NEWSLETTER #81

Here, finally, is our fall 2011 GILE Newsletter, slightly delayed by my involvement in an Asian Youth Forum (AYF), a peace education event (PGL: Peace as a Global Language) and our national JALT conference. Featured articles in this issue include (1) a description by Anthony Torbert of a college English course he has created on the topic of “commodities”, (2) a report by Jennie Roloff Rothman of a content-based course she designed to stimulate students’ critical thinking and political awareness, (3) a thought-provoking essay about a visit to Auschwitz by the late Matthew Walsh, a GILE SIG officer who passed away this fall, and (4) the second of a set of global issue stories by UK global education expert Robin Richardson. We also include conference reports on AILA 2011 and PAC 10 plus a wealth of global education news, ideas and information.

♦ E-SUBSCRIPTIONS: After 20 years as a paper newsletter, we now offer electronic subscriptions by e-mail. Please let us know if you’d like to try this eco-friendly option!

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ANNOUNCEMENTS

Language Education Events

- **Thai TEFL: Shaping Classrooms of the Future**
  January 27 – 28, 2012  Bangkok (Thailand)
  Website: <www.thaistesol.org>

- **Cambodia TESOL: Language & Development**
  Feb. 25 – 26, 2012  Phnom Penh (Cambodia)
  Website: <www.camtesol.org>

- **Cultures & Lgs Across the Curriculum (CLAC)**
  March 9 – 10, 2012  Minneapolis (USA)
  Web: <www.carla.umn.edu/conferences/clac/>

- **Sustaining a Global Society: Lgs. of the World**
  March 29 – 30, 2012  SOAS, London (UK)
  Website: <www.llas.ac.uk/events/6408>

- **UnBabeling Language: Global Understanding**
  April 3 – 4, 2012  Mandeville (Jamaica)
  http://linguistlist.org/confcustom/IntLangConf2012

- **Asia TEFL 2012**
  October 4 - 6, 2012  New Delhi (India)
  Web: <www.asiatiel.org>
  Call for Papers  Deadline: April 30, 2012
More events listed at: www.conferencealerts.com

The Peaceful Language Teacher
Proposed Book: Call for Contributors

_A new book for language educators who are passionate about peace… will come into being if you help write it!_

Manuscripts of up to 5,000 words are welcome on any theme related to peace education in language teaching. Drafts are requested by October 31, 2012. Proposals and inquiries welcome at any time.

For more information or to contribute, contact:
• Charles Kowalski <kowalski@jcom.home.ne.jp>

Global Education Events

- **Conflict Resolution Education (CRE)**
  Theme: Developing Global Citizens in Schools
  March 14 - 19, 2012  Cleveland, Ohio (USA)
  Website: <http://creducation.org/goto/5th>

- **Educating for Peace and Harmony (WCCI)**
  Call for Papers  Deadline: April 1, 2012
  Web: <www.wcci-international.org/28318>
  More global education events are listed at: www.peace-ed-campaign.org/newsletter/

HELP WANTED: QUESTIONNAIRE
English Teaching and Citizenship Education

Are you a Japanese teacher of English teaching in a junior or senior high school? Do you have an interest in any of the following areas?

• raising students’ awareness of global issue
• teaching about human rights or the environment
• encouraging tolerance & respect for other cultures
• developing students’ skills in dialogue and debate
• developing “critical thinking” and media literacy

I’m researching the contribution that high school English teachers can make to “citizenship education”. If you’re a Japanese teacher with an interest in these topics, please complete my online Japanese questionnaire! This can be accessed at:

www.surveymonkey.com/s/citizenshipandlanguageteaching

If you have any questions or prefer to receive a paper copy of the questionnaire, contact me at:

• Ian Hosack  Ritsumeikan University, Kyoto, Japan  E-mail: <hosack@ss.ritsumei.ac.jp>

Amnesty International
<www.amnesty-usa.org>

2011 marks the 50th anniversary of human rights NGO Amnesty International. Buy their teaching materials, and teach your students the dramatic story of how Peter Benenson began AI back in 1961.

Youth for Human Rights
<www.youthforhumanrights.org>

Youth for Human Rights (YHR) has produced a powerful set of 30 short public service TV ads to promote human rights. See these on-line (try Video #29) or order the DVD for classroom teaching.

Human Rights Education
<www.humanrightseducaition.info>

Human Rights Education is a great one-stop website run by the UN Regional Information Center. It has information, resources and activities for teaching HR to kids, teenagers and college students.

Global Issues in Language Education 2  Newsletter Issue #81  November 2011
Here are the 2012 officers for our Global Issues in Language Education Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT). Let us know if you want to join the team!

**ADMINISTRATIVE OFFICERS**

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**JOIN OUR GILE SIG TEAM**

**Wanted:**
- Tohoku Rep
- reps for other areas of Japan
- project & website assistants

**SIG Membership:**
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<teaman@wilmina.ac.jp>
Jack Brajcich (Facebook)
<brjacich@fukujo.ac.jp>

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**WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?**

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

**EFL Books Requested for Teachers in Haiti**
EFL teachers in Haiti are still recovering from the January 2010 earthquake. Send books to:
Herve F. Alcindor, Mate-Tesol President
84 Avenue Jean-Paul II, Turgeau
Port-au-Prince, Haiti

"Book Aid" South Africa Library Project
Help poor South African kids! Check first to see what’s needed. They'll mail to South Africa.
Chikako Noda (Japan) <cnoda@email.plala.or.jp>
Website: <www.taaa.jp/english.html>

**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 <dhngoaiunghue@vnn.vn>

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**GLOBAL PROJECTS FOR SCHOOLS AND CLASSES**

**ENVIRONMENTAL PROJECTS**
- How to Save Paper in School
  www.wikihow.com/Save-Paper-in-School
- How to Become a Green School
  www.greenschools.net/

**CLASS OR SCHOOL EVENTS**
- Sponsor a Child Overseas
  http://plan-international.org  www.plan-japan.org
- Work to End World Hunger (click “take action”)
  http://actfast.oxfamamerica.org/
- Raise Funds to Help Eliminate Landmines
  www.icbl.org  www.jcbl-ngo.org
- Start a School Human Rights Club
  www.amnesty.ca/youth/get_involved/
Practical Teaching Ideas (Going Green)
by Greg Gobel (British Council, Spain)
<gobelgj@hotmail.com>
This article describes three EFL classroom activities designed to minimize photocopying and paper use.

1. Interactive Stories: Students love good stories. Instead of using photocopied texts, tell stories orally in class, using both retrospective questions (checking that students have understood the story so far) and prospective questions (asking them to imagine what happens next). When you finish, have students retell the story to each other in pairs. Oral stories improve listening, speaking and memory skills.

2. Paperless Video Activities: There are a lot of good EFL activities to use with video which don’t involve lots of photocopied worksheets. These include:
   - watch the video with no sound (have students imagine what the characters are saying)
   - pair explaining (one partner sits back-to-the-screen, the other watches and describes what’s happening)
   - rewind (show the clip in rewind mode, then have students explain what happened in the correct order)
   - teacher memory (give a mistaken summary of a film clip, show the film and have students correct you)

3. Speaking from a blank page: Have students look at a blank page, pretend that it’s full of data, then use their imagination to describe what they “see”:
   - Holiday photo (imagine a photo of a holiday)
   - Music CD (explain songs on an imaginary CD)
   - Travel brochure (describe a tourist destination)

Voices #223 Nov-Dec 2011 IATEFL UK http://www.iatefl.org

Teaching English in Colombia

For decades, Colombia was entangled in a tragic mix of civil war, violence and despair, earning it a reputation as the most dangerous country in the world. Times have changed, the security situation has improved and English teachers are flocking to the country. Cities such as Bogota and Medellin have seen a boom in EFL, including English courses for local taxi drivers to cope with the growing number of tourists. Street crime remains a problem. One source says 70% of teachers in Bogota have been mugged – often at knife-point.

“Turning a Page on Colombia’s Violence” in EL Gazette #378 July 2011, UK. www.elgazette.com

Bangladeshi English Teacher Fired

A Bangladeshi English teacher was fired after he made comments described as offensive to the prophet Mohammad at a government school. The teacher, a member of the Hindu minority in Bangladesh, went into hiding after his house was attacked by an angry mob, which included both students and parents.

“TEFler Sacked for Prophet Insult” in EL Gazette #380 Sept. 2011, UK. www.elgazette.com

Mexican Student Murdered in Class

A Mexican EFL student was shot dead last May when armed men stormed an evening English class being held in the city of Ciudad Juarez. The men fired shots at the school as they left. The shooting was one of six violent deaths that occurred in the city that night.

“Student Shot Dead in Lesson” in EL Gazette #379 August 2011, UK. www.elgazette.com

Foreign Students Return to Japan

Fears of foreign students abandoning Japan after the March 11 earthquake, tsunami and nuclear disaster have proven unfounded. Ministry of Justice figures show that 70,170 out of 175,000 foreign students left Japan between March 12 and April 8. In response, the Japanese government introduced a series of counter-measures including simplified re-entry procedures, subsidized airfares and financial support. As a result, the Japanese Ministry of Education reported that 96% of foreign university students, including 86.5% of students in the Tohoku region, had returned to Japan by May 20. At Sendai’s Tohoku University, only 10 out of 1,504 international students failed to return.

“Students Return to Japan in Droves” in EL Gazette #379 Sept. 2011, UK. www.elgazette.com

Shin-Eiken Association
<www.shin-eiken.com>

Shin-Eiken is a national high school English teachers’ association in Japan which actively works to promote humanistic education, peace education, global education and international understanding. See their website or subscribe to their Japanese magazine Shin Eigo Kyokai.
JALT 2012 National Conference
Oct. 12–15, 2012  Hamamatsu, Japan
<http://jalt.org/conference>

The 2012 conference of the Japan Association for Language Teaching (JALT) will be held Oct. 12–15 on the theme Making a Difference. Be sure to submit your proposal by the Friday 13th deadline!

- Deadline for submissions: April 13, 2012

JALT Pan-SIG 2012 Conference
June 16–17, 2012  Hiroshima University
<www.pansig.org/2012/>

Next year’s Pan-SIG conference will be held on June 16–17, 2012 in Hiroshima on the theme Literacy: SIGnals of Emergence. Plan to attend!

- Deadline for submissions: February 29, 2012

KoTESOL 2012 Conference
May 26, 2012  Pusan, Korea
<www.kotesol.org/node/1201>

The theme of KoTESOL’s May conference in Pusan is Drive: Letting Students Take the Wheel. Why not submit a proposal on a global theme?

- Deadline for submissions: January 15, 2012

Int’l Association of Teachers of English as a Foreign Language
Darwin College, University of Kent, Canterbury, Kent CT2 7NY, UK
<www.iatefl.org>  <generalenquiries@iatefl.org>

IATEFL 2012 CONFERENCE
IATEFL’s 2012 UK conference will be held from March 19 – 23, 2012 in Glasgow, Scotland.

Global Issues SIG Pre-Conference Event
Title: From theory to practice: Bringing y(our) global issues into the classroom

This 1-day GISIG event on March 19 will give participants ideas, materials and resources for bringing key global issues into EFL classrooms. For further details on the event, contact Margit Szesztay <margit.szesztay@gmail.com>.

IATEFL’s Global Issues SIG (GI-SIG)
Catch up on activities by IATEFL’s GI-SIG at:
- Website:  http://gisig.iatefl.org
- Chair: Maureen Ellis <t-ellis2@hotmail.com>

Key Internet Websites on Global Issues and Language Teaching

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

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

TESOL’s Social Responsibility IS  (USA)
www.tesol.org  (search for “SR-IS”)

Korea TESOL Global Issues SIG  (Korea)
www.kotesol.org/GISIG

Teachers of English to Speakers of Other Languages
1925 Ballenger Ave, Suite 550,
Alexandria, VA 22314-6820 USA
E-mail <info@tesol.org>  Web: <www.tesol.org>

TESOL 2012 CONFERENCE
The TESOL 2012 international conference will be held from March 28–31 in Philadelphia, USA on the theme A Declaration of Excellence. Conference sessions on global education themes will include the following:

- Social Justice in the ELT Classroom
- Bridging Differences via Civic Engagement
- Promoting Understanding Across Cultures
- Creating Materials: Go Global? Go Local?
- Social Responsibility Comes of Age
- Dynamic Grassroots Advocacy
- Sharing Ideas with Teachers Round the Globe

Social Responsibility Interest Section (SR-IS)
TESOL’s new Social Responsibility Interest Section (SR-IS) invites global teachers worldwide to join it. If you’re a TESOL member, please make sure to make this your primary interest section. Join us!

SR-IS Chair:  Earlene Gentry (USA/Egypt)
<gentryearlene@yahoo.com>
The 16th World Congress of Applied Linguistics (AILA) took place at Beijing Foreign Studies University in China from August 23 – 28, 2011. AILA is the French acronym for Association International de Linguistique Appliquee. Here, we include a small selection of the many sessions given on global, cultural and international themes.

**Conference Presentations**

**Anglocentric Attitudes, Globalization & English**
This talk discussed how non-natives are breaking Anglo dominance to use English for international communication without regard to native-speaker norms. Barbara Seidlhofer (University of Vienna)

**Representations of Politicians in Talk Shows**
This session analyzed the discourse strategies used by politicians on TV talk shows to construct the private side of their identities. Guylaine Martel (Canada) <guylaine.martel@com.ulaval.ca>

**Primary EFL: Imperialism to Interculturalism**
This talk discussed how Mexican EFL teachers exploited critical moments in class to use English to dispel students’ linguistic prejudices. Mario Lopez-Gopar (Mexico) <lopezmario@yahoo.com>

**Language Conflicts & Immigrant Experiences**
This session explained how linguistic conflicts concerning Latina immigrants in the US are often misconstrued as racial or ethnic confrontations. Kendall King (USA) <kendall@umn.edu>

**Translation and Intercultural Communication**
This presentation looked at the role and challenges of translation as a form of communication aimed at the promotion of intercultural understanding. Julianne House (Germany) <jhouse@fastmail.fm>

**Learning English as a Patriotic Enterprise**
This talk discussed the nation-wide craze in China for “Crazy English”, the values underlying the approach of its creator, Li Yang, and how English is being used to promote patriotism in China. Xuesong Gao (Hong Kong) <xsgao@ied.edu.hk>

**Unholy Trinity: Chinese, Minority Lgs, English**
This presentation addressed the double impact of globalization (English) and the government’s national language policy (Mandarin) on minority languages in China. Marion Jones (University of Regina, Canada) <marion.jones@uregina.ca>

**Filipino English Teachers in Japan**
This talk discussed issues of language and identity based on a survey of members of the group Filipino English Teachers in Japan (FETJ). Alison Stewart (Japan) <Alison.stewart@gakushuin.ac.jp>

**Climate Change Talk in Narrative Perspective**
This paper analyzed the discourse of climate change using the concept of narrative. Kjersti Flottum (Norway) <kjersti.flottum@if.uib.no>

**China’s Peaceful Rise: China Daily vs NY Times**
This talk analyzed US and Chinese media coverage of “China’s Peaceful Rise” through a review of articles in China Daily and the New York Times. Guanjie Wang (UK) <376705@swansea.ac.uk>

**The Chinese Discourse of Human Rights**
This session gave a historical and intercultural analysis of how China’s political discourse of human rights has evolved and expanded. Xu Shi (Zhejiang University, China) <xshi@zju.edu.cn>

**Gender Roles in Japanese Print Media**
This talk analyzed Japanese newspaper articles and ads to examine hidden gender bias linked to traditional gender roles in Japanese print media. Kumiko Murata (Japan) <murata@waseda.jp>

**Chinese Students in the US: Global Awareness**
This talk discussed the experiences of Chinese students in the USA and how they strove to gain cultural sensitivity and global awareness. Carol Swett (Benedictine Univ., USA) <cswett@ben.edu>

**“China English” or “Chinglish”**
This session discussed Chinese teachers’ and students’ perspectives on varieties of English and proposed a model for teaching English in China. Fan Fang (Shantou U. China) <ffang@stu.edu.cn>

**Why Am I Here? Non-native Teachers in Taiwan**
This paper investigated the identities of non-native English teachers in Taiwan and analyzed aspects of their on-going struggles to be considered as legitimate English users and teachers. Rae-ping Lin (UBC, Canada) <raeping@gmail.com>

**Laughter and Comedians on Japanese TV**
This session analyzed the types of humor, discourse styles, joke topics and laughter elicited by Japanese comedians, with a focus on o-warai performers such as Beat Takeshi. Yoshimi Miyake (Akita Univ., Japan) <miyake@ed.akita-u.ac.jp>
**Chinese Canadian? No, Canadian-born Chinese**
This session discussed the complex variety of multilingual and multi-ethnic identities of Chinese students studying at universities in Canada. Stephen Marshall (Vancouver) <stevem@sfu.ca>

**Licentious Linguistics? Western Men in Japan**
This talk reported on an on-going research project which used interviews to survey the relationships of white Western male English teachers with Japanese female EFL students. Roslyn Appleby (Australia) <roslyn.appleby@uts.edu.au>

**Preparing Lg. Teachers to Teach Culture**
This talk surveyed how language teachers in New York State are prepared to address the cultural dimension of foreign language teaching. Erin Kearney (SUNY, USA) <ekearney@buffalor.edu>

**Intercultural Ed: China, Germany, Japan, USA**
This session discussed the differing approaches to intercultural education taken by teachers in China, Germany, Japan and the US. Margit Krause-Ono (Japan) <k-ono@mmm.muroran-it.ac.jp>

**The Global Diffusion of Call Center Speech**
This talk explained how a call center speech style aimed at “building rapport” with global customers has diffused internationally round the world. Anna Hultgren (Denmark) <akhultgren@hum.ku.dk>

**Alternative Dispute Resolution**
This presentation analyzed the role of alternative dispute resolution and the discourse of litigation used in international negotiations. Christoph Hafner (Hong Kong) <elhafner@cityu.edu.hk>

**Language Ideology at Work in the News Story**
This presentation reported on a study of ideology, stereotypes and racism embedded in news stories, headlines and source quotes. Colleen Cotter (Queen Mary U., UK) <c.m.cotter@qmul.ac.uk>

**You Have the Right to Remain Silent**
This talk made a critical analysis of the ideology behind *English for Specific Purposes* (ESP) in developing nations such as the Philippines. Paulo Valdez (Philippines) <paoinino@yahoo.com>

**Internationalization: The Role of E-learning**
This talk discussed the potential of e-learning and described the efforts aimed at internationalization taken by a large urban university in the USA. Mark Wubbold (USA) <wubbold@pdx.edu>

**English On-line and National Identity**
This session explored linguistic features and discourse strategies used by Chinese EFL learners in global online communications. Hua Nie (Peking University, China) <tedneigh@gmail.com>

**In the West Imagining the East**
This session analyzed the intercultural learning of US college students studying Chinese as well as their experiences and perceptions of Chinese. Minhui Lu (USA) <marina32.tw@yahoo.com.tw>

**Vague Language: Cooperative or Not?**
This talk analyzed the role of vague language in discourse and demonstrated how speakers are able to use vagueness for both cooperative and non-cooperative purposes. Grace Zhang (Australia) <Grace.Zhang@exchange.curtin.edu.au>

**Globally Minded ELT: Two Cases in Thailand**
This paper discussed four factors impacting EFL in Thailand: native speaker teachers, Western materials, CLT methodology and teacher training. Dana Kwong (US) <dekwong@hawaii.edu>

**Life in a Linguistic Bubble: English in Germany**
This study focused on the effects on students of language policies in English medium programs held at German universities. Frauke Priegnitz (Germany) <Frauke.Priegnitz@uni-hamburg.de>

**Creating Global Identities on the Web**
This talk described how Chinese and Spanish EFL learners developed new global identities and language use when using Flickr and social media. David Barton (England) <d.barton@lancs.ac.uk>

**Policy, Disguised Agendas and Minority Languages**
This paper analyzed a number of issues related to how language policy and popular attitudes impact minority languages in the Baltic States. Heiko Marten (Latvia) <heiko.marten@fu-berlin.de>

**The Struggle over Arabic: The Danish Cartoon**
This talk analyzed how the Arabic language was used by the political elite, immigrant groups and the media in the 2005 Danish cartoon crisis. Helle Nielsen (Denmark) <hin@language.sdu.dk>

**Should Racial Slurs Exist in Dictionaries?**
This session surveyed 40 abusive French words used as racial slurs for ethnic designations and their treatment in two major French dictionaries. Georges Farid (Canada) <georges.farid@uqo.ca>

**Intercultural Exchange: Israel and Japan**
This session described the educational outcomes of an intercultural e-mail EFL exchange program between nursing students in Japan and in Israel. Carol Wexler (Israel) <cwexler@post.tau.ac.il>

For more details of AILA 2011, see the link below. The next AILA World Congress will be held in Brisbane, Australia in August 2014.

- AILA Website: www.aila.info/
The 2011 Pan-Asian Conference (PAC) on language teaching took place in Taipei, Taiwan from Nov. 11 – 13, 2011 hosted by the English Teaching Association of the Republic of China (ETA-ROC). Below is a selection of global issue presentations given by EFL teachers from Taiwan and elsewhere.

**Conference Presentations**

**The Role of World Englishes in East Asian ELT**
This panel brought together leaders of Asian ELT associations to discuss the role of World Englishes in East Asia. Johanna Katchen (National Tsing Hua Univ., Taiwan) <katchen@mx.nthu.edu.tw>

**Foreign Teachers in Taiwan: Good, Bad, Why?**
This session discussed the results of an on-going research project which analyzed positive and negative experiences reported by foreign EFL teachers living in Taiwan. Benjamin White (Trans World University) <whitegben@yahoo.com>

**Educating Students in News Media**
This talk outlined the educational tasks facing English teachers in preparing Asian EFL students to become critical users of news media. Tim Ferry (Taiwan) <http://timferrytaiwan.wordpress.com>

**Empowering Working & Overage HS Students**
This session discussed a range of issues faced by working or overage high school students studying English at night school in the Philippines. Remedios Bacus (PALT) <mhedybacus@yahoo.com>

**Using Ted.com to Develop Thinking Skills**
This talk discussed how short talks taken from the website <www.ted.com> can be used to promote critical thinking on content topics linked to technology, education and design. Nigel Daly (Nat’l Taiwan Normal University) <ndaly@hotmail.com>

**Controversial Topics: How Far is Too Far?**
This talk discussed pedagogical issues involved in the teaching of topics considered controversial or taboo, and shared ideas for teaching these in class. Tim Fox (Nat’l Ilan Univ. Taiwan) <taipeitim@gmail.com>

**Teaching to Change the World**
This publisher’s session (in Chinese) introduced teaching ideas, activities and materials aimed at empowering kids to change the world. Hsiue-li Yu (Kidschool Taiwan) <www.kidschool.org.tw>

**Identity, Ideology, Global Citizenship via ELT**
This session discussed the identity of “global citizen” (open-minded, well-informed and progressive) promoted by English teaching in China. Patricia Duff (Canada) <http://educ.ubc.ca/faculty/pduff/>

**Developing Systematic Cultural Understanding**
This talk introduced a systematic approach to cultural understanding developed for a training program aimed at Japanese EFL teachers going overseas. Richmond Stroupe <richmond@soka.ac.jp>

**Kimchee Smiles and Freedom Fries**
This session used video clips to show how Koreans and Americans differ in their expression and interpretation of emotions in cross-cultural communication. Eric Reynolds (Korea TESOL)

**Asian Youth Forum (AYF)**
A special feature of the PAC conference was the 9th Asian Youth Forum. This brought together 77 youth from 11 countries for an exciting week of workshops on language, culture and global issues.

- AYF 9 website: <http://ayf9taipei.weebly.com>
- AYF 9 video: <http://vimeo.com/32627548>
- AYF Chair: Kip Cates <kcates@rsstu.jp>

**Language Learning in Asia: The Students’ Views**
This session featured a panel of Asian youth who shared their opinions, problems and suggestions about teaching, textbooks and tests in Asian EFL classrooms. Peter Wanner <pjwfkw@gmail.com>

**Asian Youth in a Globalized Age**
This featured a multinational panel of Asian youth who discussed the challenge and responsibility of living in a global age of stress, change and conflict. Craig Smith (Japan) <craigkufs@hotmail.com>

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Global Issues in Language Education 8

**2012 PAC / FEELTA Conference**
Nov. 1 – 4, 2012 Vladivostok, Russia

The PAC 2012 Conference will be held next fall in Vladivostok, Russia from Nov. 1 – 4, 2012 on the theme Learning Languages, Building Communities. This will be hosted by the Far Eastern English Language Teaching Association (FEELTA).

- For inquiries, contact: <feeltacon@dvgu.ru>
- Deadline for submissions: May 31, 2012
Commodities in the ESL Classroom
by Anthony Torbert  (Kobe Gakuin University, Japan)

Introduction
As a teacher of lower level students in a business administration faculty, I have struggled to find interesting business and economics content in English that my students can handle. Over the past few years, I’ve been adding materials to a course that now covers an entire semester. What started as a single lesson on coffee has grown to include a number of broad categories, such as precious metals (gold, silver), natural resources (oil, gas, coal, water, timber), animal products (beef, fish, shrimp) and crops (corn, rice, tobacco, coffee).

An ESL lesson on commodities has a number of advantages, but presents a number of challenges to the instructor. Every class is different, and it may be necessary to create original material or, at least, re-write material to make it level appropriate. Fortunately for the experienced teacher, Wikipedia can provide enough background information on commodities for most lessons. Of course, it’s preferable for the teacher to do some background reading and acquire some “expertise” in each topic, which makes presentations go much smoother.

Powerpoint and Film
Of course, just reading about commodities is boring for most students, so I tend to include visuals as much as possible. A PowerPoint presentation can be good, and giving students a pre/post quiz can help focus their attention. There are a number of films, which can be used in conjunction with lessons on commodities. For lower level classes, it’s usually necessary to either provide films with subtitles or films in Japanese. This presents some challenges for the teacher, of course. I’ve found that watching a short (20 minute) Japanese film can help aid overall student comprehension of the issue, and doesn’t preclude an English discussion afterward. The key is to provide questions, which will get students talking.

One good source of films is the Japanese NPO Parc. They have more than a dozen films dealing with food, shrimp, coffee etc. which are short enough to be seen and discussed in a 90 minute class. They’re good for Japanese students, since much of the information is Japan-specific (in contrast to most English films that provide either American or British points of view). Of course, they come with an environmentalist/social justice bias, but at the same time, they provide a good medium for students to be exposed to views they might not get elsewhere.

Parc films have two different prices, one price for personal use and one price for library use (usually double), so clarify what is appropriate in your case before you place an order. Other films I have used to discuss commodities in class are:

- Farm to Market (targeted at native English speaking primary school students)
- Blue Gold (about water)
- Flow (about water)
- King Corn (on the American corn industry, with a focus on corn syrup)
- Crude (oil exploration in Ecuador: one sided but interesting, cameo by pop singer Sting)
- Food, Inc. (on the American food industry)
- Darwin’s Nightmare (covers fish, AIDS and poverty in Tanzania)
- Blood Diamond (big budget Hollywood film with DiCaprio, but gets the message across)

Realia and the Media
In addition to films, getting students involved in bringing examples of the commodity to class can be an effective exercise. I often ask students to visit a supermarket and take pictures of product labels, with the aim of discussing country of origin, price, and food miles. Some products, like water and chocolate, are easily brought to class and can be good ways to initiate discussion.

Asking students to keep an eye on the news headlines (in Japanese or English) can be useful, as energy and commodity issues are forever appearing. Flexibility is the key, as current events can help to raise interest and warrant additional time on a single commodity. Although I create a rough outline to cover 6-9 different commodities in a 15-week period, I may spend 3-4 weeks on a single topic if interest holds and materials are abundant. For example, in the aftermath of the Tohoku earthquake and tsunami, energy and food safety have become water-cooler talk, so focusing on energy or an affected commodity such as fish, rice, vegetables or beef would be ideal.

Student Poster Presentations
Depending on class size, poster presentations can be an interesting way to get students involved in research and discussion. I sometimes lay out a 5-week timetable for the assembly of materials and student written drafts, with the final week for poster presentations. I ask students to evaluate their peers using a simple score sheet with room for about 10
Different commodities. I allow them to do any commodity that we haven’t covered in class during the term and encourage them to think of questions (which often go unanswered, but that’s OK).

Here’s an example of part of the worksheet I give students on presentation day:

<table>
<thead>
<tr>
<th>Commodity Name: ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>__/10 English (clear, easy to understand)</td>
</tr>
<tr>
<td>__/10 Artistic skills (color, pictures, layout)</td>
</tr>
<tr>
<td>__/10 Message (interesting, good information, easy to understand)</td>
</tr>
<tr>
<td>My question for the presenter: ________________</td>
</tr>
</tbody>
</table>

Teaching about a commodity that students are already familiar with opens the door to dealing with many global issues: history, geography, economics, politics, war and the environment to name but a few. More adventurous teachers might want to explore illegal commodity trade, but of course that may open many more cans of worms!

To Sum Up:
1. Have students brainstorm commodities and their uses.
2. Have them list the Top Ten in terms of value (lists are easy to find on the internet)
3. Have students create maps of where they think these originate and how they are traded.
4. Create appropriate level readings (100-300 words) with comprehension questions.
5. Create PowerPoint presentations with interesting visuals and pre/post tests.
6. Prepare teacher mini-lectures (5-10 minutes)
7. Have students monitor news headlines
8. Use films in Japanese or in English (with subtitles). Provide pre/post tests or quizzes.
9. Have students work in pairs or small groups to create poster presentations.
10. Send students to stores and supermarkets to photograph items and collect price/origin data.
11. See if your library has graded non-fiction readers that students (or you) can access.
12. Don’t be constrained by a syllabus; allow the pace of the class to dictate the overall number of commodities that you cover.
13. Do some reading (beyond Wikipedia) on each topic to educate yourself beforehand. Your knowledge about commodities will provide confidence during your mini-lectures.
14. Give both sides of an issue and let students decide where they stand.
15. Give your opinion at the end of class, but make it clear that this is your personal view.

Here are suggestions on some of the issues which might be approached while studying about coffee:

**Numbers (economics, business, trade)**
- Have students get numbers on trade and prices, look at graphs
- Survey local coffee shops for pricing, check the availability of Fairtrade

**Occupations (farmer, exporter, etc…)**
- Multiple worker profiles exist on Fairtrade.org
- Have students roleplay a dialogue on pricing

**Society (fairness, equality)**
- What is Corporate Social Responsibility (CSR)?
- Survey the web, local businesses to see how it is practiced

Questions to get students thinking:
- How much of what you buy benefits the laborer?
- Do you consider the impact of your purchases on the world economy?
- What industries are dominated by men?
- What industries have slave or child labor?
- How can you make a difference?
- Volunteer organizations in Japan

**Vocabulary (food, processes, etc…)**
- Gather pictures of Fairtrade products to identify
- Discuss the process of growing beans, drying, roasting, grinding, selling

**History (colonialism, slavery, culture)**
- Note the difference in the North-South divide.
- Investigate the coffee/tea culture of Japan
- Ask why underdeveloped countries are poor
- Ask what can be done to correct past wrongs

**Geography (the North-South divide)**
- Use rich-poor maps of the world
- Discuss climate and wealth

**Ecology (shade grown, organic, sustainable)**
- Why does growing differently benefit the planet?
- Discuss the effects of global warming.

**Personal Narratives**
- Interview people who work in a small local coffee shop. Ask them about the best coffee, how it is produced and about Fairtrade
- Read interviews/profiles of workers at Fairtrade.org
Introduction

In world trade, no other market has as much value as crude oil (petroleum). The price of oil affects almost every economy in the world. Oil is used to produce fuels such as gasoline, kerosene, jet fuel and diesel, but is also an important source in some countries for generating electricity. In addition, petroleum can be made into fertilizer, which helps farmers increase the amount of food they produce. Finally, petroleum is used to produce plastic - a material that surrounds us in our daily lives.

The Price of Oil

• US $105/barrel (1 barrel-159 liters) (May 2011)

History

Although oil was used 4,000 years ago, it did not become important until the 1850s. Until then, most lighting was from wood, candles and whale oil. Once people learned how to make kerosene, the demand for oil grew. This might have saved some whales from extinction. In the 1900s, oil became important as gasoline and diesel engines became common in cars, trucks and trains. As a result, people began to search for oil all over the world. The price of oil can rise and fall quickly, due to war and politics in oil producing countries.

Types of Oil

Oil is found in many forms (light, heavy, shale), but some are more valuable than others. Some countries have easy access to oil and can sell it for a high price. Others have to spend money to find and process the oil they have. Many countries such as Germany and Japan have no oil.

The Power of Oil

Some oil producing countries can have a lot of influence on other countries through their control of the supply of oil. For a long time, the Soviet Union supported its allies by selling oil at lower than market prices. Venezuela, unlike many countries in South America, is able to resist political pressure from the United States because of its status as an oil exporter. Iran, Saudi Arabia and Libya have also had policies which Western countries objected to. However, because of their oil wealth, they have been able to fight pressure to change. Although many leaders have used oil wealth to buy weapons, build palaces and buy luxury cars, some countries such as Norway have used their oil wealth to invest in the future, and now have excellent free health care and education.

Environment

Perhaps the biggest issue when talking about oil is its effect on the environment. Many people object to drilling for oil in the ocean or in places of natural beauty. Once the oil is out of the ground, it needs to be transported. This is done by oil tankers or pipelines that cut through nature. Oil tankers sometimes spill oil into the sea and onto the coast. Once the oil reaches its destination country, it needs to be refined into fuel such as gasoline. This process is very dirty and creates a lot of smog, bad smells, and greenhouse gases. Finally, the fuel is burned in engines, creating more greenhouse gases.

The Future

If oil is so dirty and causes so many problems, then why do we still use it? Many people call it an addiction, similar to tobacco or alcohol, where although we know it’s not good for us, we’re unable to change our lifestyles. Others disagree and say we can change, but that it will take strong willpower and sacrifice. Certainly, the world economy requires a huge amount of energy. Right now, about 40% comes from oil. Oil is still one of the cheaper sources of energy. However, if the price rises, people will look for other forms of energy to save money and help the environment.

Questions

1. How much is a barrel of oil? What does it cost?
2. When did people start using oil?
3. When did oil become important?
4. Why do people use oil?
5. What animals were saved by oil?
6. What are the main types of oil?
7. Which South American country produces oil?
8. What other countries are major producers of oil?
9. Which countries do not have any oil?
10. What can we do to “break the addiction” to oil?

TOP 10 COMMODITIES (most traded)

<table>
<thead>
<tr>
<th>#</th>
<th>Commodity</th>
<th>#</th>
<th>Commodity</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Crude oil</td>
<td>5.</td>
<td>Brent oil</td>
</tr>
<tr>
<td>2.</td>
<td>Coffee</td>
<td>6.</td>
<td>Silver</td>
</tr>
<tr>
<td>3.</td>
<td>Natural gas</td>
<td>7.</td>
<td>Sugar</td>
</tr>
<tr>
<td>4.</td>
<td>Gold</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Cotton</td>
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</tr>
</tbody>
</table>

Source: www.tiptoptens.com/2011/01/31/top-10-most-traded-commodities/

Pacific Asian Resource Center

- Japanese site: <www.parc-jp.org/index.html>

Anthony Torbert
Kobe Gakuin University, Kobe, Japan
E-mail: <3tony@ba.kobegakuin.ac.jp>
Matthew Walsh was an Osaka-based global educator who passed away in October this year. To commemorate his contributions to our Global Issues SIG, we here reprint a description of his trip to Auschwitz in Poland, taken from his EFL / ESL website <http://walshsensei.org/index.html>.

As the days passed approaching the trip, a dark cloud on the horizon placed a lump in my throat. It would be a busy time adjusting to the environment of an unknown country while taking on the challenge of an intensive teacher-training program. On top of this, I knew that Krakow, Poland was near the legendary Auschwitz. There was no escape from the realization that as a human, I had a duty to confront directly one of the greatest acts of evil in human history. It was vexing but I knew I had no choice but to look evil directly in the eye.

A respect for the unknown had always made me suspicious of the simplified black and white image of the vicious soldier-beast committing atrocities, as if to suggest that a whole nation had simply all gone crazy at the same time. The picture could not have been so simple. The average person must have been there, then just as everybody is here, now. The time and place would have had its own explanation, justification, and concession.

There was no such thing as a nation that had gone crazy. A subjectivity hidden in that time and place must have made the holocaust seem normal or logical, given the chain of events. Anybody who was there would have been part of this without noticing that anything was wrong. This I did not want to understand.

Such deep cultural factors, and the story leading up to the Holocaust surely could not be understood within a short month's stay but talking to my fellow teachers had revealed some interesting facts. The Polish government had the policy of avoiding referring to the Jewish people as being the main victims of the Holocaust. Furthermore, in the Auschwitz museum, the guides had been instructed to avoid exclusively talking about the Jews and would often change the subject when asked about them. The tragedy was not the sole propriety of the Jewish people. This was a Polish tragedy and a European one that had engulfed a whole continent. What had led to it was not exclusively an anti-Semitism but a much broader institutionalized 'racial mania'. Governments had gotten into a meticulous process of trying to determine the ethnic origins, or 'race' of all of its citizens by classifying people into groups according not to their country of birth, or native culture and language, but by their family history and physical features. One image that left a strong impression was within the building at Auschwitz that was dedicated to the Gypsy, or more accurately Sinti and Roma people, victimized by this racial mania. There was a black and white picture of a doctor using a caliper device to measure the distance from the center of the eyes to the chin in order to determine the 'race' of an unknowing middle-aged housewife.

This reminded me of the present day practice in Japan where the city hall fingerprints and issues special ID cards to citizens it has determined to be 'foreigners' based on family records that have been meticulously kept. These people are born in Japan and, for many of them, the issuance of the card and the directive that they use their foreign names for all official documents is the first time they realize they belong to such a classification. If one doesn't know his or her foreign name, one will be provided by approximating a name in the foreign language similar to the 'Japanese' one they have known themselves throughout childhood. Being a member of such a classification also results in being treated differently under the law and, among other things, being entitled to less social welfare from the government.

For the Sinti and Roma peoples, the issuance of the card was a first step. Next came compulsory sterilization; they were not to reproduce and dirty society with their offspring. Finally, it meant the gas chambers.

What then is the next step for the Japanese government? What is the purpose of keeping such meticulous family records of its naturally born citizens and imposing unfamiliar names and pseudo-nationalities on them? In the end, isn't this the same sort of 'racial mania' that swept across Europe? Here in present day Japan too, the average person is trapped in the here and now, and cannot see how ridiculous and dangerous such institutionalized discrimination is. We are blind. No government has the right to collect such data because there is no telling what it may be used for. The danger is clear and foreboding. Auschwitz bears witness to this.

When I was new to Japan, I studied martial arts in a temple for several years. I remember the head priest explaining how within Buddhism there was also a tradition of holding family records for
centuries at the temple, but that he had broken that tradition and burnt all the records. He said the records were a source of discrimination as some families had laid claim to a higher caste, or more important heritage, based on these records.

When will the government take this same step and burn these records leaving it to individuals to decide how they want to embrace their ethnic roots?

After leaving the Sinti-Roma building, we went to the main guardhouse. Beside it, in a small yard, 'the wall of death' still stood as it was 50 some odd years ago. Prisoners were taken there and executed as an example to other would-be misbehavers in the camp.

As a group of Israeli students cleared the yard and moved into the building, I noticed two old men standing in front of the wall whispering to each other. They were trying to set up some flowers but the wind kept knocking them over.

It struck me then that the place I was in was not merely something from the movies or a history book. The events that took place here had irrevocably changed the lives of these two human beings in front of me. It had brought them a lifetime of sadness. It was quite real.

I remembered something somebody had said earlier that week in Krakow. "Nowhere is the grass greener than in Auschwitz". Looking around, it did seem rather green with the strong wind blowing the leaves of the trees and the thick blue grass everywhere. I noticed another strange thing. There were no birds, no chirping sounds. There was just the silence, the sound of the wind though the trees and the whispering prayers of the two old men.

We proceeded into the guardhouse and down into the dark basement. There were many small cells with black iron doors, one of which had a plaque in remembrance of a Catholic priest who had been starved to death there, in isolation, for speaking out about Auschwitz at a sermon in the town. He had refused to be blinded by the justifications and concessions of the "there and then" and had paid with his life.

There was also a section with three brick chambers large enough for a man to stand in but not sit down. As punishment, the man would have to stand there all night and then go back to work the next day. This was often enough to kill him.

The last place we went to was the gas chamber. I felt a little uneasy going in. I wondered if there were ghosts or spirits present and, if so, were they angry? Were they suffering? Were they confused about why they were there and how their lives had ended?

I closed my eyes and listened to see what I felt. It was not anger or confusion. To the contrary it was a cool, kind, and perhaps even grateful feeling. Perhaps they were thankful to the people who had come all this way to learn their story. Perhaps they knew that something good would come from people having the courage to look directly into the evil. Maybe we could avoid getting trapped in the "here and now" next time. Maybe we would notice before it was too late.

Maybe even, perhaps, they somehow knew that I was a teacher and could spread their message, even if in only a small way. I felt as if, without any pressure, they were gently asking me to do so. At that point, with my eyes closed, I swore to them that I would. They were thankful.
Robin Richardson is a key figure in the field of global education. He has been a teacher, a trainer and a multicultural education advisor. He now works as an education consultant with Insted. He was director of the 1970s UK World Studies project and author of the classic World Studies set of activity books (Nelson, 1977). This pioneering global ed series consisted of the following 4 titles:

- World in Conflict [war & peace]
- Fighting for Freedom [human rights]
- Progress and Poverty [development]
- Caring for the Planet [environment]

These included a set of dynamic global education stories designed to promote critical thinking, discussion skills and awareness of global issues related to peace, conflict and human rights. Although long out of print, used copies of these classic books can still be purchased on-line.

Robin has kindly granted permission for these stories to be reprinted here for use by language teachers in Japan and elsewhere. The second story, The Children, appears on the next page. Further stories will be printed in subsequent issues. Try these out in your classes and see how they work!

Other Books by Robin Richardson

### STORY QUESTIONS

#### Comprehension Questions

1. What were the names of the two children?
2. What were they doing? What did they build?
3. What happened to the house?
4. What did Jack say? What did Jill say?
5. Who came up to help Jack? What did she say?
6. Who came up to help Jill? What did they say?
7. Who came to help Jack? What did they say?
8. Who came to help Jill? What did they do?
9. How many people lived in Jack’s town?
10. What did all the townspeople do?
11. What was located near Jill’s village?
12. How many people came out from the city?
13. What did all the city people do?
14. What did a nearby country send?
15. What did the soldiers do?
16. What did another country send?
17. What did other countries do?
18. Meanwhile, what were Jack and Jill doing?
19. What did Jack say? What did Jill say?
20. What happened just at that moment?

#### Speaking Practice

- Re-tell the story in your own words.

#### Discussion Questions

1. How did the conflict in this story start?
2. Why did the conflict escalate?
3. How could this conflict have been controlled?
4. What did you think about this story? Why?

### Story Themes

Here are four things that this story might be trying to express. Which do you agree with? Why?

1. If we’re not careful, small quarrels can easily grow into big ones.
2. One of the biggest problems in the world is gender: the relation between men and women.
3. The more creative that people can be, the less likely that there will be conflicts and wars.
4. People shouldn’t blame others for things which are only bad luck.

### Creative Writing

1. Re-write the story with a different ending.
2. Write your own story about a similar situation.

### Research Tasks

1. Show this story to your family or your friends. Report on their reactions to it and how they felt.
2. Find some examples in history of the kind of escalation in the story. For each, explain:
   - When was it?
   - Where was it?
   - What people, groups or nations were involved?
   - What happened?
   - How could the conflict have been resolved?
3. Do some research on the topics of conflict, conflict prevention and conflict resolution. Report to the class about what you learn.
Once upon a time, there were two children - Jack and Jill. One day, they were playing with some bricks and they built a house together. But the house fell down.

“That was your fault,” said Jack. “That was your fault,” said Jill. “Just like a girl,” said Jack. “Just like a boy,” said Jill. “Why couldn’t your parents teach you to build properly?” said Jack. “Why is everyone in your house so clumsy and stupid?” said Jill.

They shouted and screamed at each other. Then, Jack’s mother came up. “Don’t shout at my Jack,” she said. Next, Jill’s mother and father came up. “Don’t blame our Jill,” they said.

Next, all of Jack’s uncles and aunts came up. “Don’t you say nasty things to our family,” they said. Then, all of Jill’s cousins and everyone in her village came up and started shaking their fists at Jack’s uncles and aunts.

Jack lived in a town and everyone in that town, all five thousand of them, came and shook their fists at all the people from Jill’s village. But, Jill’s village was near a big city, and one million people came out and shouted at Jack’s town. Then, they picked up sticks and they waved them angrily.

Next, a nearby country sent some soldiers, and the soldiers pointed their guns at the people with sticks. Then, another country sent some tanks. Then, another country sent some airplanes. Then, another country joined in. Then, another country with nuclear warheads. Soon every country was there, shouting and showing their weapons.

Meanwhile, Jack and Jill were building their house again. Together. “I’m glad you’re a girl,” said Jack. “I’m glad you’re a boy,” said Jill. They smiled at each other. But, just at that moment, World War Three started.


Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Japanese</th>
</tr>
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<tbody>
<tr>
<td>brick</td>
<td>積み木</td>
</tr>
<tr>
<td>your fault</td>
<td>あなたのせい</td>
</tr>
<tr>
<td>clumsy</td>
<td>無器用</td>
</tr>
<tr>
<td>stupid</td>
<td>ばか</td>
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<tr>
<td>shout</td>
<td>叫ぶ</td>
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<tr>
<td>blame</td>
<td>責める</td>
</tr>
<tr>
<td>nasty</td>
<td>いじわる</td>
</tr>
<tr>
<td>fist</td>
<td>こぶし</td>
</tr>
<tr>
<td>tank</td>
<td>戦車</td>
</tr>
<tr>
<td>nuclear</td>
<td>核</td>
</tr>
<tr>
<td>warhead</td>
<td>弾頭</td>
</tr>
<tr>
<td>weapon</td>
<td>武器</td>
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</tbody>
</table>
Developing Critical Thinking and Political Awareness in EFL
by Jennie Roloff Rothman  (Kanda University of International Studies, Chiba, Japan)

Introduction

Students today need to be both critical thinkers and global citizens; as such, their English education should reflect these goals. This article describes the process of curriculum development and materials writing for a one-semester English course on Understanding World Politics taught at an international studies university in Japan. Students in the program take content courses in an English-only environment. The article explores the concept of critical thinking and discusses ways of promoting its development in the classroom, while providing justification for the use of international relations as the medium for developing such skills.

The article will show how the inclusion of complex or abstract subject matter in EFL curricula can pique students' curiosity, challenge them to expand their perspectives and develop their awareness of the complexities of the political world. If done effectively, the end result is more engaged students, who may even be moved to political involvement or action on a deeper level. From a linguistic perspective, students' English vocabulary knowledge can be greatly increased as well as their fluency in expressing complex ideas.

What is critical thinking?

The term critical thinking is very much in vogue right now. While many textbooks claim to include critical thinking elements, writing assignments or questions, very few contain clear explanations of how they are grounded. Simply including the words critical thinking in the material does not guarantee its promotion.

Atkinson (1997) suggests that critical thinking is a “culturally-based concept” or “social practice” that is well-entrenched in Western culture and thought, but that this ability is not valued or taught in certain cultures. He argues that in some Asian cultures, critical thinking is explicitly discouraged. Whether one agrees on a personal level with this definition or not, the case can be made that those who teach English as a second or foreign language (L2) which values critical thinking as part of its social and cultural practices should be teaching it, at the very least, to help students understand this element. Teaching critical thinking in the L2 classroom is a lesson in socio-cultural literacy.

Less controversially, Halvorsen (2005) says that “to think critically about an issue is to consider that issue from various perspectives, to look at and challenge any possible assumptions that may underlie the issue and to explore its possible alternatives.” Critical thinking forces us to “consider our own relationship to [an issue] and how we personally fit into the context of the issue,” (Brookfield, cited in Halvorsen, 2005).

This sort of behavior can easily be worked into a language classroom and also achieves many general goals that teachers may have for their classes. Debates or role plays which “enable students to retain more information and gain a better understanding of abstract concepts than lectures and note-taking” (Raymond & Sorensen, 2008) are good activities for promoting the development of critical thinking. Teachers can also use media analysis, or problem solving, as suggested by Halvorsen (2005) or discussions which promote thoughtful reflection. Forcing students to be specific and go beyond a simple “I agree” or “I don’t think so” turns an undeveloped answer into a deeper understanding of an issue which may lead the student to further study and greater learning.

Making students think critically may create interest in the subject matter, leading to greater participation or, in some cases improved classroom attendance (Halvorsen, 2005, Raymond & Sorensen, 2008). The first term this course was taught had nearly perfect attendance, despite the challenging subject material, which suggests that critical engagement with the content may result in active participation. A high level of interaction and participation that develops critical thinking also helps to create a more cohesive, meaningful learning environment where students can feel comfortable taking risks and sharing opinions on sensitive subjects.

Why teach politics and international relations?

“The school and teaching culture should allow democracy to be learnt, by pupils practicing, experiencing, and understanding the meaning of politics and democracy through their own experiences and activity at school, so as to then be able to develop this experience in democracy into political responsibility and skills in democracy,” (Henkenborg, 2005, p. 265-66). For students living in a democracy, the classroom presents a perfect opportunity to see their system in action. It can also raise students’ awareness about what it might be like to live elsewhere in a different political system or among differing beliefs. By learning how to understand
themselves, students become open to the idea of understanding others.

Topics covered in this Understanding World Politics course are complex and require a deeper awareness of details to truly see how current situations came to be. This understanding has the potential to promote peace through tolerance, but also possibly inspire students to take action if they discover an issue that motivates them. Even without action, awareness of other cultural or political beliefs and systems is a step in the right direction for students to be better global citizens.

**Course Design**

The course is divided into four units:

- **UNIT I:** Getting Started
- **UNIT II:** International Relations Theory
- **UNIT III:** Regions and Issues: Part I
- **UNIT IV:** Regions and Issues: Part II

The first two units focus on a variety of smaller topics scaffolded so that students are aware of both concrete and abstract ideas that will help them develop informed opinions and ideas about the subsequent regions and issues.

**Unit I Getting Started**

In Unit 1, students begin by thinking about the concept of internationalization. In the activity “International You,” they track their purchases of products from other countries, then participate in a class discussion aimed at developing more thoughtful opinions. The goal is to raise their awareness about globalization and determine whether they consider Japan “internationalized.” From here, the focus shifts to vocabulary, to the United Nations Human Development Index and to a crash course in world religions: Christianity, Islam, Judaism, Hinduism and Buddhism.

**Unit II International Relations Theory**

Unit Two transitions the course into abstract content: international relations theory and political ideologies. These are complicated subjects in any language. However, the challenges are outweighed by the opportunities for greater political understanding and for the development of critical thinking. International relations (IR) theory aims to describe why the world currently appears as it does. This lesson utilizes the classic Prisoner’s Dilemma, as well as activities that require students to study an international event and identify which description of it reflects realism, idealism or constructivism (the three primary IR theories introduced). This is followed by a reflective writing activity asking students to identify which IR theory best explains the world as they see it.

Ideology, in contrast to IR theory, is concerned with the way the world ought to be. This lesson explains the ideological left and right, with students discussing what issues are of the greatest importance to them and, ultimately, placing themselves somewhere on the ideological spectrum. The final activity compares the American, European and Japanese ideological left and right, focusing on their positions regarding domestic and international issues. By the end of this unit, students are equipped with the tools to read about global political events and understand the motivations behind the actions of governments.

**Unit III Regions and Issues: Part I**

The final two units return to practical knowledge about world regions and issues. The order and choice of regions intentionally moves from those with which students are most familiar (Asia, U.S.) to those more likely to be unknown (Africa, Middle East). Students have some autonomy in determining what they study and I make materials in response to their requests. Often the news headlines of the day determine the outcome. Popular topics for Asia have been development, the population explosion, militarization and territorial disputes. The United States, while not a region in and of itself, deserves mention because one cannot truly make sense of the current state of affairs without recognizing its influence in shaping recent history. Students chose to explore the illegal immigration debate in the US for this unit.

**Unit IV Regions and Issues: Part II**

Unit Four covers Africa, the Middle East and ends with Europe. This order was chosen because Africa and the Middle East often get short shrift in non-history classrooms while Europe is often over-represented. Students had difficulty deciding on issues related to Africa, but through discussion, several topics emerged. In the first term, students chose the relationship between peace, democracy and economic development, while second term students explored the recent referendum on an independent southern Sudan and Somali piracy in the Gulf of Aden. For the Middle East, students role play stakeholders in the Middle East peace process to gain a deeper insight into the challenge of pursuing an outcome favorable to all parties. Europe is only added if time allows, since students tend to study it elsewhere. Current political events have led students to explore Greece’s financial meltdown and the rise of right-wing extremism.
Role plays and mini-projects

One of the key elements in this course is small group activities. Routinely throughout the semester, students are required to do further research outside of class with the express purpose of either teaching what they learn to others or participating in roleplays. These are designed to give students more autonomy in exploring the topics while motivating them to become “experts” sharing knowledge that their group members do not possess.

Mini-projects include regional comparisons of United Nations Human Development Index scores, deconstructing religious conflict in Mindanao, and attempting to broker Middle East peace. In order to learn about the Middle East, students did two role plays. The first assigned arbitrary personal values to each student that intentionally conflicted with others. The task was to make rules that everyone would agree to follow. For the second role play, students repeated the task, but were each assigned a group with a stake in the Israeli/Palestine conflict (Kadima, Likud, Fatah, Hamas and Hezbollah) They then had to research their group’s positions and deal-breakers before the next class. In small groups, they had to introduce their organizations before once again trying to create a set of rules allowing all parties to co-exist.

Additional Assignments

In this content-based English course, there are both writing and presentation demands placed on students as mandated by departmental requirements. After each unit, they are required to respond to a reflection question intended to encourage deeper exploration of issues discussed in class and to foster the development of continued curiosity (i.e., Which do you think is more important to peace in Africa, democracy or economic progress?) The final individual project involves researching a country of their choice and writing a 700+ word paper introducing its relationship with Japan and their opinion on its role in the 21st century. In addition, each student gives a 15-minute presentation about their project.

Conclusion

The design of this course shows how I have attempted to promote the use of critical thought in a foreign language classroom through the medium of world politics and issues. One of the first questions that I ask my students is: What should Japan’s role be in the world community? Often they respond with timid answers, if any at all. By the end of the course, however, when asked again, students respond with suggestions far exceeding my expectations. Some see Japan taking on a leadership role on nuclear power, restructuring its political system and becoming a stronger force in Asia. It is my hope that this course has led them to think more deeply and consider how they “fit into the context of the issue[s],” (Brookfield, cited in Halvorsen, 2005) that they explored in class.

References & Helpful Resources

Rossi, M. (2003). What every American should know about the rest of the world: Your guide to today’s hot spots, hot shots and incendiary issues. New York, Plume.

Jennie Roloff Rothman
English Language Institute (ELI), Kanda University of International Studies, Chiba, Japan
E-mail: <jennie-r@kanda.kuis.ac.jp>

Kanda University of International Studies (KUIS) is a private university that aims for excellence in international studies, particularly in the study of foreign languages. KUIS majors offered include English, Chinese, Spanish, Korean, International Communication plus Languages and Culture.
<table>
<thead>
<tr>
<th><strong>NEWS AND INFORMATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nobel Peace Prize</strong>&lt;br&gt;<a href="http://nobelprize.org/nobel_prizes/peace/">http://nobelprize.org/nobel_prizes/peace/</a></td>
</tr>
<tr>
<td>The Nobel Peace Prize is awarded each year on December 10th. To create a lesson for your class, check the website above, cruise Wikipedia or see GILE Newsletter #48 (Nov 2002) at &lt;www.gilesig.org&gt;.</td>
</tr>
<tr>
<td><strong>World Wise Schools</strong>&lt;br&gt; &lt;www.peacecorps.gov/wws/&gt;</td>
</tr>
<tr>
<td>World Wise Schools is a great educational website set up by the United States Peace Corps to teach about world cultures and global issues. It offers a variety of inspiring stories, resources and lesson plans.</td>
</tr>
<tr>
<td>JAPANetwork is a Japan-based project which provides EFL teachers with materials, lesson plans, videos and teaching ideas for integrating AIDS awareness into your classroom.</td>
</tr>
<tr>
<td><strong>Global Issues</strong>&lt;br&gt; &lt;www.globalissues.org&gt;</td>
</tr>
<tr>
<td>Global Issues is a great informational website which features 500+ articles on topics ranging from military spending racism and Iraq to poverty, the environment and the arms trade.</td>
</tr>
</tbody>
</table>
When covering global issues, the media usually focus on bad news. This 4-skills EFL textbook, in contrast, shows how people around the globe are working to make the world a better place.

**Good News Book 1** This book’s 14 units deal with women leaders, pandas, educating the poor, ethical weddings, Palestinian peacemakers, environmental awards, volunteer holidays, coping with blindness, Cambodian schools, reforestation and sustainable development.

**Good News Book 2** This book’s 14 units deal with topics such as gorilla tourism, reducing poverty, clearing landmines, nature reserves, ethical banks, the Forest Stewardship Council, medicine for the poor, the eco-economy, global warming and organic farming.

This Japanese multi-media reading course aims to improve student English skills through content-based activities based on global themes from *National Geographic*. The text-plus-DVD set consists of 14 units grouped into six broad themes: A Disappearing World, The Missing Snows of Kilimanjaro, Cambodia Animal Rescue, Orangutan Language, Cupid the Dolphin and Saving the Pandas. Each 6-page unit includes a DVD introduction, topic vocabulary, 2 short reading passages, comprehension questions, DVD viewing tasks, a dictation, critical thinking work and a post-reading exercise.

This 90-page English-only EFL textbook aims to promote language skills and critical thinking (skepticism, comparison, prediction…) through social and cultural themes. Its 14 units cover topics such as food (tainted milk), city life (development), culture (gaijin geisha), environment (global warming), work (bullying bosses), money (loan sharks) and gender (world gender rankings). Each 6-page unit features two dialogs, two news articles, vocabulary preparation, critical thinking work, contradiction tasks and debate topics.

This 90-page Japanese text aims to improve students’ English skills (reading, writing, speaking, listening) through the story of Junko, a Japanese student who dreams of working for the United Nations. The book’s 15 units deal with the lives of Junko and her international friends: Laura (working in London), Rick (married to a Korean), Harold (teaching in Malaysia) and others. Each 6-page unit features a map, vocabulary prep, a dialog, listening exercises, translation tasks plus a Did you know? and Let me ask! section.

This 100-page text-and-DVD for Japanese students promotes listening skills and social awareness through ABC World News clips. Its 15 units include the 3/11 disaster in Japan, working mothers, elephants in Kenya, McJobs at McDonald’s, child allergies, 911 emergency calls, ADHD, addiction to foreign oil, polio and pre-marital sex. Each 6-page unit has a warm-up, vocabulary preparation, DVD viewing tasks, a video script, comprehension questions, summary practice, discussion topics and grammar points.
### Background Reading for Teachers

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Author</th>
<th>Year</th>
<th>Price</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tobacco: A Cultural History</strong></td>
<td>Iain Gately</td>
<td>2001</td>
<td>$15</td>
<td>Read the epic story of how tobacco transformed the modern world.</td>
</tr>
<tr>
<td><strong>Potato: How the Humble Spud Rescued the World</strong></td>
<td>Larry Zuckerman</td>
<td>1998</td>
<td>$15</td>
<td>Learn about the global impact of the simple potato and its role in history.</td>
</tr>
<tr>
<td><strong>Salt: A World History</strong></td>
<td>Mark Kurlansky</td>
<td>2002</td>
<td>$11</td>
<td>Study the amazing history of salt and how it was once used as money.</td>
</tr>
<tr>
<td><strong>Uncommon Grounds: The History of Coffee</strong></td>
<td>Mark Pendergast</td>
<td>1999</td>
<td>$9</td>
<td>Discover the history, politics and global impact of this common drink.</td>
</tr>
<tr>
<td><strong>Sugar: A Bittersweet History</strong></td>
<td>Elizabeth Abbott</td>
<td>2010</td>
<td>$12</td>
<td>Study the role of sugar in the slave trade, revolutions &amp; fast food boom.</td>
</tr>
<tr>
<td><strong>Black Gold: The Story of Oil In our Lives</strong></td>
<td>Albert Marrin</td>
<td>2012</td>
<td>$14</td>
<td>Learn how oil fuels our economies, shapes politics and affects our lives.</td>
</tr>
<tr>
<td><strong>Banana: The Fate of the Fruit</strong></td>
<td>Dan Koeppel</td>
<td>2008</td>
<td>$11</td>
<td>Study the banana’s history, cultural significance and endangered future.</td>
</tr>
<tr>
<td><strong>The Story of Corn</strong></td>
<td>Betty Fussell</td>
<td>2004</td>
<td>$21</td>
<td>Discover how corn spread from the Americas to impact the entire world.</td>
</tr>
</tbody>
</table>

### Resource Books for the Classroom

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Author</th>
<th>Year</th>
<th>Price</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One Well: The Story of Water</strong></td>
<td>Rochelle Strauss</td>
<td>2007</td>
<td>$13</td>
<td>Informs kids of the value of water, which makes up 70% of our Earth.</td>
</tr>
<tr>
<td><strong>Story Behind Gold</strong></td>
<td>Elizabeth Raum</td>
<td>2009</td>
<td>$7</td>
<td>Explains little-known facts about gold from the new <em>True Stories</em> series [<a href="http://www.capstonepub.com">www.capstonepub.com</a>].</td>
</tr>
<tr>
<td><strong>Story Behind Diamonds</strong></td>
<td>Heidi Moore</td>
<td>2009</td>
<td>$7</td>
<td>Outlines how a simple lump of coal becomes a global luxury item.</td>
</tr>
<tr>
<td><strong>Story Behind Cotton</strong></td>
<td>Heidi Moore</td>
<td>2009</td>
<td>$7</td>
<td>Explains the role of cotton in the slave trade, in the modern global economy and in our daily lives.</td>
</tr>
<tr>
<td><strong>Story Behind Paper</strong></td>
<td>Barbara Somervill</td>
<td>2012</td>
<td>$22</td>
<td>Introduces the history of paper, its use worldwide and how it’s recycled.</td>
</tr>
<tr>
<td><strong>The Story of Chocolate</strong></td>
<td>Caryn Jenner</td>
<td>2005</td>
<td>$4</td>
<td>A glossy Level 3 easy reader which follows chocolate from the Aztec rainforests to St Valentines Day.</td>
</tr>
</tbody>
</table>

### Other Books about Commodities

- *Water: The Epic Struggle* by Steven Solomon
- *Spice: History of a Temptation* by Jack Turner
- *Cod: A Biography* by Mark Kurlansky
- *A Splintered History of Wood* by Spike Carlsen
- *For All the Tea in China* by Sarah Rose
- *History of the World in 6 Glasses* by Tom Standage
- *Seeds of Change: Six Plants* by Henry Hobhouse
- *Seeds of Wealth: Four Plants* by Henry Hobhouse
2012 GLOBAL CALENDARS

The year is fast coming to a close. Now’s the time to order your global education almanacs, calendars, date-books and diaries for the year 2012!

(1) 2012 AMNESTY INTERNATIONAL CALENDAR
Amnesty International, 322-8th Avenue, New York, NY 10001 US
Web: www.amazon.com or www.amnesty-usa.org Price: $14
This 2012 calendar features powerful images by famous photo-journalists to commemorate the work of AI in promoting human rights. Get their Amnesty International Weekly Planner, too! ($13)

(2) 2012 NEW INTERNATIONALIST (NI) CALENDAR
• The New Internationalist One World Calendar ($24.95) features positive, inspiring photos of people, countries and cultures from around the world.
• The NI One World Almanac ($23.95) is a datebook and personal organizer which features a variety of world photos, country profiles and global data.

(3) 2012 J.E.E. CARTOON ECO-CALENDAR
Japan Environmental Exchange (JEE), 34 Minami Kamifusa-cho, Koyama, Kita-ku, Kyoto 603-8149 JAPAN Tel/Fax: 075-417-3417
E-mail: info@jeeeco.org Website: <www.jeeeco.org>
This bilingual English-Japanese calendar provides data and cartoons on eco-themes plus lists of global issue dates for the year. Its 2012 theme is: 12 Key Concepts for a Green World. Profits go to help Tohoku. (900 yen)

(4) 2012 WAR RESISTERS PEACE CALENDAR
War Resisters League, 339 Lafayette St, New York 10012 ($15)
E-mail: wrl@warresisters.org Website: www.warresisters.org
This 2012 peace calendar features a retrospective look back at the 50+ years that War Resisters International has been working for peace and social justice (1955 - 2011). Includes a directory of US peace and justice organizations.

(5) OTHER 2012 GLOBAL CALENDARS
♦ www.google.com Do a google search on “2012 peace calendars” to see the wide variety of peace calendars now available for purchase on various websites.
♦ www.housmans.com Get a copy of the UK Housmans Peace Diary 2012 which lists 1500 peace and global issue NGOs working in 150 nations worldwide
♦ www.calendars.com This website features 2,000 different calendars on various themes including from NGOs such as the Sierra Club, Greenpeace and WWF.

ON - LINE GLOBAL CALENDARS
♦ International Dates: www.globaldimension.org.uk/calendar/
♦ Better World Calendar: www.betterworldcalendar.com
♦ UN Calendar: www.un.org/observances/days.shtml
### GLOBAL EDUCATION MATERIALS FOR PURCHASE

In Japan, send a postal *kogawase* check from any post office to the address on pg 1. From overseas, pay in US dollars (cash or US bank check made out to *Kip Cates*).

<table>
<thead>
<tr>
<th>The World Around Us</th>
<th>JALT Critical Thinking SIG</th>
<th>Fair Trade Goods</th>
</tr>
</thead>
</table>
| *by W. Royal & C. Hoppenrath* | Learn how you can promote critical thinking in your classes. [Web: http://jaltct.wordpress.com](http://jaltct.wordpress.com) Email: roehl.sybing@gmail.com] | Bring Third World goods into your school at "fair trade" prices: 
* www.peopletree.co.jp 
* www.fairtrade.org.uk |

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<table>
<thead>
<tr>
<th>Breaking News English</th>
<th>Global Education Maps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check out Sean Banville’s free lessons on current events: <a href="http://www.breakingnewsenglish.com">&lt;www.breakingnewsenglish.com&gt;</a></td>
<td>Decorate your classroom or your school with these great global ed maps. <a href="http://odtmaps.com/"><a href="http://odtmaps.com/">http://odtmaps.com/</a></a></td>
</tr>
</tbody>
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### GLOBAL EDUCATION RESOURCES

<table>
<thead>
<tr>
<th>Contact the organizations below for information on their latest teaching materials.</th>
</tr>
</thead>
</table>

- **American Forum for Global Education**: books on global education, world cultures and global awareness  
  American Forum for Global Ed., 120 Wall St. Suite 2600, New York 10005, USA  
  [www.globaled.org](http://www.globaled.org)

- **Amnesty International (AI-USA)**: books, reports, videos on human rights and human rights education  
  Amnesty International USA, 322 8th Avenue, New York 10001, USA  
  [Web: www.amnestyusa.org](http://www.amnestyusa.org)

- **Anti-Defamation League of B’nai B’rith**: teaching resources on ethnic minorities and prejudice reduction  
  Anti-Defamation League, 823 U.N. Plaza, New York 10017, USA  
  Website: [www.adl.org](http://www.adl.org)

- **Center for Teaching International Relations**: primary & secondary texts on world cultures / global issues  
  CTIR, University of Denver, 2199 S. University Blvd, Denver, CO 80208, USA  
  Web: [www.du.edu/ctir/](http://www.du.edu/ctir/)

- **Educators For Social Responsibility (ESR)**: teaching resources on war, peace and conflict resolution  
  ESR, 23 Garden Street, Cambridge, MA 02138, USA  
  Fax: 617-864-5164  
  Web: [www.esrnational.org](http://www.esrnational.org)

- **International Education Resource Center (ERIC)**: Japanese resources on global education / global issues  
  ERIC, Cosmo Nishi Sugamo 105, 1-93-5 Takinogawa, Kita-ku, Tokyo 114-0023  
  Web: [www.eric-net.org](http://www.eric-net.org)

- **Intercultural Press**: books and videos on cross-cultural communication, world cultures and study abroad  
  Intercultural Press, PO Box 700, Yarmouth, Maine 04096, USA  
  Web: [www.interculturalpress.com](http://www.interculturalpress.com)

- **National Geographic Society**: books, maps, DVDs and CD-Roms on global awareness and world cultures  
  National Geographic, Box 98199 Washington, D.C. 20090-8199 US  
  [www.nationalgeographic.com](http://www.nationalgeographic.com)

- **New Internationalist**: maps, atlases, books, posters, CD-Roms on world development and global issues  
  New Internationalist, Box 1143, Lewiston, New York 14092 USA  
  Website: [www.newint.org](http://www.newint.org)

- **Oxfam Education Catalog**: teaching packs, posters and games on Third World and development issues  
  Oxfam Education, 274 Banbury Road, Oxford OX2 7DZ, UK  
  Web: [www.oxfam.org.uk/education/](http://www.oxfam.org.uk/education/)

- **Peace Education Foundation**: primary and secondary texts on peace education and conflict resolution  
  Peace Ed. Foundation, 1900 Biscayne Blvd Miami 33132 US Fax 305-576-3106  
  [www.peace-ed.org](http://www.peace-ed.org)

- **Peace Resource Project**: bumper stickers, buttons, T-shirts & coffee mugs on peace and global issues  
  Peace Resource Project, Box 1122 Arcata, CA 95518-1122 USA  
  Website: [www.peacereproject.com](http://www.peacereproject.com)

- **Social Studies School Service**: global education catalog of books, videos, software, posters & maps  
  Social Studies School Service, 10200 Jefferson Blvd, Box 802, Culver City, CA 90232-0802 USA  
  Tel: 310-839-2436 or 800-421-4246  
  [<access@socialstudies.com>](mailto:access@socialstudies.com)  
  Web: [www.socialstudies.com](http://www.socialstudies.com)

- **Stanford Program on Int’l & Cross-Cultural Education**: texts on world cultures & global issues  
  SPICE, Stanford University, Littlefield Center 14C, 300 Lasuen St., Stanford, CA 94305-5013, USA  
  Tel: 415-723-1114 or 800-578-1114  
  Fax: 415-723-6784  
  Website: [http://spice.stanford.edu/](http://spice.stanford.edu/)

- **U.N. Bookstore**: books, videos, posters, maps on global issues, world cultures, int’l understanding  
  UN Bookstore, New York 10017 USA  

- **WWF (World-Wide Fund for Nature)**: books, teaching packs and videos on environmental issues  
  WWF, Panda House, Weyside Park, Godalming, Surrey GU7 1XR UK  
  Website: [www.panda.org](http://www.panda.org)
### COMING EVENTS CALENDAR

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>International AIDS Day ¹</td>
<td>Dec. 1</td>
</tr>
<tr>
<td>Abolition of Slavery Day ²</td>
<td>Dec. 2</td>
</tr>
<tr>
<td>International Anti-Corruption Day ³</td>
<td>Dec. 9</td>
</tr>
<tr>
<td>Nobel Peace Prize Ceremony ⁴</td>
<td>Dec. 10</td>
</tr>
<tr>
<td>International Human Rights Rights Day ⁵</td>
<td>Dec. 10</td>
</tr>
<tr>
<td>Martin Luther King Day ⁶</td>
<td>Jan. 16</td>
</tr>
<tr>
<td>Holocaust Memorial Day ⁷</td>
<td>Jan. 27</td>
</tr>
<tr>
<td>Random Acts of Kindness Week ⁸</td>
<td>Feb 13-19</td>
</tr>
</tbody>
</table>

² Abolish Slavery Day: <www.notforsalecampaign.org> <www.castla.org> <www.stoptraffickfashion.com>
⁵ Human Rights Day: <www.youthforhumanrights.org> <www.amnestyusa.org> <www.hrw.org>


### GLOBAL ISSUES IN LANGUAGE EDUCATION

**WHAT ARE GLOBAL ISSUES?** Global issues refer to world problems such as war, hunger, poverty, oppression, racism, sexism and environmental destruction as well as to concepts such as peace, justice, human rights, world citizenship, social responsibility and international understanding.

**WHAT IS GLOBAL EDUCATION?** Global education is a new approach to language teaching which aims at enabling students to effectively acquire and use a foreign language while empowering them with the knowledge, skills and commitment required by world citizens for the solution of global problems.

**JALT GLOBAL ISSUES SIG** The Global Issues in Language Education Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT) aims to promote:

(a) the integration of global issues, global awareness and social responsibility into language teaching
(b) networking and mutual support among language educators dealing with global issues
(c) awareness among language teachers of important developments in global education and the fields of environmental education, human rights education, peace education and development education

**NEWSLETTER SUBSCRIPTIONS (JALT Members)** JALT members who wish to join the "Global Issues" Special Interest Group (GILE SIG) should fill out the JALT postal "furikae" form in The Language Teacher magazine and send their ¥1500 payment to JALT from any post office in Japan.

**NEWSLETTER SUBSCRIPTIONS (Non-JALT)** Interested teachers, institutions and organizations are warmly invited to subscribe to our quarterly newsletter. Annual subscriptions are ¥2000 or US $15. In Japan, send a teigaku kogawase check (leave blank) from any post office to the address below. Overseas subscribers can pay in US dollars (make personal checks out to "Kip Cates" on a US bank). Please ask about newsletter exchanges or complimentary subscriptions for global issue NGOs, global education organizations, language teaching associations and teachers in developing countries.

**JALT SIG AND GLOBAL ISSUES NETWORK MEMBERSHIP** (as of January 2011)

* JAPAN SUBSCRIBERS: GILE SIG / JALT (250) GLOSSARY ISSUES NETWORK (50) = 300
* INTERNATIONAL SUBSCRIBERS (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...) = 100

**NEWSLETTER INFORMATION AND GUIDELINES FOR SUBMITTING ARTICLES**

The Global Issues in Language Education Newsletter is published 4 times a year (March, June, September, December). Those interested in contributing concise articles (1-3 pages in length) on topics related to global education, global issues and language teaching are invited to send these in by e-mail.

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**Global Issues Newsletter** c/o Kip Cates, Tottori University, 4-101 Minami, Koyama, Tottori City, JAPAN 680-8551 Tel/Fax: 0857-31-5148 E-mail: <kcates@rstu.jp> <www.gilesig.org>

Subscriptions: JALT = ¥1500 Non-JALT = ¥2000 Overseas = US $15 (checks to "Kip Cates")