NEWSLETTER #83

Our spring 2012 newsletter contains a rich variety of themes, ranging from controversial issues in the classroom to the summer Olympic Games to ideas for teaching about history through poetry. Featured articles in this edition include (1) a set of educational guidelines for teaching controversial issues designed by the global development NGO, Oxfam, (2) an article by Jane Joritz-Nakagawa about an American History course she designed which uses poetry to teach EFL students about Native Americans, African Americans and the Holocaust, and (3) the fourth in a series of global issue stories by UK global educator Robin Richardson on the topic of conflict, exploitation and human rights. We also include a report on the IATEFL 2012 conference, a special section on teaching about the London Olympics, a list of data atlases on global themes plus a round-up of all the latest global education news, events 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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Global Education Events

- 5th International Global Studies Conference  
  June 20 – 22, 2012  
  Moscow (Russia)  
  http://onglobalisation.com/conference-2012/

- Language Endangerment in the 21st Century  
  Sept. 12–15, 2012 Auckland (New Zealand)  
  Website: <www.teipukarea.maori.nz/en/>

- Global Education Conference (online)  
  Nov. 12 – 16, 2012  
  (free online conference)  
  Call for Papers: May 15 – Oct. 15, 2012  
  <www.globaleducationconference.com>

- International Peace Research Association  
  Nov. 24 – 28, 2012  
  Tsu City, Mie (Japan)  
  IPRA Website: <http://ipra-peace.com>

- Educating for Peace and Harmony (WCCI)  
  Taiwan  
  Web: <www.wcci-international.org/28318>

  More global education events are listed at:  
  www.peace-ed-campaign.org/newsletter/

Language Education Events

- Australian Council of TESOL (ACTA)  
  TESOL as Global Trade: Ethics, Equity, Ecology  
  July 3 - 5, 2012  
  Cairns (Australia)  

- Association of Language Awareness (ALA)  
  Language Awareness for a Multicultural World  
  July 8 - 11, 2012  
  (Montreal, Canada)  
  Website: <http://doe.concordia.ca/ala2012/>

- Shin-Eiken National Conference  
  New English Teachers Association  
  July 28 - 30, 2012  
  Hiroshima (Japan)  
  Website: <www.shin-eiken.com>

- Int’l Conference on Japanese Lg. Education  
  Theme: Languages Opening New Horizons  
  August 17 – 20, 2012  
  Nagoya (Japan)  
  Website: <www.nkg.or.jp/icjle2012/>}

- Languages in the Globalised World (LGW)  
  September 5 – 6, 2012  
  Leeds (UK)  
  www.leedsmet.ac.uk/languagesglobalisedworld  
  Call for Papers:  
  Deadline: June 1, 2012

- Asia TEFL 2012  
  October 4 - 6, 2012  
  Theme: Expanding Horizons: ELT Issues  
  New Delhi (India)  
  Web: <www.asiatefl.org>

- GloCALL 2012  
  October 18 - 29, 2012  
  Theme: Globalization and Localization in CALL  
  Beijing (China)  
  Web: <http://glocall.org/>

- Korea TESOL 2012  
  (Seoul, South Korea)  
  Oct. 20 – 21, 2012  
  Web: <www.kotesol.org>  
  Call for Papers:  
  Deadline = May 31st, 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>
JALT GLOBAL ISSUES SIG OFFICERS FOR 2012
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!

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<brajcich@fukujo.ac.jp>

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 <dhngoainguhue@vnn.vn>

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/
Students of the New Global Elite
by Stephanie Vandrick (Univ. of San Francisco)
<vandricks@usfca.edu>
This essay discusses Students Of the New Global Elite (SONGEs) - affluent ESL learners who are children of privilege, who speak several languages and who have lived, studied or traveled around the world. It describes their cosmopolitanism, their sense of entitlement and their ambition, and urges teachers to educate them to be critical thinkers, to help them become aware of their wealth in a world of haves and have-nots, and to realize the responsibility they have to use their privileged positions for good.

TESOL Quarterly Vol. 45/1 March 2011 USA
http://www.tesol.org

East of Korea, West of Japan
by Iain Stanley (Miyazaki, Japan)
<istanley@sky.miyazaki-mic.ac.jp>
This article compares the experience of teaching English in Japan with that of teaching English in Korea. The author describes Korean students as open, forthright, opinionated, inquisitive, unafraid to broach issues, fond of jokes and curious about how the world compares to Korea. He sees Japanese students as nowhere near as shy as they’re stereotyped to be and willing to open up once they feel comfortable.

The English Connection 15/2 Summer 2011, Seoul, Korea TESOL <www.kotesol.org>

Japanese Students Cool on Overseas Study
A recent survey by the Japan Youth Research Institute found that high school students in Japan are less willing to study abroad than high school students in other nations. 46% of Japanese said that they hope to study overseas, compared with 82% in Korea, 58% in China and 53% in the USA. Of students who didn’t want to study overseas, 53% of Japanese said their home country is comfortable to live in compared to 26% of Koreans who felt this way. Of those who wanted to study abroad, 17% of Japanese said that they desired a better educational environment compared to 77% in China, 39% in Korea and 36% in the US. This summer 2011 survey polled a total of 2,458 Japanese, 1,032 Americans, 2,392 Koreans and 2,235 Chinese students.

“Japanese Students More Likely To Stay Put”

Shooting Due to Teasing of English Accent
A former student at a private Christian college in Oakland, California is accused of murdering 7 classmates by lining up his victims and shooting them execution style. The suspect, a Korean-American, had anger management issues with other students at the school and appeared to have planned the attack for several weeks. “They disrespected him, laughed at him,” Police Chief Howard Jordan said. “They made fun of his lack of English speaking skills.”

“Attack suspect upset about teasing”
AP report in The Japan Times April 5, 2012.

English Speaking Year in Thailand
The Thai Ministry of Education has launched a new project entitled English Speaking Year 2012 in preparation for Thailand’s 2015 entry to ASEAN. The project emphasizes English communication skills rather than “excessive concern about grammatical errors.” The project kicked off with a short EFL lesson taught by former British Prime Minister Tony Blair to 80 school children in the Thai capital, Bangkok.

“Blair Back at School” in EL Gazette #386 March 2012, UK. www.elgazette.com

Hindi Alphabet Book: “B is for Bomb”
Indian parents in Uttar Pradesh are demanding to know why their children are being taught the Hindi alphabet using violent imagery. The parents were protesting a Hindi language textbook for kids aged 4–5 that teaches “B is for Bomb” and “Ch is for Chaku (knife)”. Officials are investigating how the book was cleared by the board of education.

“Indian Parents Slam ‘B for Bomb’ Books”

Kids Teach Pentagon Officials about Peace
This April, a class of American children met with Pentagon officials to talk about peace. The 4th graders at Agnor-Hurt Elementary had read Sun Tzu’s “Art of War,” had learned how to avoid battles and had practiced negotiating simulated crises involving global warming, arms dealers, oil spills and insurgents. The kids reported to the Pentagon on a game their teacher, John Hunter, taught them - the World Peace Game - in which they worked together to solve global issues.

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. Details on our Global Issues SIG sessions in our next issue!

Pan-SIG 2012 Conference  
June 16 – 17, 2012  Hiroshima  
<www.pansig.org/2012/>  
The 2012 Pan-SIG conference will be held June 16–17 at Hiroshima University (Higashi Campus) on the theme of Literacy: SGNals of Emergence. Plan to attend! GILE SIG sessions will include:  
• Plenary Speaker: Dr. Hiromi Nago (Hiroshima)  
• presentations on global themes ranging from the Model UN to 3/11 Tohoku to peace education

PAC Pan-Asian Conference  
Nov. 1–4, 2012  Vladivostok, Russia  
http://feelta.wl.dvfu.ru/pacfeelta-2012/  
This fall’s Pan Asian conference will be held from November 1–4 in Vladivostok, Russia hosted by FEELTA. Full details on the PAC website above.  
• Deadline for submissions:  May 31, 2012

Int'l Association of Teachers of English as a Foreign Language  
Darwin College, Univ. of Kent, UK  
<www.iatefl.org>  <generalenquiries@iatefl.org>  
IATEFL 2013 CONFERENCE  
IATEFL’s next conference will be held April 8 – 12 in Liverpool, UK. Full details on their website.  
• Submission Deadline:  September 2012  
IATEFL Global Issues SIG  (New Coordinator)  
Margit Szesztay <margit.szesztay@gmail.com>  
Website:  http://gisig.iatefl.org/

PGL 2012 Conference  
November, 2012  Hokkaido, Japan  
This fall’s PGL Peace as a Global Language conference is planned for Nov 2012 in Hokkaido. Details to come.  
Info: Katherine Fuji <katherine.fuji@gmail.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 2013 CONFERENCE  
TESOL’s 47th international conference will be held from March 20–23, 2013 in Dallas, Texas on the theme Harmonizing Language, Heritage and Cultures.  
• Deadline for Proposals:  June 1, 2012  
• Details:  www.tesol.org

Social Responsibility Interest Section (SR-IS)  
TESOL’s new Social Responsibility Interest Section (SR-IS) invites global teachers worldwide to sign up. If you’re a TESOL member, please make sure to make this your primary interest section. Join us!  
SR-IS Chair:  Comfort Davis-Mingot (Haiti)  
<davisinabaj@yahoo.fr>

Don’t forget to renew your Global Issues MEMBERSHIP / SUBSCRIPTION

JALT Members:  ¥1,500 per year  
Non-JALT:  ¥2,000  /  US $15 per year

Conference Information  
* www.conferencealerts.com/language.htm  
* www.eltcalendar.com/events/conferences/
The 2012 conference of the International Association of Teachers of English as a Foreign Language (IATEFL) was held from March 19 – 23 in Glasgow, Scotland. This is one of the largest English language education conferences in the world attended by over 2,000 teachers from 100 countries. Below is a sample of some of the presentations given on global themes.

**GLOBAL ISSUES SIG PRE-EVENT**

IATEFL’s Global Issues SIG held a special 1-day pre-conference event on the theme From Theory to Practice: Bringing Y(our) Global Issues into Class. This featured the following speakers and topics:

- **Introduction by the Organizers** (Margit Szesztyay) <margin.teszstyay@gmail.com>
- **Global Issues via Video-Telling** (Jamie Keddle) <www.jamiekeddle.com>
- **Critical Thinking & Language Contamination** (Alan Maley) <yelamoo@yahoo.co.uk>
- **Global Issues: Positions and Practices** (Maureen Ellis) <e Ellis@hotmail.com>
- **Quiz: So You Think You Know About the World – and Beyond!** (Rakesh Bhanot)
- **Activities That Raise Global Issues** (Wolfgang Ridder) <wor2051b1d@t-online.de>
- **“Trust the Community” Group Activity** (Dana Radler) <dana_radler@yahoo.co.uk>
- **Teaching for a Better World** (Kip Cates)

**INDIVIDUAL PRESENTATIONS**

**Global Business Etiquette 101**
This argued that Business English teachers should teach cultural differences to help entrepreneurs communicate more effectively. Nikolina Korecic (Stendhal, France) <nikolina.korecic@gmail.com>

**Teaching Thinking to Young Learners**
This talk introduced EFL activities for primary schools designed to promote thinking skills taken from Teaching Young Learners to Think (Puchta). Marion Williams <m.d.williams@exeter.ac.uk>

**From Me to You…. Yeah, Yeah, Yeah**
This workshop explored ways in which the Beatles, their songs and cultural impact can be exploited in EFL. Alan Greene (UK) <mandy@pilgrims.co.uk>

**Higher Order Thinking Skills (HOTS)**
This talk explained the importance of teaching Higher Order Thinking Skills, gave classroom tips and discussed how HOTS are taught in Israel. Jennifer Ayzen <jenniferayzen@gmail.com>

**English for Migrant Workers in Rural Scotland**
This presentation discussed the kinds of challenges involved in teaching English to foreign migrant workers in rural Scotland. Hamish Kirk (Isle of Bute, Scotland) <hamishkirk47@gmail.com>

**CLIL: Content and Language Integrated Learning**
This session looked at ways that CLIL teachers can find a balance between language and content in their classroom English teaching. Rosie Tanner (Utrecht University, Holland) <r.t.tanner@uu.nl>

**Affective Learning: Self-esteem through Film**
This talk discussed how films can be used in EFL to promote self-esteem and motivation among despondent high school EFL learners. Vera Duarte (Sao Paulo, Brasil) <veracabrera@uol.com.br>

**Exploring Culture World**
This presentation showed how teachers can promote intercultural awareness using on-line EFL videos and resources from Macmillan’s Culture World. Susan Holden (UK) <sh@easyenet.co.uk>

**Worldstories: Wonder, Wit, Wisdom**
This talk introduced an on-line collection of spoken and written intercultural stories for EFL posted at the website <www.worldstories.org.uk>. David Heathfield <david@davidhealthfield.co.uk>

**Innovations in TEYLs: Asia and the Mid-East**
This international symposium discussed recent initiatives in Teaching English for Young Learners (TEYLs) by panelists representing Egypt, Qatar, Turkey, Lebanon and Burma. David Valente <david.valente@mm.britishcouncil.org>

**Children’s Experiences of Cultural Encounters**
This talk discussed children’s perceptions of intercultural encounters with foreigners and reported on the results of a survey of British 11-year olds. Samanah Zandian <s.zandian@warwick.ac.uk>

**Japanese Returnee English Maintenance**
This talk described how the English used in Japan by kikoku students returning from overseas is more cosmopolitan than ELT practice supports. Carol Begg (KUIS, Japan) <cmbeeg@gmail.com>
Global Primary ELT Issues
This talk described the current global trend to teach English at ever younger ages and analyzed this in terms of learners, teachers and policy makers. Gail Ellis <gail.ellis@britishcouncil.fr>

“52”: A Year of Subversive Activity
This introduced an EFL e-book which uses radical texts, images and lateral thinking for 52 weeks of study on topics from advertising to human rights. Lindsay Clandfield <lclandfield@yahoo.ca>

Let’s Take a Fieldtrip!
This session showed teachers how to create virtual fieldtrips to exotic locales via on-line materials, tasks and ICT-based projects. Kristina Smith (SELT Academy) <kristina123smith@hotmail.com>

Inspiration with TED: Wow Your Students
This demonstrated how teachers can exploit the free website <www.ted.org> and its wealth of inspiring video talks by the world’s best thinkers. Claire Hunter (UK) <r.claire.hunter@gmail.com>

English and National Identity
This argued that languages are carriers of people’s cultural values and should help students develop positive attitudes towards others to live in peace. Nada Eljack (Sudan) <neljack@hotmail.com>

The Yes Factor: Coaching Negotiation Skills
This workshop described good negotiation skills, analyzed the techniques of master negotiators and outlined 6 techniques for successful negotiations. Mark Powell <markpowell@espconsulting.co.uk>

Culture and English Teaching in Iran
This reported on a 1-year study of EFL in Iran, how English-speaking cultures are viewed and ways to improve the situation. Mahdi Dhamardeh (University of Tehran) <mahdi@dhamardeh.com>

Cyberella vs Cinderella
This talk described how webtools such as Kerpoof, Bubblr and Storybird enable language learners to study classic stories and create their own. Esra Girgin (Terakki) <esragirgin@hotmail.com>

Evaluating Internationalism in the Curriculum
This described how an International School Award (ISA) promoting global citizenship was introduced to over 300 Indian schools. Alan MacKenzie <alan.mackenzie@in.britishcouncil.org>

Out of the Media, Into the Classroom
This session introduced ways to exploit authentic materials from the media in EFL classrooms with a focus on news and current affairs. Heather Buchanan (UK U) <h.buchanan@leedsmet.ac.uk>

Five Minds for the Future: Implications
This talk discussed Howard Gardner’s book Five Minds for the Future and ways to implement its call for learning in a global age. Hanna Kryszeewksa <hania.kryszeewksa@pilgrims.co.uk>

Becoming a Global Teacher: Ten Steps
This talk outlined 10 steps that language teachers can take to help their EFL students learn about our multicultural world and the global issues we face. Kip Cates (Tottori U, Japan) <kcates@rstu.jp>

Fostering Critical Thinking in Higher Ed
This talk discussed the importance of developing critical thinking and the need for teachers to learn new skills to foster student criticality. Ekua Amua-Sekyi <nanaekua_2000@yahoo.co.uk>

EFL Teachers Between the Hammer & the Nail
This session focused on the challenges of teaching English in the “third world” and used photos to discuss global issues, problems and solutions. Sour Shalash (Syria) <sour.shalash@gmail.com>

Self-evaluation of Critical Global Educators
This talk introduced an analytical framework for global education (CHAT Cultural Historic Activity Theory) aimed at holistic human development. Maureen Ellis (UK) <t-ellis2@hotmail.com>

Eco what?
This workshop introduced teaching activities for combining ecology, literature and language learning using examples from the book Room. Mojca Belak (U Ljubljana) <mojca.belak@guest.arnes.si>

NESTs and NonNESTs: Who’s Worth More?
This tackled the controversial question of whether native or non-native English teachers are worth more to students, schools and the ELT profession. Nenad Jovanovic <jovanovic@vpskp.edu.rs>

Raising Awareness of ELF at University
This talk argued that English native speakers, rather than foreign students, lack the language awareness necessary for effective international communication. Rachel Wicaksono <r.wicaksono@yorksj.ac.uk>

Language Town Project
This explained how to create a “language town” in your school where pupils visit different rooms and use English in a fictitious city. Sabrina Bechler (Germany) <bechler@em.uni-frankfurt.de>

Influencing
This session discussed how EFL teachers can help professionals working internationally to effectively influence others from different cultures. Steve Flinders (York Associates) <steveflind@aol.com>
EFL for Journalism: Meeting Local Needs
This talk described an EFL course in Brasil designed to help journalism majors gather, filter and edit information from English language sources. Gloria Sampaio (Brasil) <gloria_sampaio@hotmail.com>

English for Development
This talk addressed the challenges of “English for Development” to give learners in resource-poor areas access to the wider world. Michael Carrier (British Council) <mcarrier@btconnect.com>

Connecting Classrooms On-line
This talk described how EFL teachers in Morocco use ICT to have learners share projects with partners abroad via Connecting Classrooms Online. Mohammed Hassim <mhassim2@yahoo.co.uk>

Netbooks in Class: Science Fiction?
This talk explained how Doukas School in Greece replaced textbooks with netbooks in 2009 and noted the benefits of a wired classroom. Dimitrios Primalis (Greece) <dprimalis@gmail.com>

The Digital Image: Developing Visual Literacy
This talk explained how teachers can place electronic media at the centre of classrooms and enable learners to become visually literate. Ben Goldstein (Richmond) <ben@bengoldstein.es>

Whose Language Is It Anyway?
This session outlined issues in choosing which English to teach when teachers and learners are often ethnocentric and unaware of other varieties. Sylvie Donna <sylvia.donna@durham.ac.uk>

Green English in CLIL: Waste & Conservation
This talk described on-line EFL resources designed on the theme of environmental issues by language teachers in Latvia, Lithuania and Estonia. Loreta Andziuliene <loreta.andziuliene@gmail.com>

Postman and Education Technology
This talk discussed Neil Postman’s critique of the seduction of technology, the band wagon effect and uncritical adoption of technology. Tom Evens (KIMEP, Kazakhstan) <t.r.evans@gmail.com>

Ten Quotations to Make You Think
This talk introduced powerful quotes from famous people (Albert Einstein, Marilyn Monroe...) that can help to make EFL students stop, think and talk. Ken Wilson (Freelance) <kenwrite@btinternet.com>

21st Century Skills for ELT
This panel argued that to prepare students for our global world, we need to infuse EFL teaching with the 4 Cs (communication, collaboration, critical thinking, creativity). Rob Dean (Pearson ELT)

Three ’s of Video: Inspire, Inform, Integrate
This session showed National Geographic video clips to argue that graded video should aim to inspire, inform and integrate language learning. John Hughes (freelance) <jhnghs@msn.com>

Language+Culture = Effective Communication
This argued that business English instructors need to teach both language and culture to help students become effective global communicators. Kirsten Waechter (Germany) <info@tailored-trainings.de>

Thinking in the EFL Class
This workshop demonstrated EFL activities for promoting critical and creative thinking from the presenter’s new book Thinking in the EFL Class. Tessa Woodward (Hilderstone College, UK)

The Quiet Revolution Went Unnoticed
This talk explained how the growth of English education in China over the past 3 decade has transformed Chinese people, life and society. Ying Liu (Beijing) <derekliu@gmail.com>

Why Can’t My Mum and Dad Speak English?
This talk explored culture, identity and language in the context of migration, social inclusion and loss, with ideas to support immigrant language learners. Jo Smith (Brighton) <jomsmi@yahoo.com>

IATEFL Global Awareness Quiz
This annual IATEFL conference event had teams of English teachers from around the globe compete to see how much they know about the world.

Eco – Conference Carbon Offset
To help offset the carbon footprint of its 2012 Glasgow conference, IATEFL arranged for an acre of trees to be planted in Scotland.

IATEFL 2012 ON-LINE
<http://iatefl.britishcouncil.org/2012/>

The IATEFL 2012 conference was broadcast live on-line from Glasgow and followed by 50,000 English language teachers from 157 countries around the world. Conference sessions can be accessed on-line at the British Council site above.

2013 IATEFL CONFERENCE
April 8 - 12, 2013 Liverpool, England <www.iatefl.org>

Next year’s IATEFL conference will be held April 8 - 12, 2013 in Liverpool. Registration will open in June 2012 with a submission deadline in September. For details, see the IATEFL website.
The following teaching guidelines are reprinted with permission from Oxfam’s Global Citizenship Guide on “Teaching Controversial Issues” (Oxfam, 2006).

Introduction
Today’s young people will grow up to be the citizens of the future: but what that future holds for them is uncertain. We can be quite confident, however, that they will be faced with decisions about a wide range of issues on which people have differing views. If they are to develop as global citizens, all young people should have the opportunity to engage with these controversial issues. Teachers have a key role in enabling young people to develop the skills they need to do this.

What are controversial issues?
‘Issues that are likely to be sensitive or controversial are those that have a political, social or personal impact and arouse feeling and/or deal with questions of value or belief.’1 Controversial issues can be local or global, such as bullying, religion, politics, personal lifestyle or values. More specific examples might include examining the effects of multinationals promoting GM crops to farmers in developing countries, or discussing whether cars should be banned from an area around the school gates. They are usually complicated with no easy answers and are issues on which people often hold strong views based on different sets of experiences, interests and values. Almost any topic can become controversial if individual groups offer differing explanations about events, what should happen next and how issues should be resolved, or if one side of an issue is presented in a way that raises the emotional response of those who might disagree.

Why teach controversial issues?

1. Controversial issues are in the curriculum
A key reason for covering controversial issues in school is that the government has demonstrated through its curriculum initiatives the importance it attaches to these issues. UK curriculum documents in Scotland, Wales and England all expect such issues to be addressed and provide a wide range of opportunities for doing so. The PSHE / PSD / PSE and Citizenship curricula all recognise that knowledge and skills divorced from real world situations leave young people unprepared for the complexities of the modern world.

2. Young people need to explore their values and develop their skills
For young people the world can seem difficult to handle both at a personal and a global level, but they should not be sheltered from difficult issues – it is important for them to clarify their emotions and values and learn to think for themselves.2 The importance for young people of developing high levels of self-esteem to help them personally and academically is well documented.

Self-esteem, central to Education for Global Citizenship, is a pre-requisite for debating wider global issues if they are to handle disagreement and acknowledge other people’s viewpoints. Additionally, using controversial issues helps young people to develop a number of skills, including enquiry, critical thinking and analytical skills. Using activities like those proposed by Oxfam enables young people to learn to make reasoned judgments, respect the opinions of others, weigh up different viewpoints, participate actively in arguments and debates, and resolve conflicts.

3. Young people want to know more about global issues
Each year, the research group MORI conducts a poll of about 3,500 young people aged 11–16 for the Department for International Development (DFID). This highlights some of the reasons why teachers must tackle these issues. The 2004 report showed that of those young people polled:

• 79% wanted to know more about what is happening in developing countries
• 54% thought they should learn about these issues in school
• 65% were concerned or very concerned about poverty in developing countries.

According to this report, 89% of young people get their information about what is happening in developing countries from TV news, 66% from newspapers and 42% from the Internet. In this age of global media, information and images about controversial world events, teachers have an important role in developing critical awareness in young people of how the media can influence their image of developing countries. Controversial issues can be used to help develop thinking skills in pupils of all ages and abilities.
4. Controversial issues can help to develop thinking skills

Using teaching material which is challenging and which leads young people into discussing emotive issues can encourage them to develop the following thinking skills:

- **Information-processing skills** enable pupils to gather, sort, classify, sequence, compare and contrast information, and to make links between pieces of information.
- **Reasoning skills** enable pupils to justify opinions and actions, to draw inferences and make deductions, to use appropriate language to explain their views, and to use evidence to back up their decisions.
- **Enquiry skills** enable pupils to ask relevant questions, to plan what to do and how to research, to predict outcomes and anticipate responses, to test theories and problems, to test conclusions, and to refine their ideas and opinions.
- **Creative thinking skills** enable pupils to generate and extend ideas, to suggest possible hypotheses, to use their imagination, and to look for alternative outcomes.
- **Evaluation skills** enable pupils to evaluate what they read, hear and do, to learn to judge the value of their own and others’ work or ideas, not to take all information at face value, and to have confidence in their own judgments.

### How are controversial issues best handled?

At the same time as acknowledging the benefits of raising controversial issues in the classroom, you will need particular teaching skills to prevent reinforcing stereotypes, raising tension between pupils or increasing confusion. You will need to find approaches that meet the need for balance and objectivity and to ensure that you avoid bias. Those which you choose will match your confidence and experience as well as the maturity and skills of your pupils.

You might plan a topic to raise controversy or controversy may arise unexpectedly – you will need to be prepared for both. Young people are likely to express a wide range of responses when confronted with controversial questions. Their different experiences, learning styles and emotional intelligence levels can lead to different reactions. The aim of this section is to offer you appropriate ways of introducing controversial issues and of managing the responses that result.

1. **Ground rules**

Before launching into your chosen activity, it is important to establish ground rules which are designed to provide a safe environment for pupils to express their opinions. These can include:

- Only one person to talk at a time – no interrupting.
- Show respect for the views of others.
- Challenge the ideas, not the people.
- Use appropriate language – no racist or sexist comments.
- Allow everyone to express his/her view to ensure that everyone is heard and respected.
- Pupils should give reasons why they have a particular view.

Depending on the sensitivity of the issue, you might find it appropriate to split the class into smaller groups. This will ensure that greater confidentiality exists and will enable less confident pupils to express their opinions in a less-pressured environment.

A particularly effective way of creating ownership of a discussion or activity is to get the class to draw up the ground rules at the beginning. The class is then able to regulate its own learning process.

2. **Role of the teacher**

The teacher plays a key role when discussing controversial issues and it is important for you to judge when, how and if to express your own views and opinions. Doug Harwood (1997) has identified
six possible roles for teachers when dealing with controversial issues in the classroom, most of which you will be familiar with. It is important that you are flexible in your choice of approach as well as clear about why you are using a particular approach on a given occasion. Any of these roles may be appropriate at a particular time depending on the topic, age of the children, previous work done and other factors. You may wish to discuss the roles with your class or invite pupils to take one or more roles themselves. The six roles are:

- **Committed**: the teacher is free to propagate his/her own views. Care needs to be taken with this, however, as it can lead to a biased discussion.

- **Objective or Academic**: the teacher transmits an explanation of all possible viewpoints without stating his/her own position.

- **Devil’s Advocate**: the teacher adopts provocative and oppositional stances, irrespective of his/her own viewpoint. This enables the teacher to ensure that all views are covered and challenged if a consensus view emerges early on. It also helps to challenge young people’s existing beliefs.

- **Advocate**: the teacher presents all available viewpoints, then concludes by stating his/her own position with reasons. The teacher can then make the point that it is important for pupils to evaluate all viewpoints before forming their own opinions.

- **Impartial chairperson**: the teacher ensures that all viewpoints are represented, through pupil statements or published sources. The teacher facilitates but refrains from stating his/her own position.

- **Declared Interest**: the teacher declares his/her own viewpoint in advance so that pupils can judge later bias, then presents all available positions as objectively as possible.

### 3. Teaching approaches and their benefits

Didactic approaches are not best suited for dealing with controversy. Controversial issues touch on deeply held views and embedded attitudes. Telling young people what to think or preaching at them about how to behave is likely at best to have no effect and at worst to close their minds to considering alternative views.

In order for your pupils to benefit from learning about controversial issues, there are a range of approaches that aim to open out and guide discussion and the exploration of issues. These approaches can make a topic more engaging and active than a factual or more abstract approach. By using more engaging approaches in your teaching, you should see your pupils’ skills, values and attitudes developing and improving. Some of the areas which might benefit from more active approaches are oracy, emotional literacy, inter-personal or social skills, thinking skills, citizenship skills, literacy skills, or combinations of these. However, before choosing which approach you want to use, it is worth considering the skills, values and attitudes you want your pupils to develop through the activity. You will be familiar with approaches such as debate, drama, role-play and simulation, but other effective, innovative approaches and their benefits include:

- **Community of enquiry** enables pupils to develop listening skills and respect for others’ viewpoints: pupils are encouraged to listen to the ideas of others, reflect on their own views, present these publicly and to alter their views in response to what they hear. Such approaches are more open-ended, allowing a ‘conversation’ to develop which can often engage pupils at a much deeper level. This is a key tool in the *Philosophy for Children* (P4C) approach which involves exploring big ideas. Research in 100 schools in Britain has shown that *Philosophy for Children* raises achievement and improves self-esteem as well as motivation across the ability range. In a 2005 action research project around *Philosophy for Global Citizenship* (P4GC) organised by Cumbria DEC: ‘Teachers observed that some pupils are more confident in expressing their opinions, and findings suggest that the quiet and less confident pupils are more likely to participate and make valuable contributions during P4GC sessions. Qualitative evidence from teachers suggests that pupils are more willing to listen to others and to respect different opinions. Evidence from a school where whole school P4C / P4GC is practised suggests that creative and critical thinking had a clear impact on the behaviour of the pupils and that pupils were more caring towards peers.’

- **Thinking skills activities**, such as mysteries, diamond ranking and the *values continuum* (also called the happy/sad continuum) can develop reasoned argument and organisation of ideas as pupils are required to sort, organise and analyse large amounts of information. The values continuum requires pupils to examine their own and other people’s values and attitudes and to develop their critical thinking and reasoning skills.

- **Activities which use photos** are a good basis for generating group discussion as pupils with varying levels of knowledge of a subject can respond to the same stimulus material. Using photographs, such as of the 11 September 2001 attack on the World Trade
Center, helps pupils to explore the different personal feelings and political reactions from around the world. They encourage pupils to ask questions and explore bias, and to develop analytical, enquiry, and critical thinking skills.

**How does Education for Global Citizenship relate to the teaching of controversial issues?**

Oxfam’s *Curriculum for Global Citizenship* was developed in 1997 and, since then, has been used by many schools. *Education for Global Citizenship* gives children and young people the chance to develop critical thinking about complex, and sometimes controversial, issues. You should find that, coupled with the *Education for Global Citizenship* approach, controversial issues can be used to enable young people to develop many of the skills and values needed to prepare them for life in the 21st century. Controversial issues fall into many of the knowledge and content areas of Oxfam’s *Curriculum for Global Citizenship*. Most of the skills, values and attitudes which pupils will need to learn in order to discuss and make reasoned judgments on emotive issues will also be developed using this curriculum. By giving young people the tools to handle controversial issues you can support and develop them as global citizens.

**Oxford School Catalog / On-Line Resources**

Oxfam’s *Catalogue for Schools* contains over 400 teaching resources for global citizenship across all curriculum areas (teaching packs, books, games, posters, DVDs) designed to help bring the world into your classroom. This is available free of charge from Oxfam. You also can browse or buy resources online at: <www.oxfam.org.uk/publications/>.

**Classroom Resources**

- *Global Express: Tune in to the News* Doug Harwood/Manchester DEP 1997.

**Stories on Stereotypes, Diversity, Social Justice**


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**References**


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This article has been adapted from Oxfam’s *Global Citizenship Guide on “Teaching Controversial Issues”* (Oxfam, 2006) with the permission of Oxfam GB, Oxfam House, John Smith Drive, Cowley, Oxford OX4 2JY, UK <www.oxfam.org.uk/education>. Oxfam GB does not necessarily endorse any text or activities that accompany the materials, nor has it approved the adapted text.

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**Oxfam Teaching Resources**

<www.oxfam.org.uk>
Further Resources for Teaching Controversial Issues

On-line Articles

Teaching Controversial Issues: A 4-Step Strategy  
<http://bcf.ca/globaled/teachingresources/clarkepat/teachingcontroversialissues.html>

33 Controversial Topics and How to Teach Them  
<http://busyteacher.org/4686-33-controversial-topics-and-how-to-teach-them.html>

Teaching on Controversial Issues: Guidelines for Teachers by A. Shapiro <www.teachablemoment.org/ideas/teachingcontroversy.html>

Teaching Controversial Issues (University of N. Carolina) <http://cfe.unc.edu/pdfs/FYC21.pdf>


Controversial Subjects in the Classroom by Teaching Tolerance <www.tolerance.org/activity/controversial-subjects-classroom>

Teaching Controversial Subjects <www.yale.edu/graduateschool/teaching/forms/papers/controversial_subjects_outline.pdf>


Relevant Books

The Challenge of Teaching Controversial Issues  
by H. Claire (2007) $30

This UK text discusses principles for teaching controversial issues such as war and peace, climate change, politics, tourism & the Muslim hijab.

Teaching Controversial Issues in the Classroom  
by H. Maitles (2012) $45

This US book outlines the rationale, ideas and approaches for teaching issues such as war, genocide, racism, discrimination and globalization.

Tackling Controversial Issues in the Primary School  
by R. Wooley (2010) $38

This new book uses examples and case studies to show how teachers can help children to understand complex issues at elementary school.

Children and Controversial Issues  
by Carrington & Troya (1988) $2

This classic 1980s UK text lays out key strategies for teaching kids about controversial topics, from racism and sexism to conflict and peace.

Teaching in Minefields  
by R. Dahlgren (2010) $108

This pricey book discusses issues of academic freedom and surveys experiences of social studies educators who teach controversial content.

Teaching Controversial Issues  
by R. Stradling (1984) $11 used

This classic UK text is a great intro for teachers with ideas on teaching about sexism, nuclear weapons, unemployment & the Third World.

Taboos and Issues: Photocopiable Lessons  
by R. MacAndrew (2001) $45

This collection of EFL lessons on controversial issues deals with topics such as death, swearing, animal rights, sex, nudity and racism.

Sample Controversial Issues

- abortion
- animal rights
- birth control
- censorship
- climate change
- death penalty
- drug use
- euthanasia
- evolution / creationism
- gay marriage
- gun control
- health care
- homosexuality
- Internet downloads
- illegal immigration
- Islam, women & the veil
- Israel / Palestine
- medical marijuana
- nuclear energy
- nuclear weapons
- obesity
- prostitution/pornography
- racial profiling
- religion, god, atheism
- security cameras
- sex education
- stem cell research
- terrorism
- use of torture
- violence in the media
Global Education Stories by Robin Richardson

Robin Richardson is a key figure in the field of global education. 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 education series for young people 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 issues related to peace and human rights. Although long out of print, used copies 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 fourth story, Us and Them, 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


Robin Richardson  (Insted)
In-Service Training & Educational Development
<www.insted.co.uk>

STORY QUESTIONS

(1) Us and Them
1. Where did the travelers land?
2. What did people there call them?
3. What was their job as Top Dogs?
4. What was the job of the Under Dogs?
5. What things did they get out of the planet?
6. What did the Top Dogs do with these?
7. How did the Top Dogs help the Under Dogs?
8. Who were the Watch Dogs?
9. What did some Watch Dogs do?
10. What did the Top Dogs do to them? Why?
11. What happened next?
12. Why did some Top Dogs leave the planet?

(2) Them and Us
1. Where did the travelers land?
2. What did people there call them?
3. What was their job as Under Dogs?
4. What was the job of the Top Dogs?
5. What things did the Top Dogs make or build?
6. How did the two groups help each other?
7. What did some Under Dogs begin to do?
8. What questions did the Under Dogs ask?
9. Who did all the boring work on the planet?
10. What happened when they asked questions?
11. What happened next?
12. Why did some Under Dogs leave the planet?

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

Speaking Practice
- Re-tell the story in your own words.

Discussion Questions
1. What did you think about this story? Why?
2. How would you solve the problem? Explain.

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

1. Whenever people fail to share work equally, there will be tension and eventually conflict.
2. Peace is impossible. People always misunderstand each other. There will always be wars!
3. The main conflict in the modern world is between the rich North and the poor South.

Research Tasks
1. Show this story to your family or your friends. Report on their reactions to it and how they felt.
2. Find current examples in the news of the kind of conflict in this story. For each, explain:
   - Where is it?  Who’s involved?
   - What’s happening?  What’s the background?
   - How can the situation be resolved?
3. Find past examples in history of the kind of conflict in this story. For each, explain:
   - When was it?  Who was involved?
   - What happened?  Why did it occur?
4. Research the following. Report what you learn.
   - people fighting against exploitation/inequality
   - the history of imperialism and colonialism
A Story:  Us and Them  -  Them and Us

(1) Us and Them

We traveled through space and we landed on a Small Planet. Ah, said the people there, welcome. You’re what we call Top Dogs.

We found that our job was to help the Under Dogs. Their job was to get things out of the planet. They got food out. They got metals out. They got coal, gas and oil out. We then took the food, metal and oil, and changed them. We improved them. We made them more useful and valuable, and life got really good. That’s how we helped the Under Dogs, by changing and improving the things they got out of the Planet. We helped them and they helped us.

We helped them in other ways, too. We taught them our language. We stopped them from fighting with each other. We sold them all sorts of useful things. Many of them learned so much that they became just like us. These we called Watch Dogs.

But some of these Watch Dogs turned against us. They stirred up a lot of trouble, and the result was that the Under Dogs became really unhappy. We felt that we had to put these Watch Dogs in prison, for their own good, so that the Under Dogs wouldn’t be so discontented.

But things got worse and worse. We never realized that Under Dogs could be so vicious. They were really evil. We had to fight and fight.

Some of us grew tired of the fight, so we left. We went through space and landed on a Small Planet. Ah, said the people there, welcome. You’re what we call Under Dogs.

(2) Them and Us

We traveled through space and we landed on a Small Planet. Ah, said the people there, welcome. You’re what we call Under Dogs.

We found that our job was to help the Top Dogs. Their job was to change and improve things. They changed seeds and leaves into fine meals. They changed metals into fantastic machines. They built great cities using coal, gas and oil. We got the things out of the Planet. They changed and improved them. That’s how we helped the Top Dogs, by getting things out of the Planet. We helped them and they helped us.

They helped us in other ways, too. But some of us began to ask questions. Although life was improving, why did it improve more for the Top Dogs than for us Under Dogs? Why were some of the Under Dogs in rags all the time, starving, sick and miserable? Why should the Top Dogs do all the interesting work and we do all the boring work?

Why should we have to wear their kind of clothes, talk their language and pray in their religion? What right did they have to interfere in our lives?

We started to ask these questions and they threw us into jail.

Things got worse and worse. We never realized Top Dogs could be so vicious. They were really evil. We had to fight and fight.

Some of us grew tired of the fight, so we left. We went through space and landed on a Small Planet. Ah, said the people there, welcome. You’re what we call Top Dogs.

Reprinted with the author’s permission from Richardson, R. (1977) World in Conflict. UK: Thomas Nelson. pg. 28

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An EFL Course in American History

When I was a student, the history courses that I took generally focused on what happened when, but not often on why things happened nor how people felt about these events.

From October 2011 until February 2012, I taught a 16-week course in American history (in English) to 3rd year Japanese undergraduates at my institution, Aichi University of Education. For my course, I didn't want to ask my students to simply memorize names and dates. I did provide them, though, with a timeline at the beginning of the course (to help orient them, and for all of us to refer to when we forgot a name or a date!). The topics that we covered during the course included:

- Native American history
- African American history
- The women's movement
- The gay rights movement
- The history of homelessness
- The Great Depression and the current financial crisis
- Wars (including World Wars I and II, Vietnam, the wars in Iraq and Afghanistan)
- Japanese American history (including WW II internment).

In addition to academic readings, statistical charts, and popular song lyrics, I used poetry as course material, particularly poems that showcased points of view about the topics above.

My brothers, once I dreamed
of Cheyenne stallions and cherokee fire.
My sister, once I cried for Chippewa bear medicine
when they cut my tongue.
Can I pretend otherwise?
The last ceremony left to me is riding
the broken horses of love off cliffs

(retrieved February 2, 2012)

Susan Deer Cloud has also written about the 9/11 terrorist attacks in New York but from a native American perspective. Her poem "Reading the Names 9/11/2011" includes the stanzas:

I started reading
the names of the dead ...
every Indian who died
in terrorist attacks,
beginning with Columbus

The terrorists stole my language
so the names shone out mute.
My heart knew
the dark city was still
in a state of emergency

<http://sites.google.com/site/susandeercloud/home/featured-poem>
(accessed in February, 2011)

Many poems which relate to African American history can be found online and elsewhere. One poem I chose for my history class was "The Lynching" by Claude McKay. This ends:

- Day dawned, and soon the mixed crowds came to view
- The ghastly body swaying in the sun:
- The women thronged to look, but never a one
- Showed sorrow in her eyes of steely blue;
- And little lads, lynchers that were to be,
- Danced round the dreadful thing in fiendish glee.

<www.poetry-archive.com/m/the_lynching.html>
(retrieved February 2, 2012)
The well known African American poet, Langston Hughes, wrote a number of poems referencing American history, world wars, African American issues and other social issue themes. For example, in the anthology The Collected Poems of Langston Hughes (a big volume of over 700 pages!), you will find poems entitled "NAACP", "Ku Klux", "Lenin", "Ballads of Lenin" and many others that can be utilized in a history course. In this same anthology, Hughes also references the topic of lynching and other atrocities, such as in his poem "Negro" which was written during the 1920s, the same period as McKay's poem:

I've been a victim:  
The Belgians cut off my hands in the Congo.  
They lynch me still in Mississippi

(in Rampersad, 1994, p. 24)

Home Words is an anthology of poetry by homeless people in the twin cities of Minneapolis-St. Paul. In my history class, I used a poem by a 51-year old American homeless male named Franciere titled "Unwanted". This poem begins:

The poster with my picture on it  
Is hanging on the bulletin board  
in the Post Office.  
I stand by it hoping to be recognized  
Posing full face and  
then profile  
But everybody passes by and I have  
to admit  
The photograph was taken some years ago.

I was unwanted then and  
I'm unwanted now

The poem ends:

Never learned his "time's tables,"  
and wet his bed.  
His aliases tell his history:  
Dumbbell, Good-for-nothing,  
Skinny, Greaseball,--Bastard

Warning: This man is not  
dangerous, answers to any name --  
Responds to love, don't call  
him or he will come

(in Home Words, 1991, pp. 40-41)

Blood to Remember (Fishman, 1991) is a book of Holocaust poetry written by American poets. It contains the following two poems which I used in my course during the week when we discussed World War II. "Tattoo" by Gregg Shapiro begins:

My father won't talk about the numbers  
3-7-8-2-5 between the wrist and elbow  
blue as blood on his left forearm

The poem ends:

If I could trade places with him  
I would pad the rest of his days  
wrap him in gauze and velvet  
absorb the shocks and treat his wounds  
I would scrub the numbers from his flesh  
extinguish the fire and give him back his life

(in Fishman, 1991, p. 201)

Mark Pawlak's powerful Holocaust poem titled "Unforgettable" contains the following lines:

A man who, in his youth in Poland

tells of the dogs used by S.S. guards  
to terrorize Jews at Auschwitz:  German shepherds  
that would, on command, bite and tear the buttocks  
of anyone wearing the prisoner's striped uniform.

Given a second signal, the dog  
would pin the man down  
with its muzzle to his throat;  
and, given a third signal,  
bite.

40 years later, he cannot forget  
how the guards made a sport  
of setting these trained dogs on prisoners;  
he cannot forget the third signal.

(in Fishman, 1991, p. 87)

Global Issue Poems in the College Classroom

Above are merely a few examples of poems which depict historical events and how people feel about these events. These can be used as reading and discussion to supplement more traditional kinds of materials for teaching about history.
By using poems together with other kinds of course materials such as academic readings, statistical charts and songs, I felt could make my course more stimulating for students and more broad ranging in focus. It was clear to me that students enjoyed the course each week. Often they stayed well beyond the ending time of the class to talk more about that week's theme or to ask questions about American history.

Student Responses
I did a formal poll of the students at the end of the course, asking them to anonymously submit their comments about our course in writing. Many students wrote highly favorable comments about the course. One student described the course as "profound." Another said that, for her, it was not just a good course but a model of good teaching that she hoped to follow when she became a teacher. Another student mentioned that an environment was created where students felt free to say anything. It's my suspicion that using poetry in the classroom can help foster such an environment (where free expression of student ideas is encouraged) because poetry, probably more than any other genre of writing, encourages self-expression -- including the expression of ideas or feelings that may be considered "taboo" in other settings. Within the realm of poetry, almost anything can be possible or permissible, whereas other genres or arenas are more likely to be relatively confining and/or rule-governed.

Poetry as Teaching Material
In some of my other university courses, such as courses I teach exclusively about poetry, students naturally learn something about the culture and history of the country and era of the poet from reading the poems. I use poetry as well as pop music in a course I have taught many times called Gender and Society for the same reasons as described above -- to shed light on the feelings and thoughts of people who feel directly affected by historical events, and to encourage students to express their own ideas and feelings as well.

In both the American History and Gender and Society courses, students themselves found their own poems and songs that they wanted to discuss (unprompted by me) relating to our course themes (just as students find their own poems to evaluate and discuss in my poetry courses, in addition to those I provide or that the textbook features). It is clear to me students are interested in this type of course material to supplement textbook readings and other materials even in non-literary courses.

Invitation
I'd love to exchange further ideas with other educators and language teachers about using poems to teach content. I believe this approach has a lot of potential and would be happy to hear from others engaged or interested in this area.

References


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Bring the Olympics Into Your Classroom!

The 2012 London Olympics will be held this summer from July 27 – August 12. The Olympic Games comprise a unique world event which features humanistic ideals (peace, health, global awareness, international cooperation), touches on important social issues (politics, nationalism, commercialism, competition) and can stimulate lots of language learning and practice.

The Olympics were established to further world peace and international friendship by bringing together athletes from countries around the world every four years. One key challenge for global educators is to help students move beyond the intense competition, blatant nationalism, medal counting, commercialism and “us vs. them” mentality of much Olympic media coverage.

**TEACHING IDEAS**

**Olympic Activities**  [www.gilesig.org]

- Our GILE SIG website lists a set of Olympic teaching activities (quizzes, readings, quotes, worksheets, discussions...). Click Newsletter, then Index by Issues, then go to Issues #53 (April 2004) & #54 (June 2004) to see these.

**World Geography and World Flags**
- The Olympics provide a perfect chance to do a lesson on world geography and world flags. Prep your students, practice, then see how many flags they can identify at London 2012.

**National Anthems**
- Students will hear lots of anthems during the Olympics. Do a lesson on “national anthems round the world” See <www.wikipedia.org>

**The Olympics and the Host Country**
- Have students research and discuss the impact that the Olympics have had on host countries:
  - How did the 2008 Olympics change China?
  - How did the 1988 Olympics change Korea?
  - How did the 1964 Olympics change Japan?

**Student Research Projects**
- have students research Olympic issues (politics, security, commercialism, national-ism, doping…) for presentations or reports

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**Quotes About Controversial Issues**

- A clash of doctrines is not a disaster – it is an opportunity. – Alfred North Whitehead
- No great advance has been made in science, politics or religion without controversy. - Lyman Beecher
- The passionate controversies of one era are but sterile preoccupations for another. – Frida Adler
- I don’t see how you can write anything of value if you don’t offend someone. – Marvin Harris
- Most controversies would soon end if people would first define their terms. – Tryon Edwards
- A civilization without controversy on important issues is heading for totalitarianism. –R Hutchins

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**Families of the World**
[www.familiesoftheworld.com](http://www.familiesoftheworld.com)

**Youth for Human Rights**
[www.youthforhumanrights.org](http://www.youthforhumanrights.org)

**Teachers Against Prejudice**
[www.teachersagainstprejudice.org](http://www.teachersagainstprejudice.org)

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**Global Issues in Language Education**  
19  
**Newsletter Issue #83 May 2012**
<table>
<thead>
<tr>
<th>NEWS AND INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global Dimension</strong></td>
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<tr>
<td>&lt;www.globaldimension.org.uk&gt;</td>
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<td><strong>GLOBAL DIMENSION</strong></td>
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<tr>
<td><strong>United Nations Works</strong></td>
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<tr>
<td><strong>United Nations Works</strong> is a great global education website for teaching about global issues such as poverty, peace, human rights, gender and AIDS. Check out their celebrity <em>What’s Going On?</em> video series!</td>
</tr>
<tr>
<td><strong>Better World Links</strong></td>
</tr>
<tr>
<td><strong>Better World Links</strong> is a great global education clearing house which lists 80,000 websites on global issues such as war, peace, human rights, health, media, gender, culture and youth.</td>
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<td><strong>Global Issues</strong></td>
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<tr>
<td>&lt;www.globalissues.org&gt;</td>
</tr>
<tr>
<td><strong>Global Issues</strong> is a great informational website which features 500+ articles on topics from ranging from military spending racism and Iraq to poverty, the environment and the arms trade.</td>
</tr>
</tbody>
</table>
| **Oxford Factfiles Readers**  
<www.oup.com> |
|---------------------------------------------------|
| **Cry Freedom**  
by John Briley (2009) ￥843  
This Stage 6 reader tells the story of Steve Biko, the South African hero who fought against apartheid. |
| ![Image](image1.png) |
| **Rainforests**  
by R. Akinyemi (2008) ￥744  
This Stage 2 reader describes the beauty, richness and impact of the rainforests and the crises they face. |
| ![Image](image2.png) |
| **Gandhi**  
by R. Akinyemi (2010) ￥843  
This Stage 4 reader introduces the life of M. K. Gandhi and his work for peace and freedom in India. |
| ![Image](image3.png) |
| **Disaster**  
by Mary McIntosh (2008) ￥850  
This Stage 4 book recounts stories of disasters, heroes and victims from Pompeii up to the Asian tsunami. |
| ![Image](image4.png) |
| **Nelson Mandela**  
by R. Akinyemi (2008) ￥843  
This Stage 4 book tells the story of Nelson Mandela and his struggle for human rights in South Africa. |
| ![Image](image5.png) |
| **Recycling**  
by Sue Stewart (2008) ￥823  
This Stage 3 book looks at the issue of garbage and explains the important role that recycling plays. |
| ![Image](image6.png) |
| **Martin Luther King**  
by Alan Mclean (2008) ￥847  
This Stage 3 reader tells the story of Martin Luther King and his fight against hate, prejudice and racism. |
| ![Image](image7.png) |

| **Cambridge EFL Readers**  
<www.cambridge.org> |
|---------------------------------------------------|
| **Amazing Young Sports People**  
by Mandy Loader (2010) ￥1100  
This Level 1 EFL reader profiles the dramatic lives of young athletes in the Olympics and Paralympics. |
| ![Image](image8.png) |
| **Two Worlds**  
by Helen Everett (2010) ￥1000  
This Level 4 book tells the stories of young immigrants, their lives in the UK and homes they left behind. |
| ![Image](image9.png) |
| **Arman's Journey**  
by Philip Prowse (2011) ￥1160  
This Starter text tells the fictional story of Arman, a teenage refugee, and his epic journey to freedom. |
| ![Image](image10.png) |
| **Why?**  
by Philip Prowse (2008) ￥1200  
This Starter tells the tale of Alex, a young peace-keeper who confronts the evil reality of the arms trade. |
| ![Image](image11.png) |
| **Blood Diamonds**  
by R. MacAndrew (2006) ￥1240  
This Level 1 book tells the fictional tale of two journalists on the trail of conflict diamonds from Africa. |
| ![Image](image12.png) |
| **Staying Together**  
This Level 4 book tells the story of Ikuko, who leaves her boyfriend in Japan to find a new world abroad. |
| ![Image](image13.png) |
| **Nelson's Dream**  
by J. M. Newsome (2008) ￥1260  
This Level 6 text tells the story of a young boy who fights corruption in his quest to help AIDS orphans. |
<p>| <img src="image14.png" alt="Image" /> |</p>
<table>
<thead>
<tr>
<th>Title</th>
<th>Author/Date</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>People on the Move: An Atlas of Migration</strong></td>
<td>by R. King (2010)</td>
<td>$15</td>
</tr>
<tr>
<td>This atlas uses graphs, maps and photos to explore issues of human migration ranging from refugees and diasporas to study abroad and human trafficking.</td>
<td></td>
<td></td>
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<tr>
<td><strong>State of the American Empire</strong></td>
<td>by S. Burman (2007)</td>
<td>$11</td>
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<tr>
<td>This atlas outlines the global impact the US exerts through its aid, energy needs, consumption, trade, military bases, culture exports and its “war on terror”.</td>
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<tr>
<td><strong>Atlas of Global Inequalities</strong></td>
<td>by B. Crow (2011)</td>
<td>$15</td>
</tr>
<tr>
<td>This atlas documents global injustice and inequality via maps, graphs and data about class, age, gender, race, poverty, health, politics, literacy and environment.</td>
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<tr>
<td><strong>The State of the World</strong></td>
<td>by D. Smith (2008)</td>
<td>$16</td>
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<tr>
<td>This classic atlas provides a visual overview of global trends from trade, technology and energy to war, health gender, literacy, poverty and the environment.</td>
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<td>This atlas charts the state of human rights worldwide from censorship, genocide, torture and racism on to religious freedom, women and children’s rights.</td>
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<tr>
<td>This comprehensive atlas details how we use, abuse, consume and conserve the world’s precious water.</td>
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<tr>
<td><strong>The Atlas of Climate Change</strong></td>
<td>by K. Dow (2011)</td>
<td>$15</td>
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<tr>
<td>This atlas gives a complete overview of issues linked to climate change.</td>
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<tr>
<td>This classic atlas uses maps, graphs, text and data to document gender issues from work, sex and marriage to education, politics, sports and women’s rights.</td>
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<tr>
<td><strong>Atlas of Endangered Species</strong></td>
<td>by D. Smith (2008)</td>
<td>$18</td>
</tr>
<tr>
<td>This striking atlas provides key data on the world’s surviving species, on varieties that have been lost and on the 30% that face extinction by the year 2030.</td>
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<tr>
<td><strong>The Atlas of Food</strong></td>
<td>by Eric Millstone (2008)</td>
<td>$19</td>
</tr>
<tr>
<td>This atlas explores a range of global food issues ranging from agriculture, farming, malnutrition and cooking to hunger, food processing, quality and contamination.</td>
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<tr>
<td>This colorful atlas diagnoses the health of the planet covering topics ranging from life expectancy, cancer and sanitation to AIDS, malnutrition and obesity.</td>
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<tr>
<td>This authoritative atlas provides key info on the world’s major religions, on religious schools, missionaries &amp; media plus current data on atheists and agnostics.</td>
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<tr>
<td>This atlas maps China’s population, economy, environment, education, politics, media and global diaspora.</td>
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<tr>
<td><strong>The State of the Middle East</strong></td>
<td>by D. Smith (2008)</td>
<td>$18</td>
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<tr>
<td>This atlas provides graphic data on issues &amp; themes in the Middle East.</td>
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</tr>
</tbody>
</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

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

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

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/

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.esnational.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

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

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

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

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/

Peace Education Foundation: primary and secondary texts on peace education and conflict resolution

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.peaceproject.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>  Web: 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

U.N. Bookstore: books, videos, posters, maps on global issues, world cultures, int’l understanding
UN Bookstore, New York 10017 USA  www.un.org/Pubs/CyberSchoolBus/bookstore/index.html

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
COMING EVENTS CALENDAR

| May 21 | World Cultural Diversity Day | June 20 | World Refugee Day |
| April 29 | Int'l UN Peacekeepers Day | June 26 | International Day against Drugs |
| May 31 | World No Tobacco Day | July 11 | World Population Day |
| June 5 | World Environment Day | July 27 - Aug 12 | Summer Olympics (London, UK) |

5 Refugees <www.unhcr.org> <www.unrefugees.org> <www.japanforunhcr.org> <wikipedia>
6 Anti-Drugs Day <www.unodc.org> <www.theantidrug.com> <www.dapc.or.jp> <wikipedia>
7 World Population <www.populationconnection.org> <www.unfpa.org/wpd/> <wikipedia>


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 (200) GLOBAL ISSUES NETWORK (50) = 250
* 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.

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@rsu.jp> <www.gilesig.org>

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

Global Issues in Language Education 24 Newsletter Issue #83 May 2012