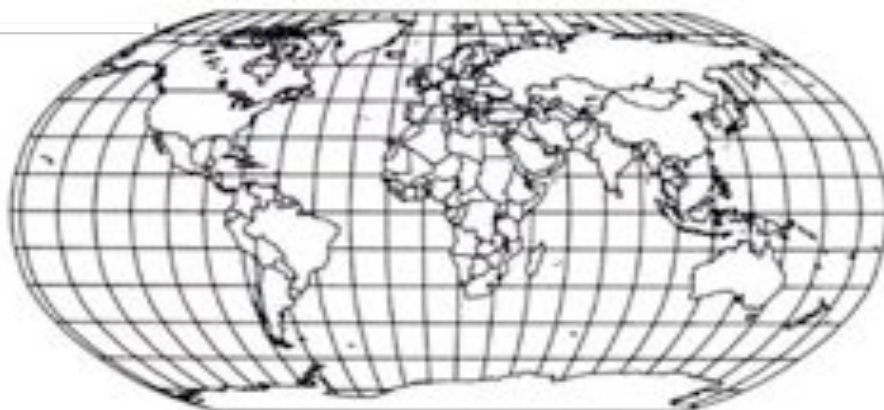


Newsletter of the "Global Issues in Language Education" Special  
Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

# GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

74<sup>th</sup>  
Issue

celebrating 74  
issues and 19  
years in print  
since 1990



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## NEWSLETTER #74

We're excited to welcome the new decade and start the new year with this winter 2009 edition of our *Global Issues Newsletter*. Our feature articles include (1) an EFL technique for promoting critical thinking through "lying" to students by Tim Grose, (2) a report by Greg Goodmacher on his trip to Cambodia, (3) an essay on critical literacy and skepticism by Gerry Abbott, and (4) a description by Douglas Meyer and Matthew Walsh of a school charity event they organized to deliver clothes and food to the homeless in Osaka. This issue also features a list of global issue calendars, teachable moments for 2010, a report on the recent KoTESOL 2009 conference held in Seoul last fall plus lots of global education news, events and information.

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

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# A N N O U N C E M E N T S

## Language Education Events

- **One World: World Englishes**  
Feb. 27 - 28, 2010 Phnom Penh (Cambodia)  
Cambodia TESOL <[www.camtesol.org](http://www.camtesol.org)>
- **Building Bridges: New Competences in EFL**  
March 12 - 14, 2010 Lleida (Spain)  
Website: [www.tesol-spain.org/convention2010/](http://www.tesol-spain.org/convention2010/)
- **Global Language Convention**  
April 8 - 11, 2010 Melbourne (Australia)  
Web: [www.wesleycollege.net/convention.cfm](http://www.wesleycollege.net/convention.cfm)
- **World Englishes Across Cultures**  
April 28 - 30, 2010 LIA (Bali, Indonesia)  
Proposals: Jan. 31 <[www.liaconferences.com](http://www.liaconferences.com)>
- **English as a Lingua Franca (ELF 3)**  
May 22 - 25, 2010 Univ. Vienna (Switzerland)  
Website: <http://elfconference.univie.ac.at/>
- **Broadcasting / Narrowcasting: Global English**  
June 28-30, 2010 FEELTA (Khabarovsk Russia)  
Proposals: Feb. 1<sup>st</sup> <<http://feelta.wl.dvgu.ru>>
- **Asia TEFL: English as a Global Language**  
August 6 - 8, 2010 Hanoi (Vietnam)  
Proposals: March 1<sup>st</sup> <[www.asiatefl.org](http://www.asiatefl.org)>
- **Tomorrow's Learners, Tomorrow's Teachers**  
Sept. 7 - 9, 2010 JACET (Miyagi, Japan)  
Proposal deadline: Feb 13<sup>th</sup> <[www.jacet.org](http://www.jacet.org)>
- **International Gender and Language (Igala 6)**  
Sept. 18 - 20, 2010 Tokyo (Japan)  
Proposals: Feb 14 <http://orc.tsuda.ac.jp/IGALA/>
- **First Conference on ELT in the Islamic World**  
Fall 2010 Tehran (Iran) Proposals: Feb 6, 2010  
Website: [www.ili.ir/e.prof.htm](http://www.ili.ir/e.prof.htm)

## Global Education Events

- **Intercultural Competence Conference**  
Jan. 29 - 31, 2010 Tucson, Arizona (USA)  
Website: [www.cercll.arizona.edu/icc\\_2010.php](http://www.cercll.arizona.edu/icc_2010.php)
  - **The Global University: Past, Present, Future**  
Feb. 5 - 6, 2010 Univ. of Wisconsin (USA)  
<http://gshe.global.wisc.edu/globaluniversity/>
  - **Education and Development Conference**  
March 5 - 7, 2010 Bangkok (Thailand)  
Proposals: Feb. 1 <[www.tomorrowpeople.org](http://www.tomorrowpeople.org)>
  - **Going Global: International Education**  
March 24 - 26, 2010 London (UK)  
Website: [www.britishcouncil.org/goingglobal](http://www.britishcouncil.org/goingglobal)
  - **IPRA 2010: Int'l Peace Research Association**  
Conference theme: *Communicating Peace*  
July 6 - 10, 2010 Sydney (Australia)  
Proposals: Feb. 26<sup>th</sup> [www.iprasydney2010.org](http://www.iprasydney2010.org)
  - **ACR: Association for Conflict Resolution**  
Sept. 1 - 4, 2010 Chicago, Illinois (USA)  
National conference <[www.acrnet.org](http://www.acrnet.org)>
  - **Summer Course: "Teaching for Peace"**  
Applications: March 1<sup>st</sup> (Kroc Peace Institute)  
June 13-18, 2010 (Notre Dame, USA) <http://kroc.nd.edu/newsevents/events/2010/06/13/614>
  - **IIEP 2010: Int'l Institute on Peace Education**  
July 12 - 18, 2010 Colombia (South America)  
Apply by: April 1 <[www.i-i-p-e.org/2010.html](http://www.i-i-p-e.org/2010.html)>
  - **NAAEE Environmental Education Conference**  
September 29 - October 2, 2010 Buffalo (US)  
Proposals: February 1, 2010 <[www.naaee.org](http://www.naaee.org)>
- More events listed at: [www.conferencealerts.com](http://www.conferencealerts.com)

### Haiti Earthquake Relief

<[www.cnn.com/impact/](http://www.cnn.com/impact/)>

HAITI

Join your students in fund-raising to help victims of the recent Haiti earthquake. Check out CNN's list of humanitarian groups that your donations can support: *Oxfam, UNICEF, Save the Children, Red Cross, Doctors Without Borders..*

### Hope for Haiti Now

<[www.wikipedia.com](http://www.wikipedia.com)>



*Hope for Haiti Now*, a Jan. 22<sup>nd</sup> charity concert, has raised \$58 million for earthquake victims. The concert, organized by George Clooney, featured celebrities such as Bono, Sting, Madonna, Stevie Wonder, Beyonce and Coldplay.

### Haiti Videos & Photos

< [www.youtube.com](http://www.youtube.com) >



*Youtube* provides a wide variety of photos, videos and reports on the recent Haiti earthquake. Have your students do searches on:

- "Haiti earthquake tribute"
- "Help Haiti"
- "Haiti earthquake photos"

## JALT GLOBAL ISSUES SIG OFFICERS FOR 2010

Here are our 2010 officers for the *Global Issues in Language Education* Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT). Please get in touch with us!

### ADMINISTRATIVE OFFICERS

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#### JOIN OUR GILE SIG TEAM

Wanted:     ▪ Chugoku Rep  
▪ Tohoku Rep   ▪ Other regions  
▪ project & website assistants

#### SIG Membership:

Tim Grose  
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11 Bunkyo-dai, Ebetsu-shi  
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#### SIG Website:

Albie Sharpe (Webmaster)  
<duckpond@gol.com>  
Brian Teaman (Support)  
<teaman@wilmina.ac.jp>



## WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

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

### Directory of Book Donation Organizations

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

### i EARN Egypt Book Request

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

### Vietnam Book Donation Project

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

### "Book Aid" South Africa Library Project

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

## HOW CAN I MINIMIZE MY ENVIRONMENTAL IMPACT?

### How to Save Paper in School

www.wikihow.com/Save-Paper-in-School

**How Teachers Can Save Paper:** www.ehow.com/how\_5781312\_save-paper-teacher.html

**WWF Site on Saving Paper:** www.panda.org/how\_you\_can\_help/greenliving/at\_home/save\_paper/

**Reduce  
Re-use  
Recycle**

**Zero Garbage** (in Japanese)  
http://3r-forum.jp/

**How to Become a Green School**  
www.greenschools.net/



## Let's Learn English With Obama!

The face of US President Barack Obama now adorns English teaching materials worldwide. The 'English with Obama' phenomenon is big in Japan where a CD of his speeches has sold half a million copies and popular books on sale include *Learn English Grammar from Obama*. Japanese CD buyers report being moved to tears by his speeches, despite being unable to understand much English beyond "Yes, we can!" A Japanese expert comments, "Obama's English is easy to understand because he pronounces words clearly and speaks at a slow pace."

"English? Yes We Can" by Matt Salusbury *EL Gazette* #359 Dec. 2009, UK. [www.elgazette.com](http://www.elgazette.com)

## EFL Ramadan Gift for Poor Saudi Women

The British Council in Jeddah, Saudi Arabia has donated sixteen 40-hour English courses to poor Saudi women and girls from low-income families. The students, selected by the Saudi Women's Welfare Center, included girls from local orphanages and under-privileged families. The selection criteria were motivation and hardship, rather than ability. Staffer Helen Glenn explained this was the British Council's gift to the local community to mark Ramadan, the Islamic month of fasting and charity.

"News in Brief: BC Gifts to Poor Saudis" *EL Gazette* #358 Nov. 2009, UK. [www.elgazette.com](http://www.elgazette.com)

## Literacy, Science and My Sinking House

by Wendy Church and Lauren McClanahan  
<[www.facingthefuture.org](http://www.facingthefuture.org)>

This article describes an ESL project on environmental issues which was designed for native Yup'ik students in Alaska. To make the project relevant to students' lives, the authors chose the theme of "climate change". The project was based on a teaching unit designed by *Facing the Future*. For the project, students were assigned to take photos of evidence of climate change visible in their village. Photos ranged from houses sinking into permafrost to birds with altered migration patterns. For their final presentation, students showed a video they made to pre-service EFL teachers at a local college. One student wrote, "If we don't do something, we could lose this beautiful land we have lived in for thousands of years".

*Essential Teacher* Vol. 6/3-4 October 2009 USA  
[www.tesol.org](http://www.tesol.org)

## To Understand Diverse Learners, Leave Your Comfort Zone

by Roberta Weber and Thomas Doyal  
Florida Atlantic University (USA)

This article cites research that shows many teachers are unprepared to teach culturally diverse classrooms and asks, "How can teachers gain empathy and understanding of students from other cultures? How can they become familiar with the difficulties of negotiating a different language?" The answer, the authors suggest, is for teachers to get a passport, choose a country and join a short or long-term study-abroad program. By studying in another country, even for just 2 weeks, teachers can begin to appreciate the challenges faced by their ESL students of living in a foreign culture.

*Essential Teacher* Vol. 6/3-4 October 2009 USA  
[www.tesol.org](http://www.tesol.org)

## Policy: Powerful or Pointless? The Role of Critical Literacy in Challenging Gender Stereotypes

by Elizabeth Ralfe <[ralfeel@ukzn.ac.za](mailto:ralfeel@ukzn.ac.za)>  
University of Kwa-Zulu Natal (South Africa)

Although South Africa's constitution is non-sexist, violence against women is rampant with assault, harassment and rape all too common at school. One study found that 1 in 3 Johannesburg schoolgirls had experienced gender violence. This article describes a 1-year English course designed on the theme of *gender and power* which aimed at developing critical literacy through the study of gender stereotypes in the media. The author calls on the Ministry of Education to give more support to gender empowerment in schools.

*Language Learning Journal* Vol. 37/3 Nov. 2009 UK  
[www.all-languages.org.uk/publications\\_journals.asp](http://www.all-languages.org.uk/publications_journals.asp)

## UK Politicians Teach English in Rwanda

Last summer, a team of British Conservative Party politicians flew to Africa to volunteer as EFL teacher trainers in Rwanda. The local teachers were French speakers who had minimal English but were expected to teach their classes solely in English. The politicians were surprised to learn that many trainees walked 15 kilometers to school each day and that the Rwandan Ministry of Education had not paid their promised allowance. After the politicians intervened, the allowances were paid and a Ministry official was fired.

"Caring Tories Teach EFL" by Matt Salusbury *EL Gazette* #358 Nov. 2009, UK. [www.elgazette.com](http://www.elgazette.com)





## JALT 2010 National Conference

Nov. 19 – 22, 2010 Nagoya, Japan

<<http://jalt.org/conference>>

The 36<sup>th</sup> annual conference of the *Japan Association for Language Teaching* (JALT) will be held this fall from November 19 – 22, 2010 on the theme of *Creativity: Think Outside the Box*. Take this chance to submit a presentation proposal on a global issues or global education theme! Details on the JALT website.

- Deadline for submissions: April 23, 2010

## Pan-SIG 2010: Call for Submissions

May 22 – 23, 2010 Osaka Gakuin University

<[www.pansig.org/2010/](http://www.pansig.org/2010/)>

This year's Pan-SIG conference will be held on the weekend of May 22-23 in Osaka, Japan on the theme *Learner Perspectives*. This event is co-sponsored by our *Global Issues* (GILE) SIG and by 10 other JALT Special Interest Groups. To submit a presentation on a global issues theme, go to the website or contact Matthew Walsh <[matthewisaacwalsh@gmail.com](mailto:matthewisaacwalsh@gmail.com)>.

- Deadline for submissions: February 15, 2010



## Int'l Association of Teachers of English as a Foreign Language

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

<[www.iatefl.org](http://www.iatefl.org)> <[generalenquiries@iatefl.org](mailto:generalenquiries@iatefl.org)>

### IATEFL 2010 CONFERENCE

*IATEFL's 2010 annual conference will be held from April 7 – 11, 2010 in the city of Harrogate, England. Sessions on global themes will include:*

- Teaching English for Sustainability
- The Globalization of English
- Bridging the Divide: Developing Countries
- Teaching English in Conflict Zones
- Challenging Themes: Radio English in Africa
- News of the World: Teach All About It
- Model UN: An International Dimension
- Global Languages: English & Football
- English for Economic Development?
- Self-assessment for critical global educators

### IATEFL's Global Issues SIG (GI-SIG)

Catch up on activities by IATEFL's GI-SIG at:

**Website:** <http://gisig.iatefl.org/>

**Chair:** Mike Solly <[mike.solly@yahoo.co.uk](mailto:mike.solly@yahoo.co.uk)>

## Key Internet Websites on Global Issues and Language Teaching



**JALT Global Issues SIG (Japan)**

[www.gilesig.org](http://www.gilesig.org)

**IATEFL Global Issues SIG (UK)**

<http://gisig.iatefl.org/>

**Korea TESOL Global Issues SIG (Korea)**

[www.kotesol.org/?q=globalissues](http://www.kotesol.org/?q=globalissues)



## Teachers of English to Speakers of Other Languages

700 S. Washington St, Suite 200,  
Alexandria, VA 22314-4287 USA

E-mail <[info@tesol.org](mailto:info@tesol.org)> Web: <[www.tesol.org](http://www.tesol.org)>

### TESOL 2010 CONFERENCE

TESOL's 2010 conference will be held from March 24–27 in Boston, Massachusetts on the theme of *Re-Imagining TESOL*. This international event will be a “green” conference using earth-friendly conference bags, public transport and the use of electronic conference information instead of paper documents. Sessions on global themes will include:

- Social Responsibility: What and Why?
- The Civil Rights of Language Learners
- A Radical Transition in Afghanistan
- TESOL Advocacy and Activism
- Global Awareness through Simulations
- Videos, Social Responsibility and Refugees
- Materials Writing for a Globalized World
- Re-Imagining ELT in the Age of Obama
- Teaching ESOL in the Prison Setting

### Social Responsibility Interest Section (SR-IS)

TESOLers for Social Responsibility is now a full Interest Section. If you're a TESOL member, please join and support this important new group!

**IS Chair:** Rob Clement <[robcanuk@gmail.com](mailto:robcanuk@gmail.com)>

Don't forget to renew your Global Issues

## MEMBERSHIP / SUBSCRIPTION

**JALT Members:** ¥1,500 per year

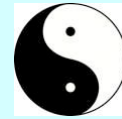
**Non-JALT:** ¥2,000 / US \$15 per year



# 17<sup>th</sup> KOREA TESOL CONFERENCE

Oct. 24 - 25, 2009 at Sookmyung Women's University (Seoul)

CONFERENCE THEME: *Pursuing Professional Excellence*



The 2009 national conference of the Korea TESOL association took place in Seoul from October 24 – 25, 2009. Below is a sampling of global issue presentations given by EFL teachers from Korea and elsewhere.

## Conference Presentations

### ***Language and Power in the Classroom***

This talk showed how to raise students' awareness of power and ideology in texts through an analysis of news reports on torture by US forces in the "war on terror". Will Lingle (Tongmyong University, Busan)

### ***Improving Awareness of Black Americans***

This talk argued that negative stereotypes of Black Americans in Korea have been generated by Hollywood movies and suggested ways to counter these. Kitai Justin Kim (Kkottongnae Hyundo Univ.)

### ***Teaching Gender Neutral Language in EFL***

This talk discussed a survey on Japanese students' awareness of sexist language, and argued that EFL teachers need to teach gender-neutral language. Chiyo Myojin (Kochi University of Technology)

### ***Professional Excellence; The Role of Ethics***

This talk outlined the ethical responsibilities of foreign language teachers and how ethical ELT requires texts and teaching which promote peace and international understanding. Maggie Lieb (Meiji Univ.)

### ***Cross-Cultural Awareness for Children***

This talk introduced the children's EFL textbook *Next Stop* and its aim to promote global awareness by showing children how English can be a passport to the world's cultures. Gilly Dempster (e-future)

### ***Apology and Forgiveness in EFL Coursebooks***

This talk analyzed apology and forgiveness in 20 EFL textbooks, and suggested practical ways to teach these so as to promote conflict resolution and reconciliation. Heidi Vande Voort Nam (Chongshin University)

### ***Real People, Real Places, Real Language***

This talk demonstrated a variety of ways to bring the world into the classroom using text, photos and video from *National Geographic* and the textbook *World English*. Michael Cahill (Cengage Learning Korea)

### ***English Hegemony and Democratic Praxis***

This talk discussed how educators can resist the hegemony of English through teaching approaches that promote ethics, inclusion and democracy. Barbara Waldern (Pusan University of Foreign Studies)

### ***Mock Trials and Moot Courts in EFL***

This talk explained how having students role-play lawyers, judges, juries and witnesses in Mock Trials and Moot Courts can promote language skills. In Seong Cho (CheongShim International Academy)

### ***Enhancing Critical Thinking in EFL***

This talk introduced a number of teaching ideas and activities aimed at promoting critical thinking, risk-taking, creativity and problem solving in the EFL classroom. Kostas Pexos (Bridge Learning Korea)

### ***The Asian Youth Forum (AYF)***

This talk introduced the *Asian Youth Forum*, an international EFL youth exchange program aimed at promoting language, leadership and cultural awareness. Kip Cates (Tottori University) <kates@rstu.jp>

### ***Building Reading Skills with Non-Fiction***

This talk discussed the importance of non-fiction content reading and explained how the EFL textbook series *Time to Read* can promote language skills and critical thinking. Hanna Jeong (Kyobo Book Center)

### ***Theme-Based Teaching and Learning***

This talk discussed the advantages of using theme-based teaching for young learners of English and outlined the key steps necessary to create a theme-based unit. Linda Fitzgibbon (Ajou University)

### ***Exploring Race Issues and EFL in Korea***

This talk reported on the results from the presenter's MA thesis documenting teacher experiences of racism in Korean EFL in classrooms, in hiring and in society. Manpal Sahota <manpalsahota@gmail.com>

### ***English Language Teaching and Globalisation***

This talk discussed the results of a survey of 200 foreign students from 31 countries about the language and cultural problems that they faced in Australia. Erlenawati Sawir (Central Queensland University)



## PAC 8 / KoTESOL 2010 Conference

Oct. 16 – 17, 2010 Seoul, Korea

<[www.kotesol.org/?q=PAC2010](http://www.kotesol.org/?q=PAC2010)>

The 9<sup>th</sup> annual Pan Asian Conference on foreign language education (PAC 9) will be hosted by Korea TESOL this fall. The conference will take place in Seoul from October 16 – 17, 2010 on the theme of *Advancing ELT in the Global Context*.

- Details at: [www.kotesol.org/?q=PAC2010](http://www.kotesol.org/?q=PAC2010)
- Deadline for submissions: May 31, 2010



## The Advantages of Lying to Your Students

by Tim Grose (Sapporo Gakuin University, Japan)



The title of this essay is provocative but the contents are mundane: it is simply a proposal that, through a series of classroom activities, we can promote more reflective, analytical and critical study skills. 'Lying' can also lead to dynamic classroom exchanges, collaborative learning opportunities and a clearer understanding of non-verbal clues (such as body language and facial expressions) and the important role they play in communication. 'Lying' is an emotive term. In these classroom activities, students are aware of what is going on and are participants in the process. Outright deception is not involved.

### **Dictation**

A few years ago, I was doing some dictation to a class of 25 university students. They were not English majors and neither their levels of motivation nor their levels of communicative proficiency was especially high. The sentence being dictated was:

*Another way of saying the greenhouse effect is 'global warming'.*

Halfway through the dictation, I substituted—on a whim-- 'global warming' with 'hotto motto' (a national lunchbox company had just changed its name to 'hotto motto'—it had been in the news but was not yet widely known). Twenty-three of the 25 students wrote 'hotto motto' without demur. Two looked up with quizzical looks and questioned what I'd said. This led to a discussion in which students became aware that they should pay more attention to what is being said to them.

A word of caution is necessary at this point. The purpose of this exercise is not to make students look foolish or belittle them, so it is recommended that teachers do not embark on this kind of work until they have developed a good rapport with the class. Also, it is generally the case that some students will pick up on the error. To use these individuals as a 'foil' to correct the 'error' can effectively deflect the directness of any implied criticism. In many cases, students laugh at their own lack of attention. With discretion, it should not be a problem.

How outrageous should the 'lies' be? This depends on the class and the kinds of reactions that the teachers wish to engender. As a general rule, on the first few occasions, they should be outstandingly obvious. Once students become accustomed to the

genre, 'lies' may be less obvious. This continuum can engender a different type of classroom language and behaviour. At the very least, however, 'lies' should not be obscure; students should either know the correct answer as a result of earlier studies or should have a reasonable chance of guessing what is true or not.

The real benefits of this activity become apparent on subsequent dictation activities. Students become much more alert and proactive in assessing whether there are discrepancies in the material being given to them. In my classrooms, they sit at tables in groups of four in order to encourage a collaborative learning atmosphere and to reduce stress levels of individual students. Thus, when they encounter something that they deem 'dubious', two possible scenarios ensue:

- ◆ Extroverts will challenge the teacher outright, almost always with the phrase, 'Really?' repeated several times while simultaneously studying the teacher's face for any visual clues as to whether he/she is telling the truth.
- ◆ Quieter students tend to consult each other before expressing their doubts either verbally or through quizzical or dubious looks.

In both cases, it is productive to throw the question back to the students. Ask them to consult their classmates around the table and come to some kind of consensus, an activity which promotes a degree of analytical reflection. At this stage, appropriate language may also be taught, including expressions such as 'I don't think it's true', or 'That sounds strange' etc., though with lower level classes, 'Really?' is overwhelmingly the phrase of choice.

### **True or False Statements**

This is a well-established teaching idea but it follows similar principles to the above and works well. Students are given a series of statements and are informed that some of them may be true and some may be false. How many are false is not specified. An example is given below.

*Which of the following sentences is/are not true?*

1. Arctic ice is melting.
2. Tropical rainforests are being cut down faster than they are being planted.
3. On average, Europeans live longer than Africans.
4. Birthrates are falling around the world.
5. The population of India has passed ten billion and is increasing.

6. Global spending on weapons has increased dramatically.
7. More than 50% of politicians are women.
8. Methane is produced by farming, cattle and cars.

Based upon what they have studied, students (in groups) will identify which sentences are false and then correct them. They first try to base their answers on memory and previously studied information, then, rather than have the correct answers confirmed by the teacher, are encouraged to search their textbooks or their notes for confirmation. By promoting a mood of enquiry among the group and allowing them to confirm their beliefs through their own resources, students develop a sense of autonomy and achievement which are the hallmarks of a 'good learner'.

### ***'Call My Bluff' Panel Game.***

Based upon a popular TV show, three students provide definitions or make statements about a topic. Two are false, one is true. The rest of the class has to identify the true version. Three students are given cards. Two have false statements, while one is true. For example:

Hokkaido is about half the size of Switzerland

Hokkaido is about the same size as Switzerland.

Hokkaido is about twice the size of Switzerland.

Each student reads their card aloud and the rest of the class/group has to identify which is correct. Students themselves know whether they are telling the truth or not, so this adds an aspect of fun to the exercise. Then they have to persuade the class that their version is correct. Students discuss the validity of each answer before coming to a group decision. I would like to have students make their own quiz questions but attempts to do so, so far, have not been successful as there is a tendency to produce statements that are either far too difficult or far too obvious. Depending upon class levels, however, I feel that this is an area worth exploiting.

### ***Anywhere in the class.***

As students become accustomed to these activities, deceptions can be gradually made more subtle or sophisticated, demanding more knowledge and/or analytical thought. In this respect, students should be forewarned that, each week, a false statement may be embedded anywhere in the class: in a handout, a listening exercise, a quiz or a graph.

or (if you are interested in improving students' spelling abilities) as a deliberate misspelling on the blackboard. Students must identify the statement and report it to you at the end of the class or in an e-mail.

### ***Why Lie?***

a. In some areas of their studies -- but particularly during dictation or when copying material from the blackboard -- students tend to work on 'autopilot'. There seems to be a psychological separation between the process of writing and the content of what is being written. To help students to overcome this and to concentrate more on the content of what they are doing, inserting demonstrably false material helps students to pay attention to meaning and not automatically absorb and copy everything in front of them.

b. This kind of activity helps to sharpen students' critical faculties. It helps them evaluate the authenticity (or otherwise) of what they hear. Also, the language associated with doubt, speculation, agreement, disagreement and assessment empower students with valuable discussion strategies.

c. Some students—especially those from a Confucian educational tradition-- are accustomed to believing that their teachers are 'infallible'. That the teacher invites challenges to his/her credibility creates a new class dynamic. The opportunity to challenge their teacher is a refreshing experience for many students. Also, I make genuine mistakes. When students uncover these, I feel we have both achieved something. Furthermore, this activity can be a gateway to introduce students to the idea that some 'facts' that they meet beyond the classroom, in newspapers or on TV, for example, may not be true. It can help them to understand that a healthy skepticism is an important part of the learning process both in the classroom and beyond it.

d. It is fun. Students enjoy trying to catch their teacher or their classmates in a lie. Trying to keep a straight face amidst a mass of disbelievers merely adds to the fun.

PS I hope you were paying attention. For example, 'misspelling' in line 3 above was misspelled. There may be others....

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*This article is based on a presentation by the author at the JALT 2009 conference in Shizuoka, Japan.*

### **Tim Grose**

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## Telling Lies: Some Practice Exercises for Students

**Level 1 (Easy)** Pairwork: Take turns reading out the statements and correcting your partner.

**Example:**

- A: The capital city of Japan is Osaka.  
 B: *No, it isn't.*  
*Sorry to interrupt you, but that's wrong.*  
*Excuse me, but that's not right.*
- *The capital city of Japan is Tokyo.*

1. The capital city of France is Berlin.
2. Christmas is celebrated on June 4<sup>th</sup>.
3. Bill Clinton is President of the United States.
4. People in Mexico speak Italian.
5. World War II ended in 1963.

**Level 2 (Intermediate)** Pairwork: Take turns reading the statements and correcting your partner.

**Example:**

- A: Japanese wear kimono.  
 B: *Excuse me. That's not correct. Actually...*
- *very few people wear kimono in Japan everyday.*  
*Most Japanese only wear kimono for weddings, funerals, festivals or other special occasions.*

1. Foreigners in Japan can't speak Japanese.
2. Japan is homogeneous – it has no minorities.
3. Women aren't smart enough to be leaders.
4. There were weapons of mass destruction in Iraq.
5. There's nothing we can do to solve global issues.

## Teachable Moments: Key Events in 2010



### XXII Winter Olympics Vancouver, Canada (Feb. 12 – 28, 2010)

The upcoming Olympics feature people, nations, flags and anthems from around the world. Make the most of this chance to teach for global awareness!

- [www.vancouver2010.com](http://www.vancouver2010.com)
- [www.wikipedia.org](http://www.wikipedia.org) “2010 Winter Olympics”



### Earth Day (April 22) 40<sup>th</sup> anniversary (1970 - 2010)

It's been 40 years since the first Earth Day was held in 1970. On this anniversary, join your students in study and action to work for a better future for the planet.

- [www.wikipedia.org](http://www.wikipedia.org) “Earth Day”
- [www.earthday.net/earthday2010](http://www.earthday.net/earthday2010)



### 2010 FIFA World Cup South Africa (June 11 – July 11, 2010)

Another major global event for 2010 is the World Cup soccer championships in South Africa. Start planning now to teach a lesson or unit about this.

- [www.fifa.com/worldcup/](http://www.fifa.com/worldcup/)
- [www.wikipedia.org](http://www.wikipedia.org) “2010 FIFA World Cup”



### 2010 World Expo Shanghai, China (May 1 – Oct. 30, 2010)

The 2010 World's Fair will be held in Shanghai this summer with pavilions from 200 nations and groups. Check the website or take students off to see it!

- [www.wikipedia.org](http://www.wikipedia.org) “Expo 2010 Shanghai”
- [www.expo2010.cn](http://www.expo2010.cn)



### Girl Guides 100<sup>th</sup> Anniversary (1910 - 2010)

Since 1910, the world Girl Guides movement has promoted physical fitness, survival skills and citizenship training among young women in 144 nations. Have your students study this unique organization and its work empowering girls.

- [www.girlguiding100years.org.uk/](http://www.girlguiding100years.org.uk/)
- [www.wikipedia.org](http://www.wikipedia.org) “Girl Guides”



### Annexation of Korea 100<sup>th</sup> anniversary (1910 - 2010)

2010 marks the 100<sup>th</sup> anniversary of Japan's 1910 annexation of Korea. Take this chance to teach Korean history, the Japanese colonial period and what people in both countries are doing to overcome the bitterness of the past.

- Wikipedia “Korea under Japanese rule”
- [www.nikkan100.net](http://www.nikkan100.net) • [www.mofa.go.jp](http://www.mofa.go.jp)



# Sceptical Inquiry, Reading Skills and Terrorism

by Gerry Abbott (University of Manchester, UK)



## Introduction

This article is a response to Alan Maley's thought-provoking paper in Issue #17 of the *IATEFL Global Issues SIG Newsletter*. Maley mentions religious fundamentalism and terrorism on the one hand, and Edward Said's faith in 'patient and sceptical inquiry' on the other. To practise such a spirit of enquiry is in effect to challenge a person or statement seen as an authority. Said would agree that this is one of 'the rational interpretative skills that are the legacy of humanist education'; nevertheless, it is not always and everywhere culturally acceptable.

## Challenging the ELT "Expert"

Although I am mainly concerned with the application of skeptical inquiry to reading texts, I shall begin with an example of personal challenge.

In 1960, as a young English teacher in Bangkok where I was ludicrously labeled an 'expert', I tried several times to teach my students to contradict me in English. Having drawn a bird on the blackboard, I would announce "That isn't a bird" and get them to chorus, "Yes, it is!" Or I would draw a white ball and say, "That's a black ball" to get them to retort, "No, it isn't! It's white." But this was just listen-and-repeat stuff. When I tried to get *real* contradictions out of the class, they were struck dumb. Until now, they had simply been obeying their teacher in an artificial exercise; their culture forbade them to challenge in real life any teacher, let alone one who was a visiting foreign "expert".

At about the same time, I was teaching the comparatives to a different Thai class. Several of my students started producing erroneous sentences such as *John's running faster than Tom's* and *He's older than I'm*. The best advice I could think of at the time was to give my students a hasty rule of thumb: "After THAN, there are no contractions." More than a decade later, I was reading a very influential paper by a famous applied linguist who made the following claim about learner interlanguage (IL):

*Most learners of English quickly learn the English rule of contraction which forms things like the concert's from the concert is, but these learners may overgeneralise this to produce sentences like 'Max is happier than Sam's'. The learner who produces contractions correctly in all environments must have learned this without 'explanation or instruction' since this constraint was discovered only recently.*

(Selinker, 1972).

When I came to this example, I paid particular attention because of that long-ago teaching experience in Bangkok. I read the passage again and realized that it was nonsense. After all, what Selinker was saying was that:

- (a) the applied linguist had only just discovered this rule, so
- (b) no teacher could have discovered it; but
- (c) any *learner* could have done so.

Now came proof that a reluctance to challenge is not limited to oriental cultures: there was no outcry from teachers of English anywhere – even from me. Were my international colleagues so respectful of a paper published in a respected international journal that they actually believed such poppycock? Did they feel insecure? Or were they only, like me, too lazy to object publicly?

## Challenging the political text

In political matters, treating a text with too much respect or being too lazy to object can lead to dangerous situations. Take Gobineau and Chamberlain, for instance, two very learned 19th century figures little-known in the English speaking world. Count Gobineau wrote a massive treatise in which he stated that, of the three main races (white, yellow and black), the white was superior – especially the Aryans, of whom the Teutons were the purest and best. Houston Stewart Chamberlain, an Englishman who had become a German citizen, was an enthusiastic follower. He too wrote a huge and influential work in his adopted language, further arguing that the Teuton was the only hope for the world and that the importance of a nation was directly proportional to the amount of genuinely Teutonic blood in its population. Recognising the importance of the Christian heritage, however, Chamberlain concluded that Jesus could not have been a Jew: he must have been an Aryan.

Was Chamberlain's nonsense laughed out of court? No. By the outbreak of World War II, it was in its 24<sup>th</sup> edition and had sold more than a quarter of a million copies. In fact, in his book *Mein Kampf*, Hitler expressed his regret that Chamberlain's observations had not been heeded during the Second Reich. Shirer (1959:103) considers Gobineau and Chamberlain important 'for their effect on the German mind, which they helped to direct toward the coming of the Third Reich' and consequently the

terrorism of the Holocaust. We can well understand how it was largely fear that led to the massive sales of *Mein Kampf* – as Shirer puts it, ‘few family households felt secure without a copy on the table’ (p. 81). But how was it that the views of those two 19<sup>th</sup> century men, writing for literate populations much earlier, were left unchallenged? Was it fear of a different kind that was involved? Fear of appearing to lack solidarity and patriotism, perhaps? Timidity in the face of a perceived authority? If so, can we say that fear or timidity may impair one’s reading comprehension skills?

### Challenging Religious Texts

In George Gershwin’s *Porty and Bess*, a character called Sportin’ Life sings about certain stories in the Bible such as the one about Jonah, who lived in a whale. Then comes the chorus:

*The things that you’re liable  
To read in your Bible  
They ain’t necessarily so.*

But texts of a religious nature have often been assumed to be perfectly true and consequently left unchallenged, relied upon unthinkingly. This applies to many adherents of the Abrahamic religions. The word *Islam* means something like ‘the peace that comes from submission to God in all things’. The Arabic text revealed to the prophet Mohammed, being of divine origin, has for at least a millennium been regarded by Moslems as unchallengeable. To surrender to God entails surrendering oneself to the text of the Qur’an. It is learnt by heart and generally regarded as literally true; and often these two features are transferred into the reading of other important texts, such as those I used in my English lessons in the Middle East. While any attempt to change or challenge the text of the Qur’an may be seen in some quarters as punishable by death (as Salman Rushdie will confirm), such a punishment may be seen elsewhere as an act of terrorism in itself.

Turning back to 16<sup>th</sup> century Christianity, we find William Tyndale translating the Holy Bible into English, his aim being simply to make the scriptures comprehensible to all without the need for intermediary interpretation. Here, too, the text was regarded as inviolable, so in 1536 he was strangled and burned at the stake as a heretic. Just 3 years later, it was possible to print the ‘Great Bible’ legally in English.

The challenges made to religion by scientific advances are well known. As Feynman (2001:254) puts it

*The spirit of uncertainty in science is an attitude towards the metaphysical questions that is quite different from the certainty and faith that is demanded in religion.*

In Europe, the Polish astronomer Kopernik concluded that Aristotle was wrong in supposing that the sun moved round the earth, and Galileo later came to the same conclusion. But his work was banned by the Catholic Church authorities, because it ran counter to the texts used in the universities they administered. These authorities might nowadays be called “fundamentalist”: they already knew the facts, so anyone contradicting them must be wrong and therefore actually or potentially evil. Though the Church did not execute Galileo, its terrorist Inquisition forced him to lie to the world by making a public recantation.

### Christianity and Judaism

In 1925, when the first volume of *Mein Kampf* appeared, a teacher called John Scopes was tried in Tennessee for teaching the theory of evolution put forward by Charles Darwin and Alfred Russell Wallace. It was a time of resurgent Christian (non-Catholic) fundamentalism in the southern United States, and the fundamentalist view was that the Holy Bible was accurate: the world was created in six days by God, probably in 4004 BC. Rocks known to be millions of years old were produced in Scopes’ defence, but to no avail. He was found guilty of questioning the Bible and thereby sowing sinful thoughts in the minds of his students. True, the verdict was later reversed, but only on a technicality. The fundamentalist conviction that the account of Creation in the Book of Genesis is *literally* true persists to this day in parts of the US, and Creationism is making a comeback even in British schools.

It is a belief in the literal truth of further Old Testament texts that has contributed to the current terrorism in the Middle East. In the *Torah*, (the first 5 books of the Bible), it is written that God promised Abraham, Isaac and Jacob that their offspring would possess the land of Canaan (*Joshua*, Chapter 1). By no means all Jews, whether Israeli or not, would subscribe to a literal interpretation of that text; but it is in the pursuit of that ‘promised land’ that Palestine is slowly being ethnically cleansed. This particular form of terrorism began long ago in the 1940s when Palestine was under British mandate. I am old enough to remember newsreel and newspaper accounts of the Irgun Gang’s killing of 91 people in the bombing of the Kind David Hotel in Jerusalem in 1946 and the Deir Yassin massacre of 1948, in which they wiped out a

village of 254 Palestinians. That gang was led by Menachem Begin, who became Prime Minister of Israel in 1977. In 1983, he handed the premiership to Yitzhak Shamir, who had led the Stern Gang in such terrorist acts as the assassination of the UN mediator, Count Bernadotte; and as I write, Ariel Sharon, another (former?) terrorist is allowing the slow ethnic cleansing to continue.

### Questioning the Labels

If they are to be skilful readers, our students have to learn to detect prejudice and bias in written texts. It is especially important to recognize and respond to the ways in which people and peoples are labeled. You may have noticed that in the previous paragraph I used the old British labels: in Hebrew, the groups are not known as ‘gangs’, and the participants would be called ‘freedom fighters’ rather than ‘terrorists’. Similarly, Ariel Sharon, who planned the 1982 invasion of Lebanon and was responsible for the massacres in the Sabra and Shatila refugee camps, today labels as ‘terrorists’ Palestinians who regard themselves as ‘freedom fighters’. Lind (2003:35) points out that the administration of George W. Bush was underpinned by the President’s fundamentalist ‘Bible Belt Christian Zionism’ whose aims include the establishment of a Greater Israel – an act which would entail the forceful expulsion of Palestinians, whether Christian or Moslem. I would label such an act as ‘ethnic cleansing’, unlike Christian evangelists in the US south and elsewhere who use *Joshua*, Chapter 1 as justification. If at this point you are experiencing a twinge of uneasiness, you are not alone. I am wondering if you are now labeling me as ‘antisemitic’, and my unease is probably similar to the phenomenon responsible for the popularity of Gobineau and Chamberlain: a fear of being seen as socially and political unacceptable.

### Finding Coded Messages

Perhaps the strangest reading strategy to employ when studying ancient texts like the Bible is to search for coded messages. A large advertisement in my daily newspaper (*The Guardian*, London) a few years ago was headed: *The Last Piece of the Jigsaw?* Being interested in puzzles, I read thorough its many column inches of small print. Among this verbiage I detected two major points. The first was a detailed political prediction concerning the USA, the UK and the UN, based on a reading of three verses from the Book of Revelation in the Holy Bible:

11. And the beast that was but is not, it is also an 8<sup>th</sup> King but springs from the 7 and it goes off into destruction.

12. And the 10 horns that you saw are 10 kings, who have not yet received a kingdom. But they do receive authority as kings one hour with the beast.

13. These have one thought, and so they give their power and authority to the beast.

(Revelation 17)

The prediction was explained as follows: “We believe that these 3 verses of Revelation contain the whole rise to power of the UN when the correct symbolism is employed: The Beast is the UN, the 8<sup>th</sup> King of the world. The 7 previous kings over God’s people are in order, the Egyptians, the Assyrians, the Babylonians, the Medo Persians, the Greeks, the Romans and the Anglo Americans...” and so on. There was a great deal more, but none of it meant anything to me. The second prediction was in Isaiah Chapter 30: it was about the fall of the Twin Towers on 9/11. I immediately took out my old Bible and read that chapter but, finding no mention of two towers, I stopped reading. (If you think your reading comprehension might be better than mine you can, according to the ad, write to the Lord’s Witnesses, PO Box 1 AL, London W1 1 AL for further information.) The Lord’s Witnesses were confident that the book of Revelation must contain literal truth in some form or other. My own view is that they had extracted coded messages that did not exist – not a reading skill that I would want to encourage among my students, despite the popularity of *The Da Vinci Code*.

### Conclusion

In my own culture, intelligent reading does not stop at the mere extraction of meanings; the meanings have to be considered and judged by the reader, and then either accepted, rejected or “put on hold”. Umberto Eco (1983) puts it succinctly when his sleuthing monk tells the novice Adso, “Books are not made to be believed, but to be subjected to enquiry.” I think teaching should be subversive in that it fosters such inquiry, but experience in various countries has left me with certain questions in my mind. When I encouraged students to disbelieve a statement by Squealer in *Animal Farm*, or to find fault with an author’s argument, did they transfer these skills to texts within their own cultures? If they did, was I guilty of cultural imperialism? Of subversion, even? And if they didn’t, what prevented them? Fear? I just wonder whether failure to evaluate reading matter



(especially religious texts) by exercising ‘rational interpretative skills’ and ‘patient and skeptical enquiry’ might lead to the adoption of fundamentalist attitudes, which in turn can find expression in terrorist activities.

What I have been stressing is the acute danger of unthinking literalism in the process of reading, whether of sacred or secular texts. To regard any scientific text as unchallengeable is incompatible with modern thinking; to regard a *religious* text as unchallengeable is in my view one step on the way to fundamentalism; and fundamentalists tend to further their ends by means other than scientific debate or friendly persuasion.

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## Shin-Eiken Association

< [www.shin-eiken.com](http://www.shin-eiken.com) >



*Shin-Eiken* is Japan's most active high school English teachers' association engaged in global, peace and human rights education. Check out their website above or subscribe to their monthly magazine *Shin Eigo Kyoiku* (in Japanese) for ideas on teaching global issues.

## Special Issues of “Shin Eigo Kyoiku” (New English Classroom)

Sanyusha Press [www.sanyusha-shuppan.com](http://www.sanyusha-shuppan.com)

No. 483 (Nov. 2009) “Empowering Teachers”

No. 484 (Dec. 2009) “Educating Human Beings through English”

To mark its 50<sup>th</sup> anniversary conference, Shin-Eiken has issued two special editions of its monthly magazine (in Japanese). Articles include:

- *Creative Teaching: Thinking About the Problem of Landmines* (483)
- *Interviewing Asian Students at Asia Pacific University* (483)
- *Writing English Peace Messages* (483)
- *Teaching with George Orwell's Novel “Animal Farm”* (483)
- *Conference Report: Laughter, Peace, Language and People* (484)
- *Enhancing our Power as Teachers and as World Citizens* (484)
- *Hunger in Africa and the Media: “A Vulture and a Child”* (484)
- *Reading Between the Lines: Mohawk Indians and the Ainu* (484)

## Valentine's Day

<[www.wikipedia.com](http://www.wikipedia.com)>

**February**

February 14th is Valentine's Day, a global celebration of love and romance. Why not use this special chance to raise students' awareness about social, cultural and historical issues associated with this day? A good place to start is Wikipedia.

## St. Valentine's Day Site

<[www.stvalentinesday.org](http://www.stvalentinesday.org)>



Check out this great comprehensive website to discover who St. Valentine was, to learn how to say “I love you!” in 100 languages and to find out about how Valentine's Day is celebrated in different countries around the world.

## Fair Trade Chocolates

<[www.globalexchange.org](http://www.globalexchange.org)>



**Global Exchange** works to promote peace, justice and human rights. Go to their website and do a search on “Valentine's Day” to learn about Fair Trade chocolate and to download their *Fair Trade Cocoa* classroom teaching unit.



## A Disturbing But Exhilarating Trip to Cambodia

by Greg Goodmacher (Oita Prefectural College, Japan)



### Cambodia TESOL

I decided to attend the 2009 Cambodian TESOL Conference after a colleague who'd gone the year before recommended it. Since I've had a long time interest in Cambodia, I planned enough time to explore the country after the conference.

Gazing at carvings of exotic *apsara* dancers and meandering around the jungle-surrounded ruins of Ankor Wat were experiences that I had dreamed of since my elementary school when I pored over *National Geographic* magazine pictures of dusty elephants and ancient temples with huge smiling faces. Years later, as an adult teaching Indochinese refugees in America, I learned of the massacre of millions by the Pol Pot regime, and met refugees who had experienced hell-like conditions, yet they were friendly, giving people who turned that teaching job into the most rewarding position I have yet experienced.

Socially and professionally, the conference was wonderful. I enjoy meeting people when I travel, and I thrive on professional development. Teachers from Vietnam, Thailand, Ireland, the U.S., Australia, and, of course, Cambodia shared food, smiles, and experiences with me. Many Cambodian teachers could not afford to attend this conference in their own country. Attendees from other countries were offered the option to sponsor local teachers. According to a local Cambodian magazine, the salaries of Cambodian high school teachers are equivalent to 25 U.S. dollars a month or the approximate price of my hotel room.

### Conference Presentations

The Cambodian teachers led the most practical, informative sessions; these lacked the bells and whistles of PowerPoint presentations, which many foreign teachers struggled with. The electrical facilities in many rooms were inadequate for powering both a computer and the fans that cooled the sweating foreigners. When a fan was turned on, the projectors would sigh and take a break.

One Cambodian teacher told me that many of the foreigners' presentations were interesting but the topics were too abstract to be practical, and he lacked teaching resources. He and I work in completely different environments. My Japanese college has an abundance of superfluous materials and equipment. One classroom in my college has three projectors and three large screens at the front. Only one screen is necessary, and there are school equipment and

computer functions that no one in my college ever uses or even comprehends. His school did not have any English language resources other than the textbook that he used with his students, so I later mailed him a large box of textbooks and magazines from Japan.

### The Tuol Sleng Genocide Museum

The conference ended with the 1,207 attendees going their own ways. The following day a small group of us went to visit the Tuol Sleng Genocide Museum in Phnom Penh, a former high school used as a torture center by the Pol Pot regime. From 1975 until 1979, approximately 20,000 people were forced to sign confessions for alleged treason. Few lived long after signing. One survivor painted pictures of the hell that he experienced, and his pictures are exhibited.

Being there was a powerfully disturbing educational experience. Torturers took photos of the inmates whose ages ranged from toddlers to senior citizens. The shock and pain in their eyes are concise testimony to lives that were cruelly ended. Rows of these unbelievable, but true, photos are displayed. Some of the old concrete walls and floors are still marked with blood. Classrooms that were turned into torture cells still have iron beds and torture equipment on display beneath pictures of men and women who passed away there. Skulls are also kept in one room.

Almost a year has passed since I saw the introductory video, walked those halls, stood mute in those rooms, and contemplated the extreme cruelty of the human race, and when I remember that building, my breath slows. I experience a mental impact like a body feels in a car crash.

My ancestors were Jewish, and all the members of my family in Europe except for one were killed in concentration camps. My remaining relative survived because of her beauty; she was forced to be a prostitute for the German SS. Perhaps, because of my family history, I feel compelled to attempt to understand the part of humanity that causes people to hurt others, and I want to educate my friends, family, and students about both the darkness and the light of humanity.

### Sihanoukville

The day after visiting the museum, we took a bus to the seaside resort of Sihanoukville where we enjoyed such delicacies as fresh barbecued fish, juicy pineapples, and spicy Thai and Cambodian dishes. The sand on the main beach was golden, and the sea refreshing. Small open-air restaurants lined the curving beach, where

begging landmine victims of many ages limped or crawled and impoverished children shuttled between sun-bathing Westerners and rich Asian tourists adorned with gold jewelry. I saw children running to eat and drink leftovers off restaurant tables.

### Street Children and Volunteer Work

My wife and I discussed whether we should give money to begging children, distribute food, or buy some of the trinkets that some were selling. A brochure from an aid agency recommended not giving or buying anything. The explanation was that their parents or other adults were using the children who would be better off in school instead of begging and selling items. Unsuccessful begging children would be returned to school. I am sure that there is some truth to those claims, but when I saw destitute families sleeping on the streets, I thought that the immediate need for food and shelter was more important than going to school. I vacillated. Sometimes I gave money or food, but I turned my back at other times.

A walk from the main beach brought us to plastic-laden beaches where we hesitated to walk barefoot because of the broken glass and bags with rotten substances. Back on the main road, we came across a scuba shop promoting an underwater cleanup activity by divers. We signed up.

The next day with other divers from a variety of countries we ate lunch on a remote island where the dive shop deposited us. Colorful chickens and ducks walked freely on the golden sand streets and smiling dark-skinned children swam naked or half naked in a blue sea in front of their homes. These islanders appeared to have a simple life, which includes no garbage disposal services. Out in the sea, amidst colorful coral and fish, we discovered, then hauled away bicycle tires, motorcycle parts, bottles, cans, and other non-biodegradable trash.

For travelers who want to do volunteer work in Cambodia, a tremendous variety of choices exist all across the country. These opportunities are advertised in guidebooks, on the walls of many small hotels, and by word of mouth. Some of the volunteer activities include cleaning up garbage, building homes, donating blood, helping in hospitals, and planting trees in

deforested areas.

### Visiting Ankor Wat

The last days of this fascinating trip were spent in and around the northern city of Siam Riep. Siam Riep is a lively town centered on tourists who come to visit the nearby UNESCO 1992 designated World Heritage Site, the Temples of Ankor. There are so many ancient buildings entwined with huge trees, intricate religious and sexual carvings on riverbeds and cliffs, and communities of people whose cultures are so fascinating that the five days we spent there were insufficient. This is where I went to see the awe-inspiring temple called Ankor Wat whose pictures had stimulated me as a child.

The temples and other ruins exposed me to the history of a highly sophisticated civilization that produced cultural artifacts worthy of being protected for all of humanity. However, for me, the most interesting cultural experiences were observing how residents of that area live next to these sites. Young couples in their finest Cambodian silk clothes have wedding photos taken at Ankor Wat. Around many of the world heritage sites are moats or ponds where residents were washing clothes or casting nets to catch fish, just like some of the wall reliefs showed people doing hundreds of years ago. Outside one temple, I was captivated by the music of a group of landmine victims playing instruments that had not changed in hundreds of years.

To be able to walk amidst the various temples that had captivated me as a young child peering into exotic travel magazines was an epiphany for me now in my late forties. Traveling in Cambodia was a disturbing but exhilarating experience that on a personal level reminded me of just how spoiled I am, how much I have left to discover in this world, and how much I need to learn about the family of humanity. As a teacher of global issues, it reminded me of the inequalities that exist on the Earth and stimulated my desire to do a better job of teaching about them.

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### The World Around Us



Wendy Royal  
Christine Hoppenrath

Wendy Royal's classic Canadian textbook "The World Around Us: Social Issues for ESL Students" is now available for purchase in Japan. This pioneering global education text for English language learners covers issues ranging from urban poverty, AIDS and youth violence to media bias, crime and intercultural marriage. Cost per book (shipping included) is 2,000 yen (US \$20). Buy a copy to check it out or order a complete class set for your spring teaching. To order, contact:

- ◆ In Japan or Asia: Kip Cates <kcates@rstu.jp>
- ◆ In North America: Wendy Royal <wendyroyal@hotmail.com>



## Think Globally and Act Locally: How to Organize a Charity Drive at Your School

by Douglas Meyer and Matthew Walsh (Momoyama Gakuin High School, Japan)



### Help for the Homeless

This past winter, two high school English teachers in Osaka organized a food and clothing drive for the homeless, and it was quite successful. We would like to share the process we used, in the hopes that you may undertake a similar project at your institution. Working in the education sector, we are in a unique position that makes doing something like this surprisingly easy and yet powerfully useful on many levels.

If you have it in your heart to try a project like this, you should be highly organized. Charity work can be quite time consuming. But with careful planning, it can take minimal time and be extremely rewarding. Let's look at some of the techniques that will help you to help others.

First of all, get support. If you have one or two like-minded co-workers at your institution, enlist their help. Initial duties will be setting a date for the used clothing drop-off, plus advertising and promotion. In selecting a date, consider the school calendar. Is it near exam time? Culture/sports day? If so, find a day that will not clash with regular school events. Late November or early December is recommended, since exams haven't started, but the weather will be getting cold.

Advertising and promotion should begin 3-4 weeks before the drop-off date, allowing an extended period for the message to sink in, and the collection box to fill up. We set up a large clearly marked clothing drop-off box near the school gate, making things convenient for students who contributed. Every other day, we collected bags of warm clothing (big and small) for temporary storage and boxing up. Posters, signs, word of mouth, and even the school broadcast club were used to constantly remind students to bring unwanted warm clothes for the homeless, to clean up their closets and make a difference for those in need. This double-pronged messaged was very effective. We left slogan-style messages on black-boards, and even handed out leaflets near the end!

The constant promotion paid off, and in the end, we had exceeded our best expectations. We had enough boxes of clothing (and food) to fill a 1-ton rental truck twice! Also on D-day (drop-off day), a few like-minded friends gathered to help prepare *onigiri* rice balls, a cheap but filling food. With a 10,000 yen donation by these friends, ingredients were bought,

rice cooked in the school cafeteria, and busy hands packed over 300 *onigiri*. The cafeteria even got on the bandwagon, and donated several sandwiches, which were very popular with the homeless! Generating this kind of excitement and boosting spirits is critical for success. This food accompanied dozens of boxes of clothes to Nishinari-ku, the ghetto of Osaka.

By the second time we arrived, a crowd had gathered, waiting to see what we had brought. A few dozen boxes of warm clothes, a few hundred *onigiri* and sandwiches made life a little easier for the estimated 400 homeless people. Not a bad day. Afterwards, our group went and celebrated the goodwill of man and the spirit of giving in an *izakaya* pub. No beer ever felt more deserved!

To document this activity, we took photos and made a slideshow, which we posted on the website *YouTube* (address below). We sent this link throughout the school, so that those who donated could see and feel good about their contributions, which is an important part of charity work.

### Social Action and Education

"How is this related to education?" you might ask. The simple goal here is awareness. During the drive, the educators involved encouraged students to donate. It may be something as simple as a two-sentence announcement at the beginning of a class. There would naturally be a few questions from the learners. *Where does the clothing go? Why are there so many homeless in that area of the city? How did those people end up in such a position?* The answers to these questions are complicated, but the questions are certainly the ones that need to be asked. I found it more productive not to offer input but rather to let other students interject their ideas. In the short time of an announcement before class and the few learners' utterances following, the group's ideas about these social issues were brought to the surface and examined by each individual. The context of the real time clothing drive enables this to happen in concrete, real world terms, and fosters awareness of these topics in a way that would be quite difficult without the link to reality that this kind of clothing drive creates.

UNESCO's Decade of *Education for Sustainable Development* (ESD) sets the goal of creating awareness of environmental, economic and social issues under the umbrella term "sustainability". A project like this certainly covers at least two of these spheres.



The ways in which this topic can be brought into the classroom are only limited by the imagination of the teacher.

In relating a project like this to *Global Issues in Language Education*, one is reminded of the adage *think globally, act locally*. It's easy to see the similarity between those who are marginalized on a local level (your local homeless) to those marginalized on the global stage. The social issues being faced are the same. With a project like this, you can not only educate your students about an important social problem, but also *empower* them to do something about it. Such an education is beyond any textbook, and will hopefully plant a seed within a small number who will pass on the knowledge of

what it means to truly make a difference in the world.

*The authors have prepared a You-tube video report on this charity project entitled "HATO 2\_ The Attack of the Warm Clothes". HATO stands for "Hands Across The Ocean". Check this out at:*

<> [www.youtube.com/watch?v=D2TqAYwShhc](http://www.youtube.com/watch?v=D2TqAYwShhc)

**Douglas Meyer and Matthew Walsh**

Momoyama Gakuin High School, Osaka

3-4-20 Higashi Hagoromo, Takaishi-shi, Osaka

E-mail: <[matthewisaacwalsh@gmail.com](mailto:matthewisaacwalsh@gmail.com)>

<[dougmeier32@hotmail.com](mailto:dougmeier32@hotmail.com)>

## HOMELESSNESS AND THE HOMELESS - TEACHING RESOURCES

### BOOKS

Kroloff, Charles (1993) *54 Ways You Can Help the Homeless*. Hugh Lauter. \$6

Temple, Gray (1991) *52 Ways To Help the Homeless People*. Thomas Nelson. \$18

Pearce, Q.L. (2008) *Hanna Taylor: Helping the Homeless*. (Young Heroes) Thomas Nelson. \$28

Greene, Robert (2005) *Cardboard Condo: How the Homeless Survive the Streets*. iUniverse. \$16

### MOVIES and DVDs

- *Homeless to Harvard: The Liz Murray Story*
- *Samaritan: The Mitch Snyder Story*
- *The Saint of Fort Washington*
- *Tokyo Godfathers*
- *The Fisher King*
- *City Lights*
- *The Homeless Home Movie*  
<[www.homelesshomemovie.org](http://www.homelesshomemovie.org)>
- PBS on-line documentaries <[www.pbs.org](http://www.pbs.org)>  
*Home at Last?* (2007) NOW  
*Homes for the Homeless?* (2009) NOW
- Photos <[www.picturethehomeless.org/](http://www.picturethehomeless.org/)>

### LESSON PLANS

Homeless Education: On-Line Lesson Plans  
[www.isbe.net/homeless/pdf/Lesson\\_Plan\\_Links.pdf](http://www.isbe.net/homeless/pdf/Lesson_Plan_Links.pdf)

A Day in the Life of a Homeless Person  
<http://learningtogive.org/lessons/unit119/lesson3.html>

How to Teach Kids About Homeless People  
<[www.associatedcontent.com](http://www.associatedcontent.com)>

### WEBSITES & NGOs

National Coalition for the Homeless (US)

<[www.nationalhomeless.org](http://www.nationalhomeless.org)>

Help the Homeless (UK)

<[www.help-the-homeless.org.uk](http://www.help-the-homeless.org.uk)>

Sanyukai (Japan)

[www.geocities.jp/world\\_of\\_510/english.html](http://www.geocities.jp/world_of_510/english.html)

Homeless Australia

<[www.homeless.org.au](http://www.homeless.org.au)>

### SONGS

- *Another Day in Paradise* (Phil Collins)
- *Homeless* (Paul Simon)
- *Fast Car* (Tracy Chapman)
- *Almost Home* (Craig Morgan)
- *Moments* (Emerson Drive)
- *Some People Cry* (Heather Haywood)
- *King of the Road* (Randy Travis)
- *He Calls Home* (Candlebox)
- *Johnny Ryall* (Beastie Boys)
- *Waltzing Matilda* (Australian folk song)

<> CD *Homeless in America; 21 Songs of Social Conscience for the 21<sup>st</sup> Century* <[amazon.com](http://amazon.com)>

### ESTIMATED NUMBERS

- Number of homeless worldwide = 500 million
- Number of homeless in Europe = 3 million
- Number of homeless in the US = 1 million
- Number of homeless in Canada = 150,000
- Number of homeless in Japan = 30,000
- Number of homeless in Osaka = 10,000

Sources: <[www.ehow.com](http://www.ehow.com)> <[www.wikipedia.org](http://www.wikipedia.org)>

## Who's Doing What?

### Global Issues Website: "Love-e.com"

Robert Seltman, an American educator in Kyoto, has created a great website for teaching about global issues. Topics covered range from peace and conflict, human rights and tourism to the United Nations, gender, refugees and the environment. Check it out at:

*Global Issues at Lov-e.com*  
<[www.lov-e.com/Global\\_1.html](http://www.lov-e.com/Global_1.html)>

**Robert Seltman** <[robert\\_seltman@kmug.org](mailto:robert_seltman@kmug.org)>

### Social Justice and Multilingual Education

Tove Skutnabb-Kangas, Robert Phillipson and their colleagues have just published a new book on how multilingual education can help to promote social justice. Order this on-line from Multilingual Matters, from Amazon or contact the authors below.

*Social Justice through Multilingual Education*  
by Tove Skutnabb-Kangas et al (2009) \$50  
<[www.multilingualmatters.com](http://www.multilingualmatters.com)>

**Robert Phillipson** <[rp.isv@cbs.dk](mailto:rp.isv@cbs.dk)>

### Book: *The English Teacher in Global Society*

Barbara Birch, a California linguist, has published a book analyzing the role that English teachers can play in working for peace, human rights and the environment. Order this on-line or contact her for more details.

*The English Language Teacher in Global Civil Society*  
by Barbara Birch (2009) Routledge Press. \$29  
<[www.routledge.com](http://www.routledge.com)> <[www.amazon.com](http://www.amazon.com)>

**Barbara Birch** <[bbirch@csufresno.edu](mailto:bbirch@csufresno.edu)>

### AJET SIGs involved with Global Issues

The Association for Japan Exchange and Teaching (AJET) runs three established Special Interest Groups (SIGs) that are directly related to global issues:

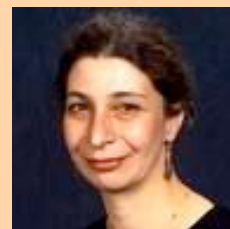
- ◆ Eco-SIG (teaching about environmental issues)
- ◆ Go MAD SIG (3<sup>rd</sup> World volunteering)
- ◆ Habitat for Humanity SIG (building homes)

AJET: <http://ajet.net/index.php>  
Eco-SIG: <http://beesig.web.fc2.com>  
Go MAD: [www.go-mad.org](http://www.go-mad.org)  
Habitat: <http://jetsetjapan.com/volunteerjet-habit.shtml>

### In Memoriam: Elise Klein (TSR / Teachers Against Prejudice)

<<http://frothquafer.wordpress.com/2009/11/09/elise-klein-rip/>>

Elise Klein, friend, guide, teacher and mentor, died recently. She was a force to be reckoned with. As President of *Teachers Against Prejudice* (TAP), she constantly strove to make the world a better place through education. She was a founder of the *TESOLers for Social Responsibility* Caucus (TSR) which she helped move forward to become a TESOL Interest Section. She was a presence at the annual TESOL English teaching conference and was slated to be on our Social Responsibility panel discussion this March in Boston. We'll carry on in her memory. She wouldn't have wanted us to waste time or energy on bereavement but to carry on the struggle. This is what we will do. It was a pleasure knowing her and it will remain a pleasure continuing the work she started. Wherever prejudice and discrimination rear their ugly heads, work remains to be done. Thank you, Elise, for showing us the way and reminding us that moral courage comes in many shapes and that the power of a good teacher is to right wrongs through education. You will be missed but your spirit will live on. – Rob Clement, UAE (President, TESOL Social Responsibility Interest Section) <[www.frothquafer.wordpress.com](http://www.frothquafer.wordpress.com)>



### Green Teacher

<[www.greenteacher.com](http://www.greenteacher.com)>



*Green Teacher* offers exciting teaching ideas, activities and resources to help you promote environmental awareness at your schools. Check out their website and subscribe to their magazine!

### Youth for Human Rights

[www.youthforhumanrights.org](http://www.youthforhumanrights.org)



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

### Teachers Against Prejudice

[www.teachersagainstoprejudice.org](http://www.teachersagainstoprejudice.org)



*Teachers Against Prejudice* is a US-based non-profit association dedicated to fighting prejudice, hate and intolerance through education. Go to their site to check out their list of recommended films and books!

**Olympic Teaching Ideas**< [www.gilesig.org](http://www.gilesig.org) >

*JALT's Global Issues SIG* has a great collection of EFL classroom activities for teaching about the Olympics. Check out Newsletter Issues #53 & #54 (2004) from the back issue archives on our website.

**Intercultural Press**<[www.interculturalpress.com](http://www.interculturalpress.com)>

*Intercultural Press* publishes great books on topics ranging from living abroad and culture shock to intercultural communication, individual country guides and cross-cultural training. Check out their site above!

**Global Concerns**[www.concernusa.org/public/GCP/](http://www.concernusa.org/public/GCP/)

*Global Concerns* is an innovative US high school project which promotes global awareness, critical thinking and action to solve humanitarian issues. Check out their classroom resources, projects and ideas.

**Global Stories**< <http://spiriatwork.net> >

*Global Stories* is an EFL textbook for English language learners which features picture stories with narratives about important global issues such as landmines, refugees, sweatshops and bullying. Order a copy now!

**Peace Boat**< [www.peaceboat.org](http://www.peaceboat.org) >

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

**New Internationalist**< [www.newint.org](http://www.newint.org) >

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

**Global Issues at ESL Etc.**< [www.esletc.com](http://www.esletc.com) >

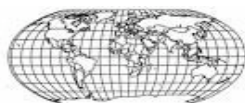
*ESL Etc.* is a great website dedicated to bringing global issues and activism into the field of language teaching. It has free handouts, resources, podcasts as well as a teachers' forum.

**Facing the Future**< [www.facingthefuture.org](http://www.facingthefuture.org) >

*Facing the Future* is a dynamic global education site which features an educator's zone, free teaching units, 60-second tours of global issues and a *Fast Facts, Quick Action* page.

**Oxfam Education**[www.oxfam.org.uk/education/](http://www.oxfam.org.uk/education/)

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

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

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

**U.N. Cyber School Bus**[www.un.org/Pubs/CyberSchoolBus/](http://www.un.org/Pubs/CyberSchoolBus/)

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

**Global Issues**<[www.globalissues.org](http://www.globalissues.org)>

*Global Issues* is a great informational website with 500+ articles on topics from ranging from military spending racism and Iraq to poverty, the environment and the arms trade.



## LANGUAGE TEXTBOOKS ON GLOBAL THEMES

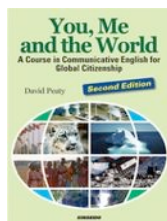
*Publishers are invited to send in sample copies of new books for publicizing in the newsletter. Readers interested in writing reviews of books should contact the editor.*



(1) **"You, Me and the World (2<sup>nd</sup> Edition)"** by David Peaty (2010: ¥2100)

Kinseido Publishing Ltd., 3-21 Jimbocho, Kanda, Chiyoda-ku, Tokyo 101-0051 Japan

Tel: 03-3263-3828 Fax: 03-3263-0716 text@kinsei-do.co.jp www.kinsei-do.co.jp



The new edition of this popular EFL textbook, sub-titled "Communicative English for Global Citizenship", aims to build English language skills through the study of global issues. Its 12 units address topics such as *waste and recycling, endangered species, rainforests, global warming, energy, developing countries, human rights, tourism, peace and conflict, gender issues, refugees and the UN*. Each 6-page unit features a warm-up quiz or survey, vocabulary work, reading, listening and discussion tasks and writing topics plus student-centred activities such as role plays, simulations and board games.

(2) **"Reading Contemporary America"** by C. Armstrong, A. Piccolo and G. Itakura (2010: ¥2100)

Shohakusha Ltd., 1-6-1 Iidabashi, Chiyoda-ku, Tokyo 102-0072 (2009: ¥2100)

Tel: 03-3230-4813 Fax: 03-3230-4857 info@shohakusha.com www.shohakusha.com



This 95-page EFL text, subtitled "Critical Views of Culture and Society", aims to improve Japanese students' English reading skills while promoting an awareness of current American social issues. Its 15 units cover topics such as: *myths of the American West, fast food, religion, guns, the US jury system, interracial marriage, Hollywood and 9/11, hate crimes and war and the media*. Each 6-page unit includes warm-up activities, a 2-page reading passage, comprehension questions, discussion topics and a research task.

(3) **"Health and Environment from VOA: How Everyday Life Affects Global Issues"**

by S. Yasunami & R. Lavin (2010: ¥1900) Shohakusha Ltd (contact information above at #2)



This 60-page EFL listening text features a variety of passages on the theme of health and the environment from *Voice of America* (VOA) radio. The book's 15 units include topics such as: *vitamin D, cancer, no-smoking cities, water conservation, clean coal, UNICEF, child safety, green rooftops and farming in Africa*. Each 4-page unit contains a vocabulary introduction, listening tasks, comprehension questions and translation exercises.

(4) **"Around the Globe: New Trends and Old Traditions"** by M. Asama, I. Yamashita and D. Eberl

Nan'undo Press, 361 Yamabuki-cho, Shinjuku, Tokyo 162-0801 (2010: ¥1785)

Tel: 03-3268-2311 Fax: 03-3269-2486 nanundo@post.email.ne.jp www.nanun-do.co.jp



This 65-page college EFL text builds English reading and listening skills while raising awareness of world cultures. Its 15 units include topics such as: *school in Australia, youth in China, education in Finland, ecology in Germany, global warming in Iceland, leisure in Korea, western influences in Kuwait, conflict in Tanzania, symbols in Thailand and security in the US*. Each 4-page unit has an introductory photo, reading passages and a dialog, comprehension questions, vocabulary work and a listening task.

(5) **"Exploring World Heritage on DVD"** by H. Tsukano, R. Benthuyssen, K. Ohyama (2010: ¥2300)

Seibido, 3-22 Ogawa, Kanda, Chiyoda, Tokyo 101 Tel: 03-3291-2261 <www.seibido.co.jp>



This 100-page DVD text for Japanese college students practices English language skills while stimulating interest in UNESCO World Heritage sites. Its 15 units include: *the Grand Canyon, Great Wall of China, Taj Mahal, Uluru, Paris, Machu Picchu, Medina of Fez, Cappadocia, Okinawa, Alhambra, Pompeii and Auschwitz*. Each 6-page unit contains a map and photo, a quiz introduction, pre- and post-DVD viewing tasks, conversations, a writing exercise, a research task and a history timeline.





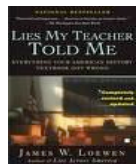
## BOOKS ON GLOBAL LINKS AND CRITICAL THINKING

In this issue, we profile a selection of books about lies, critical thinking and international connections as global education topics for the new year.



### Lies My Teacher Told Me

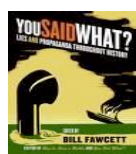
*Everything Your History Textbook Got Wrong*  
by J. Loewen (2007) Touchstone Publishing \$12



This classic book critiques common lies, myths and mistakes found in American history textbooks. Topics covered range from the Pilgrims to the Vietnam War. The author urges teachers to inspire students to think more critically.

### You Said What?

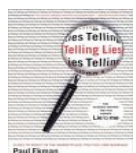
*Lies and Propaganda throughout History*  
by Bill Fawcett (2007) Harper \$14



Throughout history, governments, corporations, politicians and others have engaged in the time-honored pastime of lying for fun and profit. This is a fun collection of history's greatest lies, deceptions propaganda and frauds.

### Telling Lies

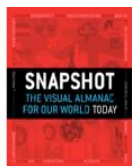
*Deceit in the Marketplace, Politics & Marriage*  
by Paul Ekman (2009) W.W. Norton \$17



This book, based on the TV series *Lies to Me*, describes how language, facial expressions and how people hold their bodies can be read to tell whether they are lying or telling the truth. Study up and learn to spot lies and deception!

### Snapshot

*The Visual Almanac for our World Today*  
By CIRCA (2009) Mitchell Beazley \$20



This reference book is a great source of up-to-date info on our world, with 350 pages of photos, graphics and text on global themes such as AIDS, war, terrorism, gender, crime, debt, energy media, culture and religion. Highly recommended!

### The Teen Guide to Global Action

by Barbara Lewis (2007) Free Spirit \$13



This book, subtitled *How to Connect with Others to Effect Social Change*, gives examples of how youth worldwide are acting to fight hunger and poverty, promote health and human rights, save the environment and work for peace.

### Trigger Issue Series

<[www.newint.org](http://www.newint.org)> <[www.amazon.com](http://www.amazon.com)>

Introduce your students to global issues through this dynamic new series of readers which profile well-known objects that have had a far-reaching impact on the modern world. Each item is explored through its effects on society and its often surprising cultural connections. Exposing topical items in a new light, these are short, sharp, provocative books available at a great price!

### T-Shirt

by Troth Wells (2008) \$9

Investigate the story of the humble T-shirt and its connections to sweat shops, Africa and social protest.



### Football

by Chris Brazier (2007) \$9

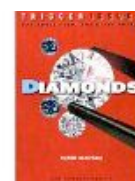
Read about the history and politics of this global sport and its links to child labor, fame and media barons.



### Diamonds

by Nikkie van der Gaag (2007) \$9

Study the global impact of diamonds, from Africa to Israel to Russia, and their link to the world's rich and poor.



### Mosquito

by Richard Swift (2007) \$ ?

Learn how the small, lowly mosquito impacts health, history and happiness from Rome to Panama to Zambia.



### Condom

by Paul Allen (2008) \$9

Discover the history of the condom, and the social, political and cultural issues linked to contraception.



### Kalishnikov (AK-47)

by Gideon Burrows (2007) \$6

Find out how the world's 90 million AK-47 rifles impact issues ranging from child soldiers to civil wars.





## 2010 GLOBAL CALENDARS

If you haven't already done so, now is the time to order your global education almanacs, calendars, date-books and diaries for the year 2010!



### (1) 2010 AMNESTY INTERNATIONAL CALENDAR

Amnesty International, 322- 8th Avenue, New York, NY 10001 US

Web: [www.amazon.com](http://www.amazon.com) or [www.amnesty-usa.org](http://www.amnesty-usa.org) Price: \$14

This 2010 Amnesty International calendar features stunning images of global harmony and our shared humanity from around the world. Get their *Amnesty International Diary Agenda* planner, too! (\$13)



### (2) 2010 NEW INTERNATIONALIST (NI) CALENDAR

New Internationalist, Tower House, Lathkill St, Market Harborough LE16 9EF UK [www.newint.org](http://www.newint.org) or [www.ni-japan.com/jgoods.htm](http://www.ni-japan.com/jgoods.htm)

- The *NI One World Calendar* (\$24.95) features positive, inspiring photos of people, countries and cultures from around the world.
- The *NI One World Almanac* ((\$23.95) is a datebook and personal organizer with world photos, country profiles and global data.

### (3) 2010 J.E.E. ECO-CALENDAR

Japan Environmental Exchange (JEE), 34 Minami Kamifusa-cho,

Koyama, Kita-ku, Kyoto 603-8149 JAPAN Tel/Fax: 075-417-3417

E-mail: [info@jeeeco.org](mailto:info@jeeeco.org) Website: [www.jeeeco.org](http://www.jeeeco.org)

This 2010 bilingual English-Japanese calendar features information and cartoons on environmental themes plus global issue dates for the entire year. This year's theme is "For Our Planet's Future." (900 yen)

Japan Environmental Exchange  
日本環境保護国際交流会



### (4) 2010 WAR RESISTERS SPARK CHANGE CALENDAR

War Resisters League, 339 Lafayette St, New York 10012 (\$15)

E-mail: [wrl@warresisters.org](mailto:wrl@warresisters.org) Website: [www.warresisters.org](http://www.warresisters.org)

WRL's 2010 calendar features a collection of the world's most provocative socio-political posters dealing with social issues of war and peace. It also includes a comprehensive directory of US peace and justice organizations.

### (5) OTHER 2010 GLOBAL CALENDARS

- ◆ [www.google.com](http://www.google.com) Do a google search on "2010 peace calendars" to see the wide variety of peace calendars now available for purchase.
- ◆ [www.housmans.com](http://www.housmans.com) Get a copy of the UK *Housmans Peace Diary 2010* which lists over 2000 peace and global issue NGOs
- ◆ [www.calendars.com](http://www.calendars.com) This website features over 2,000 calendars including calendars from famous NGOs such as the Sierra Club, Greenpeace and WWF.



### ON - LINE GLOBAL CALENDARS



- UN Calendar: [www.un.org/Pubs/CyberSchoolBus/calendar/](http://www.un.org/Pubs/CyberSchoolBus/calendar/)
- Global Dates: [www.educ.uvic.ca/Faculty/sockenden/calendar/intdays.html](http://www.educ.uvic.ca/Faculty/sockenden/calendar/intdays.html)
- Earth Calendar: [www.earthcalendar.net](http://www.earthcalendar.net)
- World Dates: [www.globaldimension.org.uk/calendar/](http://www.globaldimension.org.uk/calendar/)



## GLOBAL EDUCATION MATERIALS FOR PURCHASE



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

### DVD on "A Culture of Peace"

Learn how to promote peace and conflict resolution in your class using ideas developed at the US Institute of Peace. ¥1000 / \$10

### Book "The World Around Us"

Get a copy of this classic ESL text from Canada full of ideas & classroom activities for teaching about social issues. ¥2500 / \$25

### United Nations Activity Book

This teacher's handbook features a rich variety of class activities for teaching about the UN and its work on global issues. ¥1000 / \$10

### Global Perspectives (IACET)

This 50-page book (in Japanese) has articles on global education, critical thinking, peace and conflict resolution. ¥500 / \$5

### **Fair Trade Goods**

Bring Third World goods into your school at "fair trade" prices.

\* [www.peopletree.co.jp](http://www.peopletree.co.jp)

\* [www.worldfairtradeday09.org/](http://www.worldfairtradeday09.org/)

### **Peter's World Map**

Decorate your classroom with this global education map.

[www.petersmap.com/table.html](http://www.petersmap.com/table.html)



## GLOBAL EDUCATION RESOURCES



*Contact the organizations below for information on their latest teaching materials.*

**American Forum for Global Education:** books on global education, world cultures and global awareness

American Forum for Global Ed., 120 Wall St. Suite 2600, New York 10005, USA [www.globaled.org](http://www.globaled.org)

**Amnesty International (AI-USA):** books, reports, videos on human rights and human rights education

Amnesty International USA, 322 8th Avenue, New York 10001, USA Web: [www.amnestyusa.org](http://www.amnestyusa.org)

**Anti-Defamation League of B'nai B'rith:** teaching resources on ethnic minorities and prejudice reduction

Anti-Defamation League, 823 U.N. Plaza, New York 10017, USA Website: [www.adl.org](http://www.adl.org)

**Center for Teaching International Relations:** primary & secondary texts on world cultures / global issues

CTIR, University of Denver, 2199 S. University Blvd, Denver, CO 80208, USA Web: [www.du.edu/ctir/](http://www.du.edu/ctir/)

**Educators For Social Responsibility (ESR):** teaching resources on war, peace and conflict resolution

ESR, 23 Garden Street, Cambridge, MA 02138, USA Fax: 617-864-5164 Web: [www.esrnational.org](http://www.esrnational.org)

**International Education Resource Center (ERIC):** Japanese resources on global education / global issues

ERIC, Cosmo Nishi Sugamo 105, 1-93-5 Takinogawa, Kita-ku, Tokyo 114-0023 Web: [www.eric-net.org](http://www.eric-net.org)

**Intercultural Press:** books and videos on cross-cultural communication, world cultures and study abroad

Intercultural Press, PO Box 700, Yarmouth, Maine 04096, USA Web: [www.interculturalpress.com](http://www.interculturalpress.com)

**National Geographic Society:** books, maps, DVDs and CD-Roms on global awareness and world cultures

National Geographic, Box 98199 Washington, D.C. 20090-8199 US [www.nationalgeographic.com](http://www.nationalgeographic.com)

**New Internationalist:** maps, atlases, books, posters, CD-Roms on world development and global issues

New Internationalist, Box 1143, Lewiston, New York 14092 USA Website: [www.newint.org](http://www.newint.org)

**Oxfam Education Catalog:** teaching packs, posters and games on Third World and development issues

Oxfam Education, 274 Banbury Road, Oxford OX2 7DZ, UK Web: [www.oxfam.org.uk/education/](http://www.oxfam.org.uk/education/)

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

Peace Ed. Foundation, 1900 Biscayne Blvd Miami 33132 US Fax 305-576-3106 [www.peace-ed.org](http://www.peace-ed.org)

**Peace Resource Project:** bumper stickers, buttons, T-shirts & coffee mugs on peace and global issues

Peace Resource Project, Box 1122 Arcata, CA 95518-1122 USA Website: [www.peaceproject.com](http://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](mailto:access@socialstudies.com)> Web: [www.socialstudies.com](http://www.socialstudies.com)

**Stanford Program on Int'l & Cross-Cultural Education:** texts on world cultures & global issues

SPICE, Stanford University, Littlefield Center 14C, 300 Lasuen St., Stanford, CA 94305-5013, USA

Tel: 415-723-1114 or 800-578-1114 Fax: 415-723-6784 Website: <http://spice.stanford.edu/>

**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/bookstor/index.html](http://www.un.org/Pubs/CyberSchoolBus/bookstor/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](http://www.panda.org)

# COMING EVENTS CALENDAR

Jan 27	Holocaust Memorial Day <sup>1</sup>	Feb 22	Int'l Corporate Philanthropy Day <sup>5</sup>
Feb 12-28	2010 Vancouver Winter Olympics <sup>2</sup>	Mar 8	International Women's Day <sup>6</sup>
Feb 15-21	Random Acts of Kindness Week <sup>3</sup>	Mar 21	Eliminate Racial Discrimination Day <sup>7</sup>
Feb 21	International Mother Language Day <sup>4</sup>	Mar 22	World Day for Water <sup>8</sup>

1 Holocaust: <[www.ushmm.org](http://www.ushmm.org)> <[www.vhf.org](http://www.vhf.org)> <[www.hmd.org.uk](http://www.hmd.org.uk)> <[www.urban.ne.jp/home/hecjpn/](http://www.urban.ne.jp/home/hecjpn/)>  
2 Olympics: <[Wikipedia: 2010 Olympics](http://Wikipedia:2010Olympics)> <[www.vancouver2010.com](http://www.vancouver2010.com)> <[www.teachervision.fen.com](http://www.teachervision.fen.com)>  
3 Kindness: <[www.actsofkindness.org](http://www.actsofkindness.org)> <[www.worldkindness.org.sg](http://www.worldkindness.org.sg)> <[www.kindness.jp](http://www.kindness.jp)> <[Wikipedia](http://Wikipedia)>  
4 Mother Language: <[www.un.org/Depts/dhl/language/](http://www.un.org/Depts/dhl/language/)> <[Wikipedia: International Mother Language Day](http://Wikipedia:InternationalMotherLanguageDay)>  
5 Corporate Philanthropy Day: <[www.corporatephilanthropy.org](http://www.corporatephilanthropy.org)> <[Wikipedia: philanthropy](http://Wikipedia:philanthropy)>  
6 Women's Day: <[Wikipedia: International Women's Day](http://Wikipedia:InternationalWomen'sDay)> <[www.isis.aust.com/iwd/stevens/contents.htm](http://www.isis.aust.com/iwd/stevens/contents.htm)>  
7 Racism: <[www.un.org/cyberschoolbus/iderd/](http://www.un.org/cyberschoolbus/iderd/)> <[www.un.org/cyberschoolbus/racism2001/orglinks.asp](http://www.un.org/cyberschoolbus/racism2001/orglinks.asp)>  
8 Water: <[Wikipedia: World Water Day](http://Wikipedia:WorldWaterDay)> <[www.unwater.org/worldwaterday/](http://www.unwater.org/worldwaterday/)> <[www.worldwaterday.org](http://www.worldwaterday.org)>  
\* More dates: <[www.countmeincalendar.info](http://www.countmeincalendar.info)> <[www.educ.uvic.ca/Faculty/sockenden/calendar/intdays.html](http://www.educ.uvic.ca/Faculty/sockenden/calendar/intdays.html)>

## 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 2010)

\* JAPAN SUBSCRIBERS: JALT GILE SIG (200) GLOBAL ISSUES NETWORK (100) = 300

\* INTERNATIONAL SUBSCRIBERS (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...) = 150

### 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@rstu.jp](mailto:kcates@rstu.jp)> <[www.gilesig.org](http://www.gilesig.org)>

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