NEWSLETTER #84

Our summer newsletter comes out just as the 2012 Olympic Games kick off in London, England. Our featured articles in this issue include (1) a report by Craig Manning on a 7-step framework that can help language teachers engage students in action projects on global issues, (2) a description by Amanda Gillis-Furutaka of a DVD documentary about Japanese-Brazilian immigration which deals with themes of culture, migration, identity and compassion and (3) a special section of class activities for “teaching about the Olympics.” We also include a Call for Papers for this fall’s *Peace as a Global Language* (PGL) conference in Sapporo, a report on the TESOL 2012 conference held in Philadelphia this past March, a spotlight on celebrity linguists (including a list of bi- and multi-lingual actors, singers and athletes) plus a round-up of recent global education news, events and information. Have a great summer and enjoy the Olympics!

♦ 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!

Special features in this issue:
* Abstracts of articles on global themes from language teaching journals 4
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Peace as a Global Language (PGL 2012)
November 2 - 4, 2012  Sapporo, Hokkaido
http://pgljapan2012hokkaido.wordpress.com
This fall’s annual Peace as a Global Language conference will be held November 2 - 4, 2012 in Sapporo. PGL 2012 will bring together classroom teachers, academics, activists and NGO staff for a dynamic weekend of presentations on peace education and peace themes. Do plan to attend. Please submit a presentation proposal!
• Call for Papers  Deadline: August 15, 2012
• For details, see page 11 or the website above

International Cooperation Festival
October 6 - 7, 2012  Hibiya Park, Tokyo
< www.gfjapan.com >
Global Festa 2012 will be held on Oct. 6 – 7 in Tokyo. This is Japan’s largest gathering of global issue NGOs. The 2-day event features displays by over 250 groups (Save the Children, Amnesty International, UNICEF, Doctors w/o Borders…) plus concerts, workshops and ethnic cuisine. Last year’s website is shown above. This year’s will be up soon. Don’t miss it! Bring your students!!

Developing Global Leaders (JII)
Nov. 11, 2012  Shirayuri College, Tokyo
< www.japanintercultural.org >
The Japan Intercultural Institute (JII) will hold a 1-day conference November 11th in Tokyo on the theme Developing Global Leaders: Education for Language, Culture and Confidence. All those interested are invited to submit proposals.
• Call for Papers:  Deadline August 31, 2012

Clean Up The World
< www.cleanuptheworld.org >
Clean Up The World is a global campaign that aims to improve local communities. This year’s 2012 Clean Up the World Weekend will be held September 14-16. Schools and teachers are invited to join!

Global Education
<www.globaleducation.edu.au/>
Global Education is a great website, based in Australia, which offers teachers a rich variety of resources on global themes. Check out their downloadable teachers’ handbook entitled “Global Perspectives”.

Green Teacher
< www.greenteacher.com >
Green Teacher is a dynamic web-site and magazine which offers exciting teaching ideas, activities and resources to help classroom teachers promote environmental awareness in their schools.
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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**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) <noda@email.plala.or.jp>
Website: <www.taa.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](http://www.wikihow.com/Save-Paper-in-School)
- How to Become a Green School
  [www.greenschools.net/](http://www.greenschools.net/)

**CLASS OR SCHOOL EVENTS**
- Sponsor a Child Overseas
  [http://plan-international.org](http://plan-international.org)  [www.plan-japan.org](http://www.plan-japan.org)
- Work to End World Hunger (click “take action”)
- Raise Funds to Help Eliminate Landmines
  [www.icbl.org](http://www.icbl.org)  [www.jcbl-ngo.org](http://www.jcbl-ngo.org)
- Start a School Human Rights Club
  [www.amnesty.ca/youth/get_involved/](http://www.amnesty.ca/youth/get_involved/)
**Going Green: Merging Environmental Education and Language Instruction**

by Staci Hauschild & colleagues (USA)  
<www.greensresources.weebly.com>  
This article outlines the value of using Content-Based Instruction (CBI) as an approach for designing ESL lessons on environmental themes and discusses the responsibility that teachers have to promote environmental awareness. It argues that integrating environmental education into EFL can (1) heighten students’ interest in environmental issues, (2) teach students how to contribute to a healthier, more sustainable world and (3) promote language learning and meaningful communication. The article includes 3 sample classroom activities:

1. *Scavenger Hunt:* Put up posters or information sheets about environmental issues on the class- room walls, then have students browse these to answer questions on their group worksheets.

2. *Round-Robin Paragraphs:* Give students blank sheets with topic sentences about environmental issues. Students take turns adding sentences to each sheet to create coherent paragraphs.

3. *Environmental Song:* Have students study and learn an environmental awareness-raising song, such as “The 3 Rs (Reduce, Reuse, Recycle)”.  

These and other teaching ideas are available on-line at: <www.greensresources.weebly.com>  
*English Teaching Forum Vol. 50/2 2012 USA*  
http://englishprograms.state.gov/forum/

**Japanese Culture and the Tohoku Disaster**

On July 5, an independent Japanese government commission declared the Fukushima nuclear accident a “man-made” disaster, not a natural one. The commission concluded that “(the disaster’s) fundamental causes are to be found in the ingrained conventions of Japanese culture: our reflexive obedience, our reluctance to question authority, our devotion to ‘sticking with the program’, our groupism and our insularity.”

www.guardian.co.uk

**Tunisian Leader Calls for More English**

Politician Rached Ghannouchi set off a controversy when he said the Arabic language in Tunisia was suffering from “French pollution.” “Tunisians speak a hybrid language in which Arabic nouns follow French adjectives,” he said, adding that Tunsiains need English more than any other language. “French was the language of the country’s oppressor. English is not only more useful for trade but more politically and culturally neutral,” he added. English is becoming an important communication tool in Tunisia. “You can’t be in this globalized world without being able to speak English,” stated an unnamed French diplomat.

“Tunisians Want English” in EL Gazette #387  
April 2012, UK. www.elgazette.com

**Overseas Commute for Malaysian Kids**

A number of parents in south Malaysia are sending their children on a 2-hour cross-border trip each day so that they can study in Singapore’s English-medium schools. Some 15,000 Malaysian school children currently study in Singapore. This phenomenon is a result of the recent decision by the Malaysian government to switch the teaching of maths and sciences from English medium to Bahasa-Malaysian.

“2-hour Trip for Malaysian Kids” in EL Gazette #388  
May 2012, UK. www.elgazette.com

**Teachers’ Right to Strike in Japan**

After a 3-year court case, a Tokyo judge rejected a lawsuit filed by Berlitz language school and reaffirmed the right of teachers to strike in Japan.

“Berlitz Loses Strike Teachers Lawsuit” in EL Gazette #388 May 2012, UK. www.elgazette.com
**Overseas Conferences**

- **Languages in the Globalised World (LGW)**  
  September 5 – 6, 2012  
  Leeds (UK)  
  www.leedsmet.ac.uk/languagesglobalisedworld

- **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  
  Globalization and Localization in CALL  
  Beijing (China)  
  Web: <http://glocall.org/>

- **Korea TESOL (KoTESOL)**  
  Oct. 20 – 21, 2012  
  Seoul (South Korea)  
  Website: <www.kotesol.org>

More events at: www.conferencealerts.com

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**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)  
  http://koreatesol.org/content/global-issues-0

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**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, USA on the theme of Harmonizing Language, Heritage and Culture. Details at <www.tesol.org/convention2013>.

**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 and wish to join, please be sure to make this your primary interest section!

**SR-IS Chair:** Comfort Davis Mingot (Haiti)  
< davisinabj@yahoo.fr >

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**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 47th annual international conference will be held from April 8 – 12, 2013 in Liverpool, UK.  
**Deadline for Proposals:** September 13, 2012

- **IATEFL Global Issues SIG** (Coordinator)  
  Margit Szesztay <margit.szesztay@gmail.com>
  **Website:** http://gisig.iatefl.org/

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

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**More Conference Information**

- www.conferencealerts.com/language.htm  
- http://jalt.org/main/conferences  
- www.eltcalendar.com/events/
TESOL 2012, the 46th annual convention of TESOL (Teachers of English to Speakers of Other Languages), was held March 28 - 31 in Philadelphia on the theme “A Declaration of Excellence.” With 1,000 presentations attended by 6,000 participants from 100 countries, this is the world’s largest English teaching conference. Here’s a sampling of the global education sessions given.

**Pre-Conference Workshops**

**An Integrated Media Approach to Social Justice**
This session demonstrated a number of innovative ways to integrate video, text and graphics for designing English lessons based on social justice themes. Shelley Wong (US) <swong1@gmu.edu>

**Teaching and Learning in Times of Change**
This featured a discussion of how educators can promote social responsibility in language programs at universities and colleges worldwide. Earlene Gentry (Egypt) <gentryearlene@yahoo.com>

**Social Responsibility IS Sessions**

**Social Responsibility Comes of Age: 2011 Events**
This panel featured reports from around the world on how schools, teachers and learners were affected by political revolutions and natural disasters in 2011. Earlene Gentry <gentryearlene@yahoo.com>

**Socially Conscious Educators & Partnerships**
This panel discussed how socially conscious educators can make a difference via teaching and research in their schools and in the wider world. Gertrude T. Sachs (US) <tinkersachs@yahoo.com>

**A Forum for Peace in our Global Association**
This workshop featured experts and innovators who shared stories and strategies for resolving conflict and promoting peace in the classroom and beyond. Valerie Jakar (Israel) <vjakar@gmail.com>

**Higher Education and Civic Engagement**
This described how colleges are affected by global events (political unrest, wars, natural disasters) and discussed the civic responsibility of universities. Rob Clement (Oman) <robcanuck@gmail.com>

**Social Responsibility and Refugee Populations**
This panel featured speakers from Haiti, Africa, Palestine and the US who discussed issues involved in integrating refugees into new communities. Comfort Mingot (Haiti) <davisinabj@yahoo.fr>

**Declaration of Understanding: English Camp**
This described a Teaching Tolerance Summer Camp that brought together a diverse group of EFL youth from nations in Eastern Europe. Molly Staeheli (USA) <momastaeheli@gmail.com>

**Managing Cultural Conflict in ESL Classes**
This talked about models of inter-cultural conflict, had participants do role plays and discussed ways to mediate conflicts across cultures. Chia-Ying Pan (USA) <cypan@exchange.upenn.edu>

**Amigos de Cuba: American & Cuban TESOL**
This session brought together TESOL supporters and Cuban members of the Grupo Especializado en Lengua Inglesa (GELI) to share experiences. John Schmidt (USA) <jrs78705@yahoo.com>

**Developing Ethical and Respectful Minds**
This responded to Howard Gardner’s 2010 TESOL plenary by presenting research and practice on promoting ethical and respectful behavior in our work. Nancy Ackles (USA) <nacklesgm@gmail.com>

**ESL Software for Sustainable Development**
This presented a model for designing ESL multimedia software that promotes English, sustainable development and intercultural competence. Aurelio Vilbar (Philippines) <liuvilbar@yahoo.com>

**Beyond Info Exchange: Cultural Awareness**
This talk introduced a set of problem solving tasks given to Japanese college EFL learners which were designed to promote cultural awareness. Fumiko Kurihara (Japan) <fkuri@tamacc.chuo-u.ac.jp>

**Teaching English to Blind Children**
This talk described a Russia-USA volunteer project aimed at developing methods and materials to enable blind students to join the global community. Nafisa Keels (Hadley School for the Blind, USA)

**TESOL and Democracy: Ethical Concerns**
This considered ethical and sociopolitical issues arising when Western ideas of teaching and learning are introduced into developing countries. Carlos Sosa (USA) <carlos.sosa@worldlearning.org>
Teaching Without Electricity: Successful Ideas
This panel featured creative teachers from different contexts and continents who shared techniques for building lively classrooms when the power is off. Nancy Ackles (USA) <nacklesgm@gmail.com>

Culture, Language, Sexuality: Critical Issues
This discussed the challenges and responsibilities of teachers when faced with classroom comments such as “In my country, lesbians and gays don’t exist.” Andy Jeske (USA) <arj36@pitt.edu>

English in Struggles for Freedom Worldwide
This presentation explored the role of English in struggles for freedom worldwide and shared ideas for teaching, from literature to freedom songs. Mary Romney (US) <m.romney@sbcglobal.net>

Are You a Culturally Competent Educator?
This talk argued that ESL teachers must become culturally competent by respecting and valuing students’ similarities & differences. Solange Lopes (USA) <Solange.Lopes-Murphy@indstate.edu>

Culture-Sharing Videos: Japan and Vietnam
This talk described how Japanese university students used technology to collaborate with an elementary school in Ho Chi Minh City, Vietnam. Diane Obara (Japan) <dianelamb.ohiojapan@gmail.com>

Telling Compelling Life Stories in Class
This session showed how StoryCorps can be used in the classroom to have students videotape compelling life stories and share these with others. Christine Wittmer (US) <cwittmer@howardcc.edu>

The Challenge of Expressing Emotion in English
This presentation discussed the challenges and difficulties faced by Korean EFL learners about expressing their emotions in English in culturally appropriate ways. Sujiin Kim (U of Missouri, US)

Activities for Raising Environmental Awareness
This talk introduced ESL lessons on environmental themes using local and on-line resources that promote language learning and opportunities for action. David Royal (USA) <droyal@usf.edu>

The Asian Youth Forum & Int’l Understanding
This talk described an Asian Youth Forum (AYF) which brings together Asian EFL students for a 1-week event aimed at promoting global awareness and world citizenship. Kip Cates <kcates@rstu.jp>

Empowering Learners from the Margins
This talk discussed how most Indian EFL texts are written by and for the elite, and the challenges of writing materials for marginalized Indian learners. Anju Gupta (India) <anjusgupta7@gmail.com>

Arab and Chinese Students Together
This talk discussed creative ways of solving the conflicts that arise in mixed classes of Arabs and Chinese, and how to build a healthy cooperative classroom. Julie Doty (US) <julie.doty@unt.edu>

English & Non-Violence: The Kairos Document
This session explored how to infuse English with peace education and the teaching of non-violence using the Kairos Palestine Document. Salameh Bishara (Palestine) <sbishara@elcjhl.org>

Critical Thinking for Young ESOL Learners
This talk shared teaching ideas for helping kids to become critical thinkers through problem-solving and by exploring assumptions. Sylvia Laborde (Uruguay) <silvia.laborde@alianza.edu.uy>

Social Justice in the ESL Classroom
This talk argued that, in order to make classrooms a place of excellence, TESOL educators need to engage in social justice and become social justice allies. Shelley Wong (USA) <swong1@gmu.edu>

The Effects of Poverty and Exclusion on ESL
This featured mini-presentations by five panelists about the effects of poverty and social exclusion on English learners in poverty-stricken areas. Stephanie Vandrick (US) <vandricks@usfca.edu>

Fostering Unions: Saudi and Other Cultures
This talk discussed the increase in Saudi students studying ESL and the need for instructors to understand Arab culture to bridge the classroom gap. Crystal Kusey (US) <crystalkusey@hotmail.com>

How Can Teachers Support Traumatized Sts?
This talk described the need for school personnel to take a systemic approach in order to understand and help students who have experienced traumatic events Sandra Duval (US) <Sandra_Duval@mcpsmd.org>

Implications of the English Only Movement
This session discussed the impact on ESL of the US English-Only Movement, which contends that English is threatened and must be made the official language. Rachele Lawton <rlawton@ccbcmd.edu>

Bringing History to Life through English
This presentation argued that history can provide meaningful content for EFL learners by engaging students with fun and interesting stories from the past. Ian Bosiak (Korea) <ian@eltkorea.com>

Developing Learners’ Cultural Competence
This talk discussed how effective language teaching approaches to intercultural education can promote cultural competence and positive cross-cultural attitudes. Eriko Ishii <erikoishii@tokai-u.jp>
Free and Fair: Copyright Tools for our Classes
This talk explained the limits of fair use in our on-line world and how to access public-domain, royalty-free and Creative Commons licensed materials. Terrie Byrne (US) <tbyrn2@uic.edu>

Who is “Jennifer Wong”? Race in ESL
This presentation examined racialized images of immigrants in English texts and described how ESL students can challenge representations of The Other. Christian Chun (USA) <chuncw@usc.edu>

Conflict Resolution, Web 2.0 and PSAs
This featured innovative examples of integrating English with conflict resolution skills using Web 2.0 tools introduced by award-winning teachers. Christopher Stillwell (US) <stillwellc@aol.com>

McDonald’s ESL: English Under the Arches
This talk described an English Under the Arches ESL program for McDonald’s management trainees which featured web lessons and on-the-job practice. Betsy Clark (USA) <Betsy.Clark@us.mcd.com>

Palestinian and Jewish English Lg. Learners
This session discussed the role of EFL as a vehicle for peace and coexistence focused on a case study of Palestinian and Jewish English learners. Julia Salman (Israel) <julia.schlam@mail.huji.ac.il>

Using Global Issues & Social Media to Inspire
This talk showed how incorporating global issues and human rights into ESL can engage students and teach them about the power of language. Katie McClintic (USA) <katiemclintic@gmail.com>

Using “News for You” in the ESL Classroom
This talk showed how News for You, a weekly print and on-line resource, develops language and computer skills through articles on world events. Nina Housman (US) <nhousman@proliteracy.org>

Social Responsibility & ELT Curriculum Design
This session presented ways that graduate texts on EFL curriculum design could better integrate issues of social responsibility and educational philosophy. Barbara Birch (USA) <bbirch@csufresno.edu>

Travel as a Globe-Trotting ELT Educator
This panel discussed how educators can broaden their knowledge, skills, experiences and cultural sensitivity through overseas travel and teaching. John Schmidt (USA) <jrs8705@yahoo.com>

Language Lessons from Post-Genocide Rwanda
This talk recounted the presenter’s experiences in Rwanda and how teachers he met are promoting literacy and multiculturalism in impoverished settings. Eric Dwyer (USA) <eric.dwyer@fiu.edu>

Drama and Technology for Social Responsibility
This presentation demonstrated ways to promote language skills and social responsibility through the use of drama and Animoto video projects. Alexis Finger (US) <fingera@drexel.edu>

Lights! Camera! Environmental Action!
This described a project for promoting English and environmental education in which ESL students created short digital films on global sustainability. Wendy Coyle (USA) <woods1996@yahoo.com>

The China Boom: One Institution’s Response
This presentation discussed the challenges faced by American colleges in meeting the language, culture and educational needs of ESL students from China. Stacy McQuaid (USA) <smcquai@emory.edu>

English for Young Learners: A Global Survey
This session reported on research undertaken with participants from 100 countries in 20 on-line courses about teaching English to young learners. Jodi Crandall (USA) <crandall@umbc.edu>

Run for President: A Pronunciation Activity
This talk described a class activity where students practiced pronunciation and body language while making speeches in a class election for president. Mark DeGaytan (USA) <mark.degaytan@unt.edu>

Becoming a Global Teacher: Ten Steps
This presentation outlined 10 different steps that global educators can take in order to add an international dimension to their English language classrooms. Kip Cates (Japan) <kcates@rstu.jp>

Teach Your Students to Save the World
This talk showed how to create a language course based on the concept of social entrepreneurship which actively engages students with the real world. William Little (USA) <wslittle@yahoo.com>

TED Talks: Learner Autonomy & Global Issues
This discussed how teachers can effectively exploit videos about social issues and global English using the TED website <www.TED.com>. Floyd Graham (Japan) <fgraham@kansaigaidai.ac.jp>

The Peace Corps Celebrates 50 Years!
This session described the work of the US Peace Corps, outlined its 50 year history and explained work done by its English teachers worldwide. B. J. Whetsine (USA) <www.peacecorps.gov>

Global Competence through Overseas Trips
This talk described how faculty-led trips to Myanmar and Thailand fostered global competence among graduate TESOL students and local educators. Mary Wong (USA) <mwong@apu.edu>
Critical Pedagogy in ESL: From Past to Future
This session gave an overview of Critical Pedagogy (CP), outlined its historical development and explored its future in the field of TESOL.
Brian Morgan (Canada) <bmorgan@yorku.ca>

How English Declares Independence
This talk claimed that enlightenment values are embedded in the US Declaration of Independence and discussed implications for EFL in global contexts. Bill Eggington (USA) <wegge@byu.edu>

Narrative Identities of Asian English Teachers
This explored how Asian grad students in the US negotiated identities in relation to power, ideology, linguistic imperialism and World Englishes. Hye-Kyung Kim (USA) <kim99@indiana.edu>

Orienting the Disoriented: International Sts.
This session looked at key issues in designing orientation programs for international students beginning their studies in a foreign country. John Shannon (USA) <jshan13@hotmail.com>

Transforming Stereotypes of Japanese Children
This discussed stereotypes that Japanese children take into their school English lessons and how to help them learn to celebrate global differences. Laurel Kamada (Japan) <laurel@he.tohoku.ac.jp>

Whose Culture? Culture in the EFL Classroom
This panel session described strategies used by teachers worldwide to teach culture to students who will use English in international settings. Hong Wang (Canada) <hongwangkingston@yahoo.ca>

English for Promoting Community Stewardship
This session focused on how course content, classroom activities and portfolios can be used to nurture students’ sense of community stewardship. Van Hillier (USA) <vanhillier@gmail.com>

Dynamic Grassroots Advocacy
This special TESOL leadership session provided participants with information on effective advocacy techniques. John Segota (US) <jsegota@tesol.org>

Japanese EFL Learners’ Encounters with Natural Disaster: A Learning Opportunity
- Rasami Chaikul (Ferris University, Japan)

Teaching Strategies for Refugees from Burma
- N. Agrawal <natasha.agrawal9@gmail.com>

Collaborating on Campus for Human Rights
- Diego Hernandez <diegotheteacher@gmail.com>

In Others’ Conflicts We Find Our Own
- Michael Medley (USA) <medley@emu.edu>

Learning Language by Doing Good: Teaching through Social Entrepreneurship Action
- Mark Labinski (USA) <labinski@fvtc.edu>

Newsvars in Our Backyard: Writing After the Tucson Shooting
- Angela Miller <amiller2@email.arizona.edu>

Experiencing Language and Culture via Food
- D. Lippincott <dianna.lippincott@asu.edu>

Teaching Environmental Responsibility in EFL
- Natalia Kroshko <olhamatis@yahoo.com>

Going Paperless in One Semester
- Chigusa Katoku <chigusa.katoku@wvm.edu>

Fulfill Your Classroom Wish List with an NPO
- Donna Reeves <reevesd@norwalkps.org>

Teaching Critical Reading via Sherlock Holmes
- Chiu-Hui Wu <chw210@hotmail.com>

Teaching Languages in Developing Countries
- Luis Lobo (San Carlos University, Guatemala)

List of Future TESOL Conferences
- 2013 : March 20 – 23 (Dallas, Texas)
- 2014 : March 26 - 29 (Portland, Oregon)
- 2015 : March 25 – 28 (Toronto, Canada)
- 2016 : April 5 - 8 (Baltimore, Maryland)
- 2017 : March 21 - 24 (Seattle, Washington)
- For details: <www.tesol.org/attend-and-learn/>
Have you ever found the students in your foreign language classes daydreaming about Hollywood actors, sports stars or pop musicians when they should be studying? If so, then why not introduce them to bilingual and multilingual celebrities! Browse the names below, check the on-line videos or design a lesson on these bilingual stars.

<table>
<thead>
<tr>
<th>Celebrity</th>
<th>Languages Spoken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica Alba</td>
<td>French, Italian, Spanish</td>
</tr>
<tr>
<td>David Beckham</td>
<td>Spanish</td>
</tr>
<tr>
<td>Kate Beckinsale</td>
<td>French, Russian</td>
</tr>
<tr>
<td>Monica Bellucci</td>
<td>French, Italian, Spanish</td>
</tr>
<tr>
<td>Sandra Bullock</td>
<td>German</td>
</tr>
<tr>
<td>George Clooney</td>
<td>Italian</td>
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<tr>
<td>Daniel Craig</td>
<td>German</td>
</tr>
<tr>
<td>Geena Davis</td>
<td>Swedish</td>
</tr>
<tr>
<td>Johnny Depp</td>
<td>French</td>
</tr>
<tr>
<td>Leo DiCaprio</td>
<td>German</td>
</tr>
<tr>
<td>Colin Firth</td>
<td>Italian</td>
</tr>
<tr>
<td>Roger Federer</td>
<td>French, German</td>
</tr>
<tr>
<td>Jodie Foster</td>
<td>French</td>
</tr>
<tr>
<td>Morgan Freeman</td>
<td>French</td>
</tr>
<tr>
<td>Salma Hayek</td>
<td>Spanish, Portuguese, Arabic,</td>
</tr>
<tr>
<td>Audrey Hepburn</td>
<td>Dutch, French, Italian, Spanish</td>
</tr>
<tr>
<td>Lucy Liu</td>
<td>Japanese, Chinese, Norwegian</td>
</tr>
<tr>
<td>Paul McCartney</td>
<td>German, Spanish</td>
</tr>
<tr>
<td>Viggo Mortensen</td>
<td>Danish, French, Spanish</td>
</tr>
<tr>
<td>Gwyneth Paltrow</td>
<td>Italian, Spanish</td>
</tr>
<tr>
<td>Sydney Poitier</td>
<td>Russian</td>
</tr>
<tr>
<td>Natalie Portman</td>
<td>French, Hebrew, Japanese</td>
</tr>
<tr>
<td>William Shatner</td>
<td>French</td>
</tr>
<tr>
<td>Mira Sorvino</td>
<td>French, Italian, Japanese, Norwegian</td>
</tr>
<tr>
<td>Will Smith</td>
<td>Spanish</td>
</tr>
<tr>
<td>Wesley Snipes</td>
<td>Korean</td>
</tr>
<tr>
<td>Sylvester Stallone</td>
<td>French</td>
</tr>
<tr>
<td>Charlize Theron</td>
<td>Afrikaans</td>
</tr>
<tr>
<td>Emma Thompson</td>
<td>French, Spanish</td>
</tr>
<tr>
<td>Sigourney Weaver</td>
<td>French, German</td>
</tr>
</tbody>
</table>

‘Agua’ was my daughter Apple’s first word. I speak to her in Spanish sometimes because I want her to learn. - Gwyneth Paltrow

I’d love to do a French or Spanish movie. When you speak a different language, whether or not you’re fluent, you immerse yourself in a completely different person. - Lucy Liu

I wish that I spoke more languages. I speak a couple of languages, but not well enough to really dub myself. French is really the only one and it’s a difficult thing. - Jodie Foster

Learning a language makes our minds more flexible. Actually using it gives us an entirely new experience of the world. - John Cleese

I like languages. In school I learnt Latin, Spanish and German. On tour, I have good translators. They translate what I want to say to the audience, I write it down and learn it. In 2003, Putin invited me and Heath to the Kremlin. I was telling him how I like to speak to the crowd, and said I was going to say ‘Privyet Maskvichi’. He said 'Don't say that, say "Priv-e-et ribiata". It means "Hi guys"'. He said it's much cooler. Talk about how things have changed! For years, the Kremlin wouldn't let you sing in Russia, and now they come to your gig and give you language lessons on the side. I love it! - Paul McCartney

The least you can do when you live in their country is learn the language. - Kevin Keegan

If you go to a foreign country, the people will always appreciate it if you have taken the trouble to learn their language. - Sven-Göran Eriksson

I haven't conquered Spanish yet, but I'm progressing little by little. It's very difficult for me, although I'm getting used to it. I am making an effort. But if I can conquer Spanish, it will be a great achievement. - David Beckham

My parents taught me that every language you speak is an open door to an entire world. - Ignacio Padilla

I have books and tapes in my room and they're collecting dust quite rapidly but I'm trying to make progress. - Prince William explaining his plans to learn Welsh and to teach himself Swahili because of his love of Africa.

The lack of linguists in our society severely disadvantages us as a nation. - Phil Willis, UK MP
Background Stories

- **Sandra Bullock** was born in the US, but her mother was a German opera singer. Her parents met while her father was stationed in Germany.

- **Gwyneth Paltrow** speaks fluent Spanish thanks to a year she spent abroad as a foreign exchange student during her high school days.

- **Jodie Foster** learned to speak fluent French at the prestigious prep school *Lycee Francais de Los Angeles*. She dubs her own films in French.

- **Charlize Theron** was born in South Africa. She learned many of the 28 different languages she speaks from the staff on her parents’ farm.

- **Leonardo DiCaprio** speaks German thanks to his mother, who survived a WW II bombing in Germany. His middle name is Wilhelm.

- **Natalie Portman** was born in Jerusalem and is fluent in Hebrew. She also speaks Spanish, German, Japanese, French plus some Arabic.

- **Johnny Depp** has lived for a decade in Paris and speaks French with his partner, model Vanessa Paradis, and their two (bilingual) children.

- **Orlando Bloom** grew up in the UK where his parents ran a foreign language school.

- **Will Smith** gave his first Spanish interview in 2000. His fans first saw him speaking fluent Spanish in the film “Seven Pounds.”

Bilingual Celebrities: Who Knew? (good article!)<br>&lt;www.early-advantage.com/articles/bilingualcelebs.aspx&gt;

16 Bilingual Celebrities (great video clips!)
&lt;www.ranker.com/list/the-16-most-surprisingly-bilingual-celebrities/calistyleic &gt;

Quotes from Celebrity Linguists
&lt;www.cilt.org.uk/home/valuing_languages/celebrity_linguists.aspx &gt;

Downloadable Posters of Celebrity Quotes
&lt;http://languagesatmillthorpe.typepad.co.uk/files/celebrity-linguistics.pdf &gt;

Celebrity Linguists (more info and video clips)
&lt;www.celebratelanguages.com/celebs.html &gt;

Five Women Who Speak More Than 1 Language
&lt;www.magforwomen.com/5-celebrities-who-speak-more-than-one-language/ &gt;

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**Peace as a Global Language Conference (PGL)**

&lt;http://p/gljapan2012hokkaido.wordpress.com/ &gt;

**Date:** November 2 - 4, 2012

**Place:** Chateraise Gateaux Kingdom Hotel, Sapporo, Hokkaido

**Call for Papers:** Deadline for submissions = August 15, 2012

This year’s PGL Conference will be held November 4 – 5, 2012 (Friday - Sunday) in Sapporo, Japan. This unique weekend event will bring together peace activists, peace educators, language teachers and students to discuss the roots of conflict, violence and war as well as the contributions we can make to bring about a future of international understanding. All those interested in learning more about peace, peace issues and peace education are warmly invited to attend – and present at PGL 2012 this fall.

<> Conference features: Ainu cultural performance, conference banquet, hotel spa, airport shuttle…
<> Conference fees: 46,000 yen for 3 days (includes 2 nights hotel, breakfasts/dinners, banquet, gift)
<> Hotel information: Chateraise Gateaux Kingdom Hotel &lt;www.gateauxkingdom.com/en/&gt;

- All are invited to submit proposals for 40-minute presentations on peace or peace education themes
- Proposals should be sent as MS Word files and should include: your title, a 250-word abstract, equipment needed plus presenter data (name, affiliation, contact e-mail, contact phone #)
- Submissions should be sent by e-mail to &lt;PGL2012Hokkaido@gmail.com &gt; by **August 15, 2012**
- Full details on proposals and the conference are at &lt;http://p/gljapan2012hokkaido.wordpress.com/ &gt;

<> PGL 2012 organizers:  • Katherine Mansoor-Fuji (Hokkaido) &lt;katherine.fuji@gmail.com &gt;  • Anthonette Gibson-Niwa (Tokyo) &lt;PGL2012Hokkaido@gmail.com &gt;

**THEMES**

- peace education
- peace and health
- the military
- war and violence
- peace, culture and the arts
- human rights
- media literacy
- environmental issues
- race and gender
- language teaching
Learning to Create Sustainable Change
by Craig Manning  (University of Shimane, Japan)

Introduction
Before you read this article, please think about your students’ educational experiences and answer the following questions.

1. Do your students learn about real-world problems at school?
2. Do your students research and discuss to find educated, multifaceted approaches to tackle problems in a realistic manner based on a global perspective?
3. Do your students then implement these solutions to create sustainable change?

If you answered ‘No’ to any of these questions, please keep reading. When students learn about problems and even go so far as to outline realistic solutions, how useful will their education be if they never learn to implement a plan? Ultimately, teachers are responsible for producing global citizens. One of the best things about a language classroom is that, with appropriate scaffolding, students can learn a language while doing almost anything. The rest of this article will introduce a seven-step framework, presented at the JALT 2011 conference, to enable your students to take the initiative in identifying, understanding, and solving problems in a realistic and sustainable manner while learning a language.

A Framework Overview

Step 1 - Choose a problem:
Have students form groups of 4. Ask them to think of a problem that they want to solve. For example, a group of my students were concerned that not all children in Asia are able to go to school.

Step 2 - Map the sources of the problem:
Have each group research and create a mind map (Illumine Training, n.d). Each branch of the map should list a source of the problem with examples. Addressing the sources of a problem is essential for creating sustainable change. It is important for students to be able to identify them at this stage. To help struggling groups identify sources of problems, ask pointed questions, such as “Why?” Once they complete their mind map, it’s recommended to have them focus on one source of the problem, within a limited area. This will make subsequent tasks less overwhelming and greatly improve the chances for success.

The following, for example, is part of a possible mind-map that students might create on the topic of children’s education in Vietnam:

Sample Mind Map (extract)
1. Education levels amongst ethnic minority children in Vietnam are very low.
   (a) Children spend their time supporting their families, instead of going to school.
      i. They often fetch water.
         1. The seasonal rivers often run dry and they have to go farther and farther to get water.
         2. The water is not always potable.

Step 3 - Goal setting:
Introduce SMART goals. A SMART goal is

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<td><strong>M</strong>easurable</td>
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<tr>
<td><strong>A</strong>ttainable</td>
<td><strong>R</strong>ealistic / <strong>R</strong>elevant</td>
</tr>
<tr>
<td><strong>T</strong>ime oriented</td>
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</tbody>
</table>

( Amnesty International, 2008:7)

An example of a SMART goal my students set is to organize charity events in Japan over the next four months to raise 15,000 yen. This money will be used to build one well at an elementary school in rural Vietnam, allowing children to attend school and to support their families. Encourage students to make many SMART sub-goals as well. To meet their goals, ask students to contribute their time, energy and ideas. This will test their ingenuity and give them experience planning and implementing a business action plan. By gathering money and/or supplies from the community, the students become representatives of all those who contribute. It is a fun way for students to build a stronger local community.
Step 4 - Team building:
Students should ask friends and community members to join them. Student leaders should make sure everyone shares a common vision. This will keep the group working together and prevent possible disagreements. A written goal, displayed publicly on posters or a blog, may be a convenient method to facilitate clear communication.

Step 5 - Collaborate with others:
Encourage your students to work with other groups. They are probably not the only ones who want to improve the situation. For example, my students contacted the Ethnic Minorities Outreach NPO. This group has a Japan chapter that organizes the construction of wells at schools and works with local priests and social workers in rural Vietnam to distribute aid directly to those in need.

Step 6 - Take action:
Have students educate others and work to change the sources of the problems chosen in Step 1. For example, a group of my students collected unwanted used goods and sold them at local festivals. They held charity concerts and a charity soccer tournament. They also made curry rice to sell to hungry soccer players at the tournament. At each event, they educated participants about their project. As a result, they earned 180,000 yen ($2,300) in about two months. Of that, they used 45,000 yen ($570) to build three wells, providing clean and reliable water to approximately 300 Vietnamese families. The students decided to use the rest for aid following severe floods in Vietnam. This activity inspired ten students to pay their own way to Vietnam to distribute the aid they provided as part of an Ethnic Minorities Outreach NPO trip. Two years later, six of these students are planning a return trip to Vietnam. This is no longer part of a class. They are recruiting younger students and training them in how to create sustainable change as a club activity. They are earning money faster than before and continue to study the challenges facing Vietnam to determine how to best use the money they raise. For anyone interested, I will be sharing more about this at the GILE SIG forum at this fall’s JALT 2012 conference in Hamamatsu.

Step 7 - Following up:
Have students report progress and celebrate their successes. To give these activities a language-learning focus, assign presentations after each step and a written portfolio to document their efforts. Collaborating with an English-speaking group, through the use of a blog, may also be a possibility worth investigating.

Embedding language learning tasks
There are many ways to implement this general framework. I’ve experimented quite a lot and found that each time it generates excellent language-learning opportunities. It leads groups of students to independently select real-world issues, learn about them, and teach each other using English. It harnesses students’ intrinsic motivation and introduces vocabulary relevant to the topics that they are passionate about. Student-centered, task-based learning activities provide opportunities for extensive informal language practice. With multiple groups studying different global issues, information gaps are naturally created. This is ideal for cooperative learning and peer teaching within a communicative language class. The content knowledge that students generate continually grows and is perfect for formal speeches to balance the types of language learned.

Conclusion
The framework introduced here allows students to improve their language abilities in an enjoyable way. In addition, students develop their abilities to learn autonomously, to work as part of a team, to create and carry out a plan of action, and to confidently speak in public. These are all necessary abilities for your students to become not only global citizens, but also leaders in the global community. If you have any questions or want to know more, please don’t hesitate to contact me.

This article is based on a presentation given by the author at the 2011 JALT international conference in Tokyo, Japan.

References
Illumine Training (n.d.). How to make a mind map. www.mind-mapping.co.uk/make-mind-map.htm

Craig Manning
University of Shimane, Japan
E-mail: <c-manning@u-shimane.ac.jp>

Amnesty International
<www.amnesty-usa.org>

The year 2011 marked the 50th anniversary of Amnesty International. Scan their website, check out their teaching materials or try teaching your students the dramatic story of how British lawyer Peter Benenson began AI way back in 1961.
A Documentary about Japanese-Brazilians

A special screening of the documentary “A Grandpa from Brazil” (ブラジルから来たおじいちゃん) was hosted by Osaka JALT and SIETAR on February 12th, 2012. This drew a large audience and was followed by a talk with the director, Nanako Kurihara, who provided background information and answered questions from the audience. Even those who already knew about Japanese immigration to Brazil and the situation of Japanese-Brazilians who have returned to work in Japan learned new facts and understood the issues it raises at a deeper level. I am equally certain that teachers in the audience appreciated what a wonderful teaching material this documentary provides for students from elementary through to university level, in both Japanese and international schools. There are two main reasons for this.

Value as a Teaching Resource

Firstly, the documentary is very moving, but is far from sentimental. Instead, through the eyes and words of 92-year-old Ken’ichi Konno, viewers are shown why so many Japanese young men like him felt compelled to emigrate to Brazil in the 1920s-1930s, the hardships they encountered, and the difficulties that their descendants face now when they return to Japan, try to make a living and have their children educated here.

The second reason why this documentary is such an effective teaching tool is that Ken’ichi Konno is an old friend of Nanako Kurihara and this personal connection allowed her to film intimate scenes of daily life. These highlight issues such as lack of compensation for migrant workers’ injuries at the workplace and inadequate support for their children in the Japanese education system. The friendship between filmmaker and protagonist also allows the film to explore the ambivalence Mr. Konno feels towards his cultural identity. For people who have spent a long time living in another culture, and for children born to parents of different cultures, this documentary is an excellent way to explore such complex feelings and to ask fundamental questions about cultural identity.

The Q&A session was highly informative since aspects of Mr. Konno’s life in Brazil that had been touched on in the film could be explained in greater detail. We were stunned to learn that this unassuming elderly gentleman had built up a thriving agricultural business from scratch, suffered bankruptcy when the Brazilian economy stagnated in 1967, but then built up a new business, which his children have now taken over.

Nanako Kurihara explained how difficult life was for Japanese Brazilians during World War II, when the Brazilian government prevented the printing of books or newspapers in Japanese and the gathering of people of Japanese descent. The Japanese Brazilian community was so isolated and lacking in information that there was great confusion in August 1945 over whether Japan had actually surrendered or not. So strong was the belief that Japan had prevailed that violence broke out and people were killed for saying that the Brazilian and world media were reporting the truth.

To Obtain a Copy

If you have a chance to purchase the DVD “A Grandpa from Brazil” for your school library, I highly recommend it. It’s subtitled in English with Japanese and Portuguese conversation. If you can invite Nanako Kurihara to talk to your students, school or JALT chapter when you show the film, this will enhance the educational experience enormously. The website and study guide provide a lot of useful background information. Finally, if you’d like to help Nanako Kurihara work on the study guide that’s being developed to accompany the film’s use in class, take a look at her bilingual (Japanese-English) website and contact her.

This is Nanako Kurihara’s second documentary. Her first, “Ripples of Change” (ルッキング・フォー・フミホ), deals with the women’s liberation movement in the 1970’s, the influence it had on contemporary Japanese society, and women’s rights in both Japan and on a global level. This DVD can also be purchased through her website.

Amanda Gillis-Furutaka
Kyoto Sangyo University, Japan
E-mail: <gillisfurutaka.amanda@gmail.com>

To contact Nanako Kurihara, find out more about her two films, purchase them and access the free study guide, go to <http://nanakokurihara.com/>

SIETAR To learn about SIETAR, check out <www.sietar-japan.org>
Bring the Olympics Into Your Classroom!

The Olympics is a unique international event which features humanistic ideals (peace, health, global awareness, international cooperation), touches on major social issues (money, drugs, nationalism, commercialism, sexism) and can stimulate lots of language learning and practice.

TEACHING IDEAS

Study the Olympics
• Have students read the Olympic info on page 16, then answer the questions in pairs

Flags, Anthems and Geography
• Students will encounter lots of nations, flags and national anthems during the Olympics. Do some teaching to prepare and practice, then see how many national flags, anthems and nations they can identify at London 2012.

Adopt a Country
• Have students form pairs and adopt a foreign nation as “their country” to research, report on in class, and cheer on during the Games

Class Debate
• Do a for-and-against classroom debate:
  
  Do the Olympics promote international understanding or just narrow nationalism?

Olympic Figures
• study historical Olympic figures such as Pierre de Coubertin and Jesse Owens
• have students research and profile current Olympic athletes from foreign countries

Research Olympic Issues
• Have students research the Olympic issues listed on page 16 (war, money, nationalism, drugs, racism, sexism, health) for group presentations or written reports

Compare and Contrast
• practice comparatives by contrasting the 2012 London Olympics with previous Olympics or with the ancient Greek Games

GILE Olympic Activities <www.gilesig.org>
• Our GILE site lists more Olympic teaching activities. Click Newsletter, then Index by Issues, then go to Issues #53 & #54 (2004).

TEACHING ABOUT THE OLYMPICS

Olympic Truce (Google: “Olympic Truce”)
The ancient Greeks imposed an “Olympic Truce” which banned all fighting, conflict and war during the games. Check out the modern Olympic Truce movement and join students to explore how we can support this initiative.

Going for Green (on-line video)
Have your students view the film “Going for Green: Britain’s 2012 Dream” which shows how the UK has worked to design and prepare an environmentally-friendly Olympics in London.

The Olympics, Poverty and Social inequality
<www.globalissues.org/news/2012/06/06/13927>
Join your students to study the link between poverty, development and Olympic medals via this article from a UK global issues website.

The Youth Olympics and Global Issues
www.olympic.org/content/youth-olympic-games/
Check out the Youth Olympic Games (YOG), set up by the IOC in 2007, and its mission to use sport to raise awareness among youth of global issues, world citizenship & social responsibility.

THINGS TO WATCH FOR

Ramadan, Muslim Athletes and Fasting
The 2012 London Olympics coincide with Ramadan, the Islamic month of fasting. Go on-line to learn how Muslim athletes and nations are trying to balance their religious duties with their dreams of Olympic gold.

Non-United Nations Members
204 nations will compete in London. Only 193 are UN members. Study and support non-member states such as Taiwan and Palestine.

The Olympics, Arab Nations and Gender
Only Saudi Arabia, Qatar and Brunei have never sent female athletes to the Olympics. This year, all 3 are including women in their teams. Learn about – and support - the first women chosen to represent these nations.

On-Line Resources
• Official website: <www.london2012.com>
• Get Set site: <http://getset.london2012.com>
• Olympic Movement: <www.olympic.org>
• Wikipedia: <www.wikipedia.org>
THE OLYMPIC GAMES

Every four years, an international sporting event called the Olympics is held. This brings together 10,000 athletes from 200 countries for two weeks of drama, excitement and sports. The Olympics were established to promote world peace and international friendship by replacing military competition with athletic competition. Previous summer Olympics have been held in Athens and in Beijing. The 2012 Olympics are being held in London from July 27 - August 12.

THE ANCIENT GREEK GAMES

The Olympic Games began 3500 years ago in ancient Greece as a religious event to honor the god, Zeus. The first recorded Olympics took place at Olympia in 776 BC. The first Olympics consisted only of running races, but gradually other events were added. All participants had to compete naked, with no clothes. The ancient Olympics were stopped by a Roman Emperor who was a Christian in the year 393 AD.

THE MODERN OLYMPICS

After 393 AD, no games were held for over 1,500 years. The modern Olympics were revived in the 19th century by an idealistic Frenchman named Pierre de Coubertin. He had read about the ancient Greek Olympics and wanted to restart the games. He believed the Olympics could contribute to world peace and international friendship. Thanks to him, the first modern Olympics were held in Athens in 1896.

OLYMPIC DATA

- **Olympic Symbol** The five interlocking rings represent the five continents (Europe, Asia, Africa, America and Oceania) and stand for international friendship.
- **Olympic Motto** The official motto of the Olympic Games is *Citius, Altius, Fortius* meaning *swifter, higher, stronger* in Latin.
- **Olympic Creed** “The most important thing is not to win but to take part, just as the most important thing in life is not the triumph but the struggle.”

OLYMPIC ISSUES

- **War** - In ancient Greece, a one-month truce was called and all fighting stopped during the Games. The modern Olympics were cancelled three times (1916, 1940, 1944) because of World War I and World War II.
- **Money** - The Olympics are based on the ideals of amateurism, yet medal winners earn big money, nations spend large amounts on their teams, corruption is a problem and the Games have become highly commercialized.
- **Nationalism** - Countries compete to see which one will get the most medals. Many people only cheer for their own nations.
- **Drugs** - Athletes under intense pressure to win Olympic medals for their countries are pushed to use steroids and other illegal drugs.
- **Racism** - Adolf Hitler expected the 1936 Berlin Olympics to promote Nazism and prove the white race was superior. He was shocked when Jesse Owens and nine other Black athletes won 8 gold medals. South Africa was banned from the Olympics for years because of its racist apartheid system.
- **Sexism** - Women were banned from taking part in the ancient Olympics. They weren’t allowed to run in the marathon until 1984.
- **Health** - A Special Olympics is held for people with mental handicaps and a Para-lympics for those with physical disabilities.

QUESTIONS

1. How often are the Olympic Games held?
2. How long do they last?
3. How many countries usually participate?
4. Where were some of the previous Summer Olympic held?
5. When and where are the 2012 Olympic Games being held?
6. When were the first recorded Olympics?
7. What did athletes wear in the ancient games?
8. Who stopped the first Olympics? When?
9. Who revived the Olympics? When?
10. What do the five Olympic rings stand for?
11. What’s the Olympic motto?
12. What’s the Olympic creed?
13. Who are the Special Olympics for?
14. Who are the Paralympics for?
15. Explain the issue of... war / money / nationalism / drugs / racism / sexism.
I  Olympic Athletes from Around the World

Choose one interesting athlete from each world region and report on why you chose them.

<table>
<thead>
<tr>
<th>Region</th>
<th>Person</th>
<th>Country</th>
<th>Sport</th>
<th>Reason</th>
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<tbody>
<tr>
<td>1. Asia</td>
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<td>2. Africa</td>
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<td>3. Middle East</td>
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<td>4. Latin America</td>
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<td>5. Europe</td>
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</table>

II  Good Sportsmanship

During the Olympics, find two examples of good sportsmanship and describe them below.

<table>
<thead>
<tr>
<th>Athlete</th>
<th>Country</th>
<th>Act of Good Sportsmanship</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>______</td>
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<tr>
<td>2.</td>
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III  Scandals and Controversies

During the Olympics, find two examples of scandals or controversies.

<table>
<thead>
<tr>
<th>Athlete</th>
<th>Country</th>
<th>Scandal or controversy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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IV  Trans-National Athletes and Coaches

Some nations hire foreign coaches from other countries to help their athletes win Olympic medals. Find two examples of an athlete or team from one country which has a coach from a different country.

<table>
<thead>
<tr>
<th>Athlete</th>
<th>Country</th>
<th>Coach</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>eg Abhinav Bindra</td>
<td>India</td>
<td>Uwe Linn</td>
<td>Germany</td>
</tr>
<tr>
<td>1.</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>2.</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

V  Flags at the Olympics  Choose 2 national flags, draw them and research what their patterns mean.

<table>
<thead>
<tr>
<th>Country</th>
<th>Flag</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>2.</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>
VI  London 2012 - Olympic Data Box
Research the following data about the London Olympics and write the answers in the blanks.

<table>
<thead>
<tr>
<th>Number of countries taking part</th>
<th>Number of sports</th>
<th>Number of athletes</th>
<th>Number of security forces</th>
<th>Number of Olympic torch carriers</th>
<th>Number of TV viewers worldwide</th>
</tr>
</thead>
</table>

VII  Matching: Sports and Countries
Match the countries on the left below with the sports on the right that they’re strong in.

- India  • weightlifting
- China  • running
- Turkey  • grass hockey
- Cuba  • judo
- Kenya  • table tennis
- Korea  • baseball
- Japan  • archery

VIII  Rate the Media in Your Country
In some countries, the media (TV, radio, newspapers) only show Olympic news about athletes from “our” nation. In other countries, the media make an effort to show athletes from around the world and to promote international understanding. Use the chart below to rate the media in your country.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Bad</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the media only focus on “our” athletes?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Does the media ignore sports that “our” athletes aren’t in?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. Does the media take an “us vs. them” approach to each event?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. Does the media show “our” opponents as faceless rivals?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. Does the media try to profile athletes from other nations?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6. Does the media try to inform viewers about foreign countries?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7. Does the media show the best athletes/performances in each sport?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8. Does the media try to promote international understanding?</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Your average score for the media coverage in your country =

[Blank]

Which Country Won the Most Medals? Three Ways of Counting
The International Olympic Committee (IOC) does not record – or promote - the counting of which countries won how many medals. That’s something that the media and governments do. Given the disparities between rich and poor nations, a simple medal count doesn’t seem fair. After the 2004 Olympics in Athens, one NGO calculated medal counts according to three criteria: number of medals won, medals per capita, and medals adjusted for GDP (Gross Domestic Product). The top 10 medal winners for each category are shown below. Why not discuss this topic with your students or have them do calculations for London 2012?

<table>
<thead>
<tr>
<th>WINNERS MEASURED BY NUMBER OF MEDALS</th>
<th>WINNERS MEASURED BY POPULATION PER MEDAL</th>
<th>WINNERS MEASURED BY GDP PER CAPITA</th>
</tr>
</thead>
<tbody>
<tr>
<td>G S B Gold + Silver + Bronze = Total</td>
<td>Pop (millions) / Medals per million</td>
<td>$ $ $ Medals adjusted for national GDP</td>
</tr>
<tr>
<td>1 USA 103</td>
<td>1 Bahamas 10</td>
<td>1 Cuba 1.1</td>
</tr>
<tr>
<td>2 Russia 92</td>
<td>2 Australia 2.5</td>
<td>2 Jamaica 2</td>
</tr>
<tr>
<td>3 China 63</td>
<td>3 Cuba 2.4</td>
<td>3 Bahamas 2.6</td>
</tr>
<tr>
<td>4 Australia 49</td>
<td>4 Estonia 2.3</td>
<td>4 Georgia 3</td>
</tr>
<tr>
<td>5 Germany 48</td>
<td>5 Slovenia 2</td>
<td>5 Eritrea 3.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>42 Japan 0.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 Jamaica 1.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 Latvija 1.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 Hungary 1.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9 Bulgaria 1.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 Greece 1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>64 Japan 96</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 Belarus 4.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 N Korea 4.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 Kenya 4.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9 Bulgaria 4.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 Mongolia 4.8</td>
</tr>
</tbody>
</table>

Global Issues in Language Education 18  Newsletter Issue #84  July 2012
Olympic Quotes

All I've done is run fast. I don’t see why people should make much fuss about that.
(Fanny Blankers, Dutch runner, 1948 gold medalist)

One shouldn’t be afraid to lose; this is sport. One day you win; another day you lose. This is normal. This is what sport is about. This is why I love it.
(Oksana Baiul, Russian skater, 1994 medalist)

The Opening Ceremony is something you remember for the rest of their life. That moment when you walk into the Olympic Stadium is a moment that I will never forget.
(Jeff Fenech, Australian Boxer)

The Olympics are a wonderful metaphor for world cooperation, the kind of international competition that's wholesome and healthy, an interplay between countries that represents the best in all of us.
(John Williams)

The Olympic Games must not be an end in itself, they must be a means of creating a vast programme of physical education and sports competitions for all young people.
(Avery Brundage, IOC President)

The purpose of the Olympics is to do your best. The only victory that counts is the one over yourself.
(Jessie Owens, US runner, 1936 gold medalist)

My doctor told me I would never walk again. My mother told me I would. I believed my mother.
(Wilma Rudolph, US runner, 1960 gold medalist)

The first thing is to love your sport. Never do it to please someone else. It has to be yours.
(Peggy Fleming, US figure skater, 1986 medalist)

For nations to want a lot of gold medals, as proof of national superiority, degrades the whole idea of competitive sports.
(Dick McTaggart, British Boxer)

I know why we’re here. We’re here to spread basketball internationally and make more money for someone. We’re going to win the gold medal, but there won’t be any life changing decisions because of it. Poor people will still be poor and racism and sexism will still exist.
(Charles Barkley, US athlete)

It’s not the free world vs communism any more. Now you take sides with sneaker companies. People see the Olympics as Nike vs Reebok.
(John Horan)

My wife likes Olympic sex… once every four years.
(Rodney Dangerfield, American comedian)

Sources:
* www.topendsports.com/events/summer/quotes.htm
* http://thinkexist.com/quotes/for/occasion/olympic/

Fair Play, Spectators and the Olympics

"You don't win silver. You lose gold." That was the message of a TV ad at the Atlanta Olympics. Such media messages combined with a "winning is everything" philosophy makes it harder than ever for adults to teach kids that it’s not whether you win or lose, but how you play the game that’s important. How can you instill good sportsmanship and offset the "win at all costs" philosophy?

* Be a Role Model.

Offer praise and encouragement for all athletes, including your child's opponents. Never berate or demean any athlete, coach or referee while watching a sports event. During the Olympics, what messages are you sending your child if you honor only athletes from your country while rooting against athletes from all other countries? Let your child see you model the philosophy that you don’t always need to win or be the best to enjoy playing sports.

* Watching and Learning

Whether you're watching the Olympics on TV or attending a high-school sports event, you can always find "teachable moments" regarding sportsmanship. Ask your child her opinions of: players who taunt their opponents; the costs to the team of a technical foul or of being ejected from a game for unsportsman-like conduct; and appropriate behavior of opposing players to one another after a game. In these "teachable moments" ask your child open-ended questions and listen more than you talk.

* Tips for Coaches

Sports coaches must model good sportsmanship and make it a core goal of their work. I recommend that all youth sports coaches engage their players in a discussion of good sportsmanship. A written contract, The Good Sportsmanship Code, should be given to every child and parent to sign. This should spell out what the coach expects from each player in terms of good sportsmanship. This should include:

* Cheating
* Losing one's temper
* Negative criticism of teammates, coaches, referees, and opposing players
* Blaming teammates for mistakes or for a poor team performance
* “Trash talk”, showboating, taunting opponents
* Arguing referees' calls and judgments
* Congratulating one's opponents after a game

Source: Tips to Play Fair By – C. Kendrick (2001)
www.parentingbookmark.com/pages/ArticleCK01.htm
<table>
<thead>
<tr>
<th><strong>Green ESL Resources</strong></th>
<th><strong>Facing the Future</strong></th>
<th><strong>Global Dimension</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://greeneslresources.weebly.com">greeneslresources.weebly.com</a></td>
<td><a href="http://www.facingthefuture.org">Facing the Future</a></td>
<td><a href="http://www.globaldimension.org.uk">Global Dimension</a></td>
</tr>
</tbody>
</table>

**Green ESL Resources** is a cool environmental education website designed by and for English language teachers that features a variety of ESL class activities, songs, videos and links on environmental themes.

**Facing the Future** is a highly regarded American global education website which features an educator’s zone, free teaching units, 60-second tours of global issues and a great *Fast Facts, Quick Action* page.

**Global Dimension** is a great UK resource designed to help teachers bring a global dimension to their schools. Click on “Curriculum Subject” to find some great global education resources for teaching.

<table>
<thead>
<tr>
<th><strong>Better World Links</strong></th>
<th><strong>U.N. Cyber School Bus</strong></th>
<th><strong>Better World Website</strong></th>
</tr>
</thead>
</table>

**Better World Links** 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.

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

**Better World** is a peace ed website featuring 5,000 resources on heroes, quotes, dates & issues, set up in memory of murdered peace activist Emily Silverstein by her father.

<table>
<thead>
<tr>
<th><strong>United Nations Works</strong></th>
<th><strong>Global Issues at ESL Etc.</strong></th>
<th><strong>Peace Boat</strong></th>
</tr>
</thead>
</table>

**United Nations Works** is a great global education website for teaching about global issues such as poverty, peace, human rights, gender and AIDS. Check out their celebrity *What’s Going On?* video series!

**ESL Etc.** is a great site dedicated to bringing global issues, global education and global activism into language teaching. It has free handouts, resources, podcasts and a teachers’ forum. Check it out!

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

<table>
<thead>
<tr>
<th><strong>Global Issues</strong></th>
<th><strong>Teachers Against Prejudice</strong></th>
<th><strong>World Wise Schools</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.globalissues.org">www.globalissues.org</a></td>
<td><a href="http://www.teachersagainstrejudice.org">www.teachersagainstrejudice.org</a></td>
<td><a href="http://www.peacecorps.gov/wws">www.peacecorps.gov/wws</a></td>
</tr>
</tbody>
</table>

**Global Issues** 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.

**Teachers Against Prejudice** is dedicated to fighting prejudice, hate and intolerance through education. Check out their great on-line list of recommended films and books!

**World Wise Schools** was set up by the United States Peace Corps to teach about world cultures and global issues. It has a rich variety of stories, resources and lesson plans.
Peace One Day
September 21, 2010

Peace One Day (POD) is an annual peace education campaign held each year to promote the United Nations’ International Day of Peace on September 21st. It aims to encourage people to teach and act for peace around the world.

- **Videos**: check out their on-line video clips or get their POD videos featuring world leaders and celebrities (Angelina Jolie, the Dalai Lama, Jude Law, Kofi Annan, Paul McCartney) which tell the inspiring story of UK film-maker Jeremy Gilley and his one-man global campaign to establish a worldwide UN-sponsored “Day of Peace”.

- **Teaching Resources**: access their free on-line POD resources for your classes. These include a free downloadable set of on-line classroom lessons designed to help young people explore issues of peace, non-violence, conflict resolution and intercultural cooperation, using Peace Day as a focus. Built by teachers to inspire and empower young people to make a difference in the world, POD education materials are now being used by 11,000 educators in over 175 countries.

- **Take Action**: Hear the voices of youth worldwide through on-line video clips, then join students, colleagues and friends in your school or community to celebrate International Peace Day and take action for a Global Truce on Sept. 21st. Show the POD film, organize an event or check their site for sample campaigns, commitments and ideas to try in your school or community.

Teaching about Ramadan
July 20 – August 18, 2012

Each year, Muslims around the globe celebrate the holy month of Ramadan by fasting from dawn to dusk and performing acts of charity. This year, Ramadan will last from July 20 – August 18. This is a great chance to teach your students about Islam, Ramadan, charity and fasting. Sample teaching activities and resources:

- do student research & presentations on Ramadan
- interview Muslim students about Ramadan
- discuss the impact of Ramadan and fasting on the Muslim athletes at the London Olympics
- invite students to fast from dawn to dusk, donate the money they would have spent on meals to charity, then report on the experience in English

**Books**
- *Ramadan – S. Douglass*
- *Celebrate Ramadan – D. Heiligman*

**Websites**
- Background: “Ramadan” [www.wikipedia.org]
- For kids: [www.kiddylounge.com/Ramadan/]
- BBC Ramadan Lesson [www.bbc.co.uk/schools/religion/islam/ramadan.shtml]

One World Week
Oct. 17-24, 2010
www.oneworldweek.org

One World Week (OWW) is an annual UK-based global education event which aims to promote social justice and raise awareness of our links to global issues. This year’s theme is *Sharing Destiny: Moving Towards One World* to create an equitable future for all. OWW invites teachers, students and schools worldwide to hold their own events that week. Access their site for:

- further information about this year’s theme
- free teaching materials, ideas and resources
- free publicity logos, flyers and brochures
- information on sample events around the world
- tips for how to organize your own OWW event

Start planning now for an event at your school!

**One World Week** [www.oneworldweek.org]
Box 2555, Reading, England, RG1 4XW UK
E-mail: enquiries@oneworldweek.org

New JALT Critical Thinking SIG

A new “Critical Thinking” Special Interest Group has officially been accepted as a forming SIG by the Japan Association for Language Teaching (JALT). The purpose of the group is to promote critical thinking in language education by providing a forum for interested teachers to share and discuss ideas, explore research opportunities and raise awareness of classroom activities and teaching pedagogies that elicit critical thinking among language learners. All JALT members are warmly invited to join. For details, contact:

**Roehl Sybing** <roehl.sybing@gmail.com>
Kanto International Senior High School
Shibuya-ku, Tokyo, JAPAN 151-0071
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Year</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete Book of the Olympics</strong></td>
<td>D. Wallechinsky</td>
<td>2012</td>
<td>$22</td>
</tr>
<tr>
<td>This fact-filled book is a complete guide to the history, issues, people and achievements of the Olympics.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How to Watch the Olympics</strong></td>
<td>D. Goldblatt</td>
<td>2012</td>
<td>$15</td>
</tr>
<tr>
<td>Watch like a pro using this thorough book that outlines the rules, strategy and history of each Olympic sport.</td>
<td></td>
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<tr>
<td><strong>London 2012 Games Fact File</strong></td>
<td>G. Newsham</td>
<td>2012</td>
<td>$12</td>
</tr>
<tr>
<td>This text for young readers provides great facts and photos on Olympic events, venues, stars and attractions.</td>
<td></td>
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</tr>
<tr>
<td><strong>G is for Gold Medal</strong></td>
<td>B. Herzog</td>
<td>2011</td>
<td>$11</td>
</tr>
<tr>
<td>This alphabet book for kids showcases Olympic history and events from Greece right up to the present.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Olympic Experience in Your School</strong></td>
<td>Clark</td>
<td>2004</td>
<td>$13</td>
</tr>
<tr>
<td>This cross-curricular K-3 activity book helps kids learn about Olympic history, traditions, ideals and sports.</td>
<td></td>
<td></td>
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<tr>
<td><strong>The Story of the Olympics</strong></td>
<td>M. Lacey</td>
<td>2008</td>
<td>$33</td>
</tr>
<tr>
<td>This informative Usborne reader uses fun cartoons to outline Olympic history, sports, events and heroes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Eyewitness Books: Olympics</strong></td>
<td>C. Oxlade</td>
<td>2005</td>
<td>$20</td>
</tr>
<tr>
<td>This glossy Olympic guide gives readers a great outline of the event’s history, sports, issues and traditions.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Ultimate 2012 Olympic Guide</strong></td>
<td>S. Messham</td>
<td>2012</td>
<td>$30</td>
</tr>
<tr>
<td>This glossy magazine tells you all you need to know about the sports, athletes and nations at London 2012.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Inside the Olympics</strong></td>
<td>N. Hunter</td>
<td>2011</td>
<td>$10</td>
</tr>
<tr>
<td>This gives an exciting overview of the history, development, athletes and controversies of the Olympics.</td>
<td></td>
<td></td>
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<tr>
<td><strong>Olympic Odyssey</strong></td>
<td>P. Cousineau</td>
<td>2003</td>
<td>$17</td>
</tr>
<tr>
<td>This classic book discusses Olympic ideals using inspiring tales of sportsmanship, dedication and passion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nazi Games</strong></td>
<td>D. Large</td>
<td>2007</td>
<td>$18</td>
</tr>
<tr>
<td>This book is a fascinating history of the clash of fascism and internationalism at the 1936 Olympics in Berlin.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Inside the Olympics</strong></td>
<td>R. Pound</td>
<td>2006</td>
<td>$19</td>
</tr>
<tr>
<td>An inside look at Olympic issues, scandals plus ideals of peace, fair play and international understanding.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Guide to the Olympic Games</strong></td>
<td>M. Crow</td>
<td>2012</td>
<td>$23</td>
</tr>
<tr>
<td>This pocket guide provides a brief history of the Olympics and an intro to 2012 events, sports and athletes.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Chalked Up: Inside Elite Gymnastics</strong></td>
<td>J. Sey</td>
<td>2009</td>
<td>$12</td>
</tr>
<tr>
<td>One US girl’s story of overzealous parents, merciless coaching, eating disorders and her Olympic dreams.</td>
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</tbody>
</table>

- Encyclopedia of the Summer Olympics - Fischer
- London 2012 Games Activity Book - Woods
- Olympic Games Ultimate Quiz Book - Wright
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
<table>
<thead>
<tr>
<th>COMING EVENTS CALENDAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 27 - Aug 12 Summer Olympics (London, UK)</td>
</tr>
<tr>
<td>Aug. 6 / 9 Hiroshima Day / Nagasaki Day</td>
</tr>
<tr>
<td>Aug. 9 World Indigenous Peoples Day</td>
</tr>
<tr>
<td>Aug. 15 Anniversary of the End of WWII</td>
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</tbody>
</table>

4 WW II <www.spartacus.schoolnet.co.uk/WWII.htm> <wikipedia> <www.besthistorysites.net/WWII.shtml>
5 Suicide Prevention: <www.save.org> <www.iasp.info> <www.stampoutsuicide.org.uk> <wikipedia>
7 International Day of Peace: <www.internationaldayofpeace.org> <www.peaceoneday.org> <wikipedia>


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**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

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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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