teleworking, Manchester United, cell phone novels, console gaming, multiculturalism, space tourism, cultural taboos and volunteering.

Reading Pass 2
This book’s 20 units deal with topics such as one laptop per child, green profits, viral marketing, the NBA, gossip media, the world’s forests, adventure tourism, philanthropy, fresh water, culture exports, aging populations and YouTube.

Reading Pass 3
This book’s 20 units deal with topics such as idol mania, the blogosphere, organic food, franchises, character culture, language change, the pursuit of perfection, yellow dust storms, privacy rights and going carbon neutral.

(2) "Different Histories" by J. Mack, S. Iwamasa et al (2008: ¥1800) (listening CD)
Kinseido Publishing Ltd., 3-21 Jimbocho, Kanda, Chiyoda-ku, Tokyo 101-0051 Japan
Tel: 03-3263-3828 Fax: 03-3263-0716 text@kinsei-do.co.jp www.kinsei-do.co.jp

This 70-page EFL reading text for Japanese students focuses on American social issues. Its 12 units are divided into four parts: (1) Environment and Technology (Rachel Carson, chemical hormones, Apple computers), (2) War (Kent State, the Gulf War, 9-11), (3) Minorities (Japanese-American internment, Hawaii, Amish school murders), (4) Civil Rights (Eugene Debs, segregated schools, Wounded Knee). Each 5-page unit has a photo intro, a 2-page reading, research tasks, listening, comprehension checks, a dialog, useful expressions & discussion topics.

(3) "Matters of Opinion" by Naohisa Murakami (2009: ¥1700) (includes listening CD)
Nan’undo Press (see contact information above for #1)

This Japanese EFL text aims to improve students’ reading and listening skills using editorials from U.S. News and World Reports. The book’s 15 units are designed around 7 themes: welfare and the American family, the American middle class, energy use and global warming, immigration, government surveillance, the Israel lobby, the global financial crisis and mood boosters. Each 4-page unit contains vocabulary work, a 2-page reading passage, comprehension questions, listening tasks, sentence completion exercises and translations.

(4) "Topic Talk Issues (2nd Edition)” by Kirsty McLean (2009; ¥2450) (Teacher’s guide and CD)
EFL Press, 1-10-19 Kita, Okegawa City, Saitama 363-0011, Japan (discounts on bulk orders)
Tel/Fax: 048-772-7724 E-mail: eflpres@gol.com Web: www.EFLPress.com

This 96-page color text features speaking/listening activities on social issues. Its 12 units cover: health (smoking, nutrition), fashion (sweatshops), animal rights (vegetarianism, endangered species), culture (misunderstandings), jobs (gender roles), shopping (consumerism), school (bullying), TV (media violence) and nature (environmental issues). Each 8-page unit has a free-writing intro, cartoon story & conversation activities (games, pictures, quizzes, interviews, discussions).
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Glob@l Issues in Language Education

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