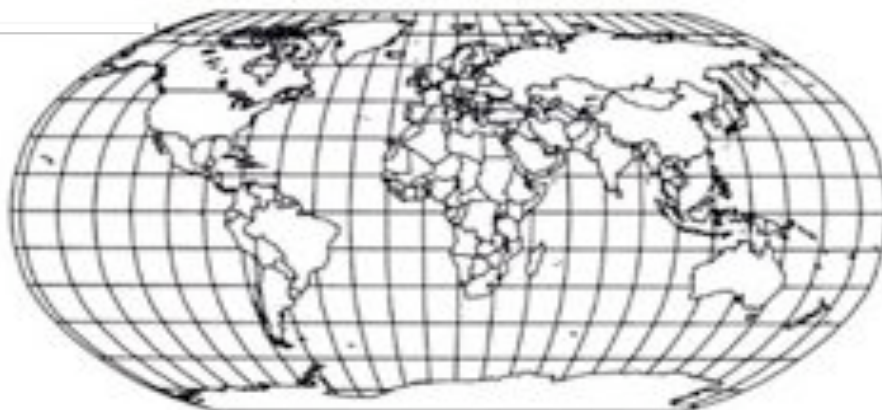


Newsletter of the "Global Issues in Language Education" Special
Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

75th
Issue

celebrating 75
issues and 20
years in print
since 1990



Kip A. Cates, Tottori University, Koyama, Tottori City, JAPAN 680-8551
E-mail: kcates@rstu.jp Work Tel/Fax: 0857-31-5148
Website: www.gilesig.org Check out back issues on our homepage!

NEWSLETTER #75

The year 2010 commemorates the 20th anniversary of our *Global Issues in Language Education Newsletter*. This edition marks our 75th issue in print. To mark this, we'd like to pay tribute to the many teachers in Japan and worldwide who have contributed to our newsletter and helped to promote global education in the field of language teaching. Our feature articles this issue include (1) a description by Robert Taferner of a thematic EFL course designed around Nobel prize winners, (2) a report by Nuria Villalobos and Olga Chaves on an EFL program in Costa Rica which engages students in social justice projects, and (3) a description of an English peace education course for Japanese students by Jennifer Yphantides. This issue also includes teaching ideas for the World Cup in South Africa, a report on TESOL 2010 plus lots of global education news, ideas and information.

◆ **REMINDER:** After 20 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

- **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. 1st <<http://feelta.wl.dvgu.ru>>
- **Foreign Languages and Cultures at School**
July 1 - 2, 2010 Nitra (Slovak Republic)
Website: <www.klis.pf.ukf.sk/en/>
- **Awareness: Language, Culture, Literacy**
July 25 - 28, 2010 Kassell (Germany)
Website: www.uni-kassel.de/go/ala2010
- **Asia TEFL: English as a Global Language**
August 6 - 8, 2010 Hanoi (Vietnam)
Proposals: March 1st <www.asiatefl.org>
- **Tomorrow's Learners, Tomorrow's Teachers**
Sept. 7 - 9, 2010 JACET (Miyagi, Japan)
Proposal deadline: Feb 13th <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

Global Education Events

- **Censorship in English Speaking Countries**
May 27 - 28, 2010 Rennes (France)
www.sites.univ-rennes2.fr/ace/Bienvenue.html
- **Cultural Communication, Multicultural Ed.**
May 27 - 29, 2010 Bekescsaba (Hungary)
Website: <www.eduscience.hu/3rd.html>
- **International Peace Research Association**
July 6 - 10, 2010 IPRA Sydney (Australia)
Website: <www.iprasydney2010.org>
- **ACR: Association for Conflict Resolution**
Sept. 1 - 4, 2010 Chicago, Illinois (USA)
National conference <www.acrnet.org>
- **NAAEE Environmental Education Conference**
September 29 - October 2, 2010 Buffalo (US)
Proposals: February 1, 2010 <www.naaee.org>
- **Intercultural Learning for a Global World**
Oct. 17, 2010 (JII, Tokyo) Proposals: July 30
www.japanintercultural.org/conference2008.aspx
- **National Forum on Character Education**
October 28-30, 2010 (San Francisco, USA)
Website: <www.character.org>
- **Uniting Cultures through Education**
Dec. 1 - 3, 2010 (Rome) Proposals: May 21
Website: <<http://theworldwideforum.org>>

JALT Pan-SIG 2010 Conference: *Learner Perspectives*

May 22 - 23, 2010 at Osaka Gakuin University <www.pansig.org/2010/>

This year's JALT Pan-SIG conference will be held May 22 - 23 at Osaka Gakuin University on the theme *Learner Perspectives*. This 2-day event is sponsored by 2 chapters and 12 *Special Interest Groups* of the *Japan Association for Language Teaching*. JALT's *Global Issues* SIG will run its own strand of sessions including a plenary talk, workshops and posters. All interested teachers are invited to attend. For details, see the Pan-SIG website. Join us for a dynamic weekend of global education people, ideas and activities!

- ◇ Day 1: May 22 (Saturday) ▪ Registration: 9:00 - 9:55 am ▪ Sessions: 10 am – 6 pm
 ◇ Day 2: May 23 (Sunday) ▪ Registration: 9:30– 10:25 am ▪ Sessions: 10:30 am – 4 pm

Plenary speakers: ▪ May 22 (Sat) Kip Cates: *Teaching for a Better World*
 ▪ May 23 (Sun) Mary Noguchi: *ESP Bilingualism* / Larry Davies: *Learning Networks*

Global issue presentations:

- | | |
|--|---|
| <ul style="list-style-type: none"> ▪ Student/teacher beliefs about peace education ▪ Looking at the Amish: Japanese students' views ▪ English through international volunteer work ▪ Japan's diverse multicultural populations ▪ Content teaching: The geopolitics of oil | <ul style="list-style-type: none"> ▪ Students' perceptions of global citizenship ▪ Deliberative polls in the EFL classroom ▪ How global issues make EFL lessons compulsive ▪ Teaching about natural resource exploitation ▪ Education for Sustainable Development ▪ Global education EFL projects about Okinawa |
|--|---|

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

SIG Chair & Newsletter Editor:

Kip Cates
Tottori Univ., 4-101 Minami,
Koyama, Tottori City 680-8551
<kcates@rstu.jp>

SIG Treasurer:

Chris Bradley
2-9-1-402 Manabino Nagayo
Nishisonogi Nagasaki 851-2130
<chriskyju@hotmail.com>

JOIN OUR GILE SIG TEAM

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

SIG Membership:

Tim Grose
Sapporo Gakuin University
11 Bunkyo-dai, Ebetsu-shi
Hokkaido 069-8555
<grose@earth.sgu.ac.jp>

REGIONAL OFFICERS

Hokkaido: Tim Grose (at left)

Tohoku: Open

Kanto: Mark Shrosbree
Tokai Univ (Shonan Campus)
1117 Kita-Kaname, Hiratsuka
Kanagawa 259-1292
markshros@gmail.com

Chubu: Jane Nakagawa
Aichi Univ. of Education,
1 Hirosawa, Igaya-cho,
Kariya-shi, Aichi 448-8542
janenakagawa@yahoo.com

Kansai: Michael Skelton (Seiwa
College) mgs@seiwa-u.ac.jp
& Matthew Walsh (Ikeda HS)
mattandyukari@hotmail.com

Chugoku: Open

Kyushu: Greg Goodmacher
Oita Pref College, Uenogaoka
-higashi, 1-11 Oita 870-0877
ggoodmacher@hotmail.com

PROJECT OFFICERS

SIG Programs:

Naoko Harada
Japan Women's University
Affiliated Sr. High School
<yasunaok@r5.dion.ne.jp>

SIG Publications:

Jane Nakagawa (at left)

SIG Publicity:

John Spiri
Tokyo University of
Agriculture & Technology
<spiri@cc.tuat.ac.jp>

SIG Japanese Liaison:

Masataka Kasai
Kansai Gaidai University
<masatakasai@hotmail.com>

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 books to developing 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 poor South African kids! Check first to see what's needed. They'll mail to South Africa.

Chikako Noda (Japan) <cnoda@email.plala.or.jp>

Website: <www.taaa.jp/english.html>

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/



Writing for the World: Wikipedia as an Introduction to Academic Writing

by Christine M. Tardy (DePaul University, USA)

The author describes a project in which students practiced academic writing through producing English articles for the website *Wikipedia*. The project taught research skills and critical thinking, and allowed students to write on topics from their own countries and cultures for a global audience.

English Teaching Forum Vol. 48/1 2010 USA
<http://englishprograms.state.gov/forum/>

North Korea Switching to English

According to the BBC, North Korea is shifting the focus of its language training from Russian and Chinese to English in order to improve its economy and defense. An expert said the shift concerns only the country's elite. "Dear Leader" Kim Jong-Il is thought to have studied English in Malta in the 1970s while his son, Kim Jong-Chul, studied in English at an international school in Switzerland.

"North Korea Switching to English" *EL Gazette* #363
 April 2010 UK www.elgazette.com

English at the 2010 Shanghai Expo

As host city of Expo 2010, Shanghai has launched a campaign to promote English skills among local Chinese to serve its 150,000 foreign residents and 3.5 million foreign Expo visitors. It includes compulsory English courses for Shanghai subway staff (using a specially-made *Subway Service* English text) and a 24-hour English consumer protection hotline.

"Shanghai Expo English" *EL Gazette* #363
 April 2010, UK. www.elgazette.com

EFL Teacher Training in Palestine

The non-profit organization *Amideast* will hold an English teacher training program this summer for 180 Palestinian EFL teachers from Gaza and the West Bank. The program aims to upgrade language and teaching skills for Palestinian primary school teachers. English is already taught in schools as a second language to most students in Palestine.

"EFL Training Drive in Palestine" *EL Gazette* #363
 April 2010 UK www.elgazette.com

Foreign Student Tasered in Oregon

A Chinese student in Oregon was shot by police with a Taser stun gun as a result of a lack of language skills. The police had received reports of intruders in the building and the student was unable to explain himself in English. The case was similar to the 1992 shooting death of a Japanese EFL student in New Orleans who was shot and killed because he didn't understand the command "freeze". This resulted in a sharp drop in Japanese student enrollments in US schools.

"No shoot, I no understand" *EL Gazette* #362
 March 2010, UK. www.elgazette.com

Teaching Foreign Languages to Dogs

A dog brought to an RSPCA animal shelter in England has proved to be a good language learner. At first, he didn't respond to commands, so staff members thought he was deaf. A background check showed that he'd been raised by a family from Poland using commands in Polish. After training, he is now bilingual and responds to both languages.

"Dog Masters ESOL" *EL Gazette* #362
 March 2010, UK. www.elgazette.com

United Nations Works

< www.un.org/works/ >



United Nations Works is a great global education website for teaching about poverty, peace, human rights and AIDS. Make sure to check out their *What's Going On?* global issue video series.

Shanghai Expo 2010

< www.expo2010.cn >



Expo 2010 will run from May 1 to Oct. 31, 2010 on the theme "Better City, Better Life". Go on-line to check out the pavilions of the 200 nations and NGOs taking part or take your students off to see it!

Shin-Eiken Association

< www.shin-eiken.com >



Shin-Eiken is Japan's most active high school EFL teachers' group working to promote peace and human rights. Check their website, summer conference and Japanese magazine *Shin Eigo Kyoiku*.



JALT 2010 National Conference

Nov. 19 – 22, 2010 Nagoya, Japan

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

The 36th 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*. JALT's Global Issues SIG is preparing an exciting set of presentations. More details in our next newsletter.

PAC 2010 / KoTESOL Conference

Oct. 16 – 17, 2010 Seoul, South Korea

< www.kotesol.org/?q=PAC2010 >

Korea TESOL will host this fall's 2010 Pan-Asian Conference on Language Teaching (PAC 9) from October 16–17, 2010 in Seoul, South Korea. The conference theme is *Advancing ELT in the Global Context*. Take this chance to submit a proposal on a global issues or global education theme!

- Deadline for submissions: May 31, 2010

Summer Conferences in Japan

▪ Engaged Pedagogy Association (EPA)

Date: June 27, 2010

Place: Daito Bunka University, Tokyo

Website: <http://epajapan.jimdo.com/>

▪ Shin Ei-ken National Conference

Date: July 31 – Aug. 2, 2010

Place: Beppu (Oita)

Website: www.shin-eiken.com



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

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

<www.iatefl.org> <generalenquiries@iatefl.org>

IATEFL 2011 CONFERENCE

IATEFL's 45th annual conference will be held April 14 - 19, 2011 in Brighton, England. The proposal deadline is in **September**. Details on their website.

IATEFL's Global Issues SIG (GI-SIG)

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

Chair: Mike Solly <mike.solly@yahoo.co.uk>

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

Social network: <http://global-issues.ning.com/>

Key Internet Websites on Global Issues and Language Teaching



JALT Global Issues SIG (Japan)

www.gilesig.org

Korea TESOL Global Issues SIG (Korea)

www.kotesol.org/?q=globalissues

IATEFL Global Issues SIG (UK)

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

TESOL's Social Responsibility IS (USA)

www.tesol.org (search for "SR-IS")



Teachers of English to Speakers of Other Languages

1925 Ballenger Ave, Suite 550,
Alexandria, VA 22314-6820 USA

E-mail <info@tesol.org> Web: <www.tesol.org>

TESOL 2011 CONFERENCE

TESOL's 45th international conference will be held from March 17–19, 2011 in New Orleans, Louisiana, USA on the theme *Examining the E in TESOL*.

- **Deadline for Proposals:** June 1, 2010
- **Details:** www.tesol.org

Social Responsibility Interest Section (SR-IS)

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

IS Chair: Earlene Gentry (USA/Egypt)

<gentryearlene@yahoo.com>

Don't forget to renew your Global Issues

MEMBERSHIP / SUBSCRIPTION

JALT Members: ¥1,500 per year

Non-JALT: Japan ¥2,000 per year
Overseas US \$15 per year

Conference Information

<> www.conferencealerts.com/language.htm

<> www.jalt-publications.org/tlt/confcal/

CONFERENCE REPORT: TESOL 2010

TESOL 2010, the 44th annual convention of TESOL (*Teachers of English to Speakers of Other Languages*), was held March 24 – 27 in Boston, USA on the theme “Re-Imagining TESOL.” With 1,000 presentations attended by 6,000 participants from 100 countries, this is the largest English teaching conference in the world. Many global education sessions were given. Here’s a small sampling.



TESOL Plenary Talks

Five Minds for the Future

In this plenary talk, noted educator and researcher Howard Gardner argued that teachers should help students become responsible world citizens by developing five types of mind: a disciplined mind, a synthesizing mind, a creative mind, a respectful mind and an ethical mind. Howard Gardner (Harvard University) <www.howardgardner.com>

TESOL: Past, Present and Future

This talk reviewed TESOL’s dramatic history and lauded language teachers for their unique role in helping to promote international understanding. Andy Curtis, Kathi Bailey, David Nunan

Pre-Conference Workshops

Intercultural Communication for Professionals

This session used films and experiential activities to explore culture and conflict resolution. Chia-Ying Pan (USA) <cypan@exchange.upenn.edu>

Health Literacy: The Healing Power of Stories

This panel explored language and health issues, and how stories can promote leadership and advocacy skills. Gail Weinstein (USA) <gailw@sfsu.edu>

A Radical Transition in Afghanistan

This introduced new trends in EFL methods and materials involving English teachers in Afghanistan. Suzanne Griffin (USA) <griffinsm@wsu.edu>

Teaching for Global Awareness with Simulations

This workshop demonstrated a variety of global education simulations designed on themes of peace and human rights. Kip Cates <kcates@rstu.jp>

Social Responsibility IS Forum

Social Responsibility: What and Why?

This session, sponsored by TESOL’s new *Social Responsibility* Interest Section, featured a panel who discussed what social responsibility involves and how to promote it in the English classroom. Rob Clement (UAE) <robcanuk@gmail.com>

TESOL Peace Forum

Educating for a Culture of Peace

~ A Civic Responsibility for the 21st Century ~

TESOL is an official NGO of the United Nations and supports a culture of peace for all its members. In order to further UN ideals, it organizes teacher training workshops each year to promote peace education among its members and the language teaching profession. A special feature of its annual conference is a “TESOL Peace Forum” which brings together English professionals active in peace education to describe projects, share ideas, present materials and discuss how teachers, materials writers, curriculum designers and others can promote international understanding in their schools, communities and countries. At this year’s *TESOL Peace Forum*, an international panel of teachers addressed topics linked to peace, violence, education, literacy and social responsibility.

Presentations:

Promoting Cultures of Peace in Elementary and Secondary Schools through Counter Story Telling
Sandra Duval (Montgomery Schools, Md, USA)

Education Against All Odds: Literacy and Language Learning to Promote a Culture of Peace in a War-torn Country
Said Yasin (Somali Interactive Radio Instruction)

Promoting Tolerance, Inclusion and English: Language Camps for Roma Students in Hungary
Lisa Harshbarger (RELC, US Embassy, Hungary)
<harshbargerLK2@state.gov>

You Are Not Wanted Here! Scrutinizing Immigrant / Refugee Encounters in the US
Khadar Bashir Ali (Ohio State / Abu Dhabi Women’s College) <bashir-ali.1@osu.edu>

Confronting Bullying in Schools Anne Marie Foerster Luu (Montgomery Public Schools, US)
<annemarie_foersterluu@fc.mcps.k12.md.us>

Discussion on Peace and Conflict Resolution
Asli Hassan (University of Maryland, USA)
<asli1@umbc.edu>

Other Conference Presentations

Combating or Co-existing with Gangs

This discussion session explored the role that teachers can play in dealing with gangs, both in the language classroom and in the school environment. Myles Hoenig (USA) <hoenigedu@yahoo.com>

Conversation Groups for Intercultural Exchange

This session shared ideas on how to enable students in multicultural environments to hone their language skills while learning about other cultures. Carol Clark (USA) <cclark@aucegypt.edu>

The Global Economic Role of English

This panel discussed the economic role of English based on data from the *International Research Foundation for English Language Education*. Kathleen Bailey (USA) <kbailey@miis.edu>

An E-learning Course in Military English

This session demonstrated a variety of English lessons from an open-source e-learning course that was designed for military staff officers working in a multinational environment. Peggy Garza (USA) <garzap@marshallcenter.org>

Humanizing Primary English with Literature

This presentation demonstrated how high quality children's literature can humanize children's EFL while developing learners' cross-cultural empathy, curiosity about the world and peace-building skills. Irma Ghosn (Lebanon) <ighosn@lau.edu.lb>

Ten Techniques for Teaching Culture in ESL

This session introduced 10 key teaching techniques that teachers can use to help students better understand the culture of the target language. Joe McVeigh (USA) <jmcveigh@middlebury.edu>

Materials Writing in a Globalized World

This panel discussed what cultural information should be included in English teaching materials in our modern globalized world. Fumiko Kurihara (Japan) <fkuri@tamacc.chuo-u.ac.jp>

Maximizing English with Museum Videos

This workshop showed how virtual museum visits using multi-skill video activities can promote language learning and cultural sensitivity. Denise De Felice (USA) <denisefelice@gmail.com>

Teaching Social Responsibility: The Time is Right

This workshop session introduced innovative global education activities for promoting social responsibility among English learners. Catherine Frazier (USA) <catherine_frazier@hotmail.com>

Inside Out: Community Service Learning

This talk discussed the merits of service learning projects based on a case study from Egypt. Charlotte Balkenbush (Egypt) <cbalkenbush@aucegypt.edu>

Aesop to Aborigines: Fables and Morals

This session introduced short ESL lessons designed around easy-to-read fables with universal appeal that can be fit into 45 minute English classes. Janice Cate (USA) <esol115@yahoo.com>

Collectivism Meets Individualism

This introduced techniques to help international students recognize and overcome culture barriers when communicating with American students. Martha Iancu (USA) <miancu@georgefox.edu>

ESL Videos: From *Spanglish* to *Super-Size Me*

This poster introduced ESL units designed around engaging movies linked to four themes: *language*, *relationships*, *racism*, *food*. LaTasha Charbonnet (USA) <lateshacharbonnet@yahoo.com>



Service Learning: Highlights of an ESL Class

This poster session explained how to design, prepare and implement a community service learning project for ESL students. Steven Ahola (USA) <youbeyou2003@yahoo.com>

It's Your Turn: Lead the Discussion

This talk discussed the challenges of ESL group discussions and introduced a simple technique to help refugee ESL learners learn to lead a discussion. Hayriye Kayi (USA) <hkayi@mail.utexas.edu>

Arabish: Fad, Trend or Language Shift?

This session reported on the use in communication of code-switching and *Arabish* (Arabic written in Latin script) by young bilingual Arabs. Jon Nichols (UAE) <jon_nichols04@yahoo.com>

Asian Attitudes to Non-Native Teachers

This panel reported on a research study which involved 500 Asian university students on their attitudes towards non-native English teachers. Sannie Tang (HK) <ecsannie@polyu.edu.hk>

E-Growth in Speaking with Google Earth

This talk reported on a research project which investigated the impact of Google Earth on the speaking and listening skills of EFL students. Yildiz Turgut (Turkey) <yildiztr@gmail.com>

Global English: Promise or Threat?

This presentation discussed the ambivalent attitudes of Kuwaiti EFL teacher trainers and trainees to the role of English as a global language. Reem Al-Rubaie (UK) <77reem@gmail.com>

Exploring Culture with “Million Dollar Baby”

This session showed how the film “Million Dollar Baby” can be used to introduce Vietnamese college EFL students to aspects of American culture. Le Truong (Vietnam) <mtletruong@gmail.com>

Doable Debate in the ESL/EFL Classroom

Debates teach global issues and promote language, social and research skills. This session introduced an approach to organizing simple EFL debates. Harry Harris (Japan) <HarryWHarris@hotmail.com>

Food as a Theme in the TESOL Classroom

This session demonstrated ESL lessons on the topic of “food” which touch on broader issues of family, culture, society, health and globalization. Valerie Jakar (Israel) <gidyakar@netvision.net.il>

Social Justice, Faith and ELT

This panel of Christian educators discussed how they engage with issues of social justice, diversity, identity and prejudice from a spiritual perspective. Brad Baurain (USA) <bbaurain@gmail.com>

Class Activities Using National Public Radio

This session introduced innovative classroom ESL activities for using NPR radio programs for both authentic listening and for academic student projects. Kate Spike (USA) <kspike@bgsu.edu>

Breaking News: School Newspapers and ELLs

This talk discussed the benefits of student newspapers for ESL and described the key steps to take in creating these, from inception to publication. David Bacherman (US) <dbacherman@gmail.com>

English Teaching and Christian Mission

This panel presented research studies linked to the teaching of English in Christian churches and missions in Poland, SE Asia, Canada and the US. Bill Johnston (USA) <billj@indiana.edu>

Enhancing Critical Thinking through Film

This presentation demonstrated how movies such as “A Kiss is Not Just a Kiss” can develop students’ language and critical thinking skills. Patreshia Tkach (Turkey) <pvtkach@gmail.com>

Creating Critical Thinkers with YouTube Videos

This session described how on-line Youtube videos can be used to improve critical thinking skills such as analyzing, synthesizing and evaluating. Ozgur Pala (Qatar) <ozgur.pala@qu.edu.qa>

Social Issues through Humor in EFL/ESL

This session discussed how American TV shows such as *The Simpsons* can be used as a launching pad for examining American social issues in EFL. John Rucynski (Japan) <jrucynski@yahoo.com>

How do we teach Global English?

This session discussed issues linked to “global English” such as which type of English to teach in class and which style of pronunciation to promote. Ellen Kisslinger (USA) <ejkiss@aol.com>

Reducing Discrimination

This session presented classroom awareness- and skill-building activities for intercultural contexts in which stereotyping and discrimination occur. Elisabeth Gareis (US) <egareis@baruch.cuny.edu>

Social Responsibility, ELT and Teacher Prep

This panel discussed how ELT teacher education programs can promote social responsibility and prepare teachers to contribute to a just world. Mary Romney (USA) <m.romney@sbcglobal.net>

Student Social Justice Projects

This talk discussed research on student responses to social justice projects implemented in college EFL classrooms in Costa Rica. Nuria Villalobos-Ulate (Costa Rica) <nutica@gmail.com>

Using National Geographic Digital Media

This session introduced strategies and materials for teaching language and communication skills using *National Geographic* Digital Media content. Katie Kelley (USA) <katie.kelley@cengage.com>

Addressing ESL Students’ Mental Health

This session provided data, examples and advice for dealing with compassion and cultural sensitivity to issues linked to ESL students’ mental health. Johnnie Hafernik (USA) <hafernik@usfca.edu>

Out of the Classroom: Experiential Education

This panel described 5 projects involving Japanese US-semester-abroad students in field trips, school visits, community service and volunteer work. Tom Griffith (US) <tgriffith@showaboston.org>

Lg. Learners in Canada, Sweden and Germany

This discussed education policy, school leadership and teacher perceptions of immigrant language programs in Canada, Sweden and Germany. Jessica Loeser (USA) <j.loeser@googlemail.com>

Teachers as Intercultural Leaders

This talk described a program to prepare teachers to be leaders in their school communities by studying culture, issues, stereotypes and communication. Carla Chamberlin (USA) <crc5@psu.edu>

Language Through Peace

This panel described a multinational summer intensive program designed to improve language, teaching, tolerance and international understanding. Lydia Stack (USA) <lstack@mac.com>

Student-Led Field Trip Projects

This talk gave examples of how student-led ESL field trips promote autonomy, develop English skills and foster community awareness. Phil Bridges (USA) <phbridges@gmail.com>

Building Cross-Cultural Tolerance via English

This talk described an English peace camp for teens that was held to build tolerance and lower tensions between Haiti and the Dominican Republic. Susan Renaud (USA) <susanrenaud59@aol.com>

Developing Bias Awareness in EFL Classes

This workshop was a journey of self-discovery for teachers to discover biases within themselves. Andwatta Barnes (USA) <NBeslconsult@aol.com>

Kindness Lessons: Materials for Social Change

This talk showcased an EFL project in Russia that used students' stories to promote tolerance and explore social issues affecting students' lives. David Fay (USA) <FayDG@state.gov>

More Than English: Socially Responsible Video

This described how students, working with the Red Cross, became active global citizens by producing videos about the 2004 Asian tsunami orphans. Huei-Wen Tsai (US) <joycecjtsai@hotmail.com>

The Civil Rights of English Language Learners

This US government talk explained how Title VI of the 1964 Civil Rights Act ensures that all students are entitled to equal education. Russlynn Ali (US) <http://ed.gov/news/staff/bios/ali.html>

Afghan Students, American Campus

This discussed the experience of Afghan students on American campuses based on the comment "if you only knew what I've been through". Melissa Holmes (US) <melissa@ksu.edu>

Global Community: Service Learning in IEPs

This talk discussed the benefits and challenges of involving international students in service learning projects with diverse and needy populations. Jan Fluitt-Dupuy (USA) <jdupuy@scad.au>

Globe Trotting as an Educational Act

This panel shared ideas on how EFL teachers around the world benefit from international travel, cultural discovery and professional development. John Schmidt (USA) <john@tiec.org>

Globalization: ELT in China, Russia, Lebanon

This panel examined how globalization has led to socio-political pressures and English language education reform in China, Russia and Lebanon. Elena Lawrick (USA) <elawrick@purdue.edu>

It's How You Say It: Euphemisms and Taboos

This talk presented materials and activities to help English educators identify, categorize and teach about euphemisms and language taboos. Monica Maxwell (USA) <maxwellm@georgetown.edu>

Immigrant ESL Students and Trauma

This introduced a handbook containing vignettes, strategies and resources for empowering teachers to help traumatized immigrant ESL students. Esta Montano <emontano@framingham.k12.ma.us>

Teaching Abroad with the US Peace Corps

This talk introduced the mission, countries served, assignments and application process for the Peace Corps. Erin Mone (US) <emone@peacecorps.gov>

Going Green: Environmental Literacy

This workshop introduced KQED/PBS curriculum units and resources which encourage English students to critically engage with environmental issues. Matt Holsten (USA) <matt@kimatt.net>

Videos, Social Responsibility and Refugees

This session introduced videos and podcasts to enhance student awareness of refugees, racism and bullying plus develop critical thinking. Nicholas Gromik (Qatar) <gromik_tohoku@yahoo.com.au>

Global Ambassadors in an International Club

This discussed how to create a school *International Club* to engage students in learning about world cultures, multicultural issues and global citizenship. Gulnora Isaeva (USA) <gisae81@yahoo.com>

Connecting ELT & International Development

This talk described the NGO *World Learning* and the role of English in international development. Carlos Sosa (USA) <carlos.sosa@sit.edu>



TESOL's 2011 international conference will be held from 17 – 19, 2011 in New Orleans, USA.
<> Deadline for regular proposals: June 1, 2010
<> For details, go to: <www.tesol.org>



Nobility for the Classroom

by Robert H. Taferner (Ph.D. Candidate, Lancaster University, UK)



My children ... trust me to tell them the truth about the world. But who can I trust? The media? Big business? Politicians? Seems like everyone's got an agenda. And every year my kids' questions get harder and harder to answer. What I need is some back-up... someone who really gets the big picture. And I do mean BIG picture.

Turk Pipkin (*Nobility*, 2006)

Introduction

We are living in challenging times as we are in the mist of the near completion of a globalized world. As educators, we are responsible for facilitating a true understanding of the important events in our lives, especially those global issues that affect people at a local level. This objective is especially pertinent to international programs designed to promote an international civil service networked for global governance by introducing students to current global concerns, then having them relate to and act on these concerns locally. As the Mission Statement of Tama University in Tokyo states, we need to “cultivate capable individuals who will be successful in the international business arena and, therefore, able to quickly respond to internationalization and the information age” (2007).

With this in mind, I decided to design in-house materials within our Tama University English program to meet this challenge. In order to do so, a number of criteria were considered in determining the materials to adopt and develop to meet these unique program goals. Since most 1st-year students who have entered Global Studies programs have very little knowledge of or explicit experience with global issues, materials covering a vast number of topics within the global studies genre were needed. Of primary importance was the need to stimulate teachers' and students' enthusiasm in the classroom, to incorporate literacy practices (as stipulated by MEXT, 2003), and to include vocabulary building, the 4-skills, Internet research, critical thinking, and discussion and debate. An additional caveat was the need to enrich the delivery of content through the use of authentic materials from available multimedia to provide engaging global themes for pre-intermediate to advanced level students.

A search for applicable materials available resulted in the discovery of *The Nobility Project*, a certified education and action non-profit, and the film *Nobility*, a documentary film which features Turk

Pipkin's journey across the globe interviewing Nobel laureates about the most pressing local and global issues that we are facing today. One of the principal goals of *Nobility* is to connect people all over the world with reliable information and innovative thinking on pressing global problems like globalization, sustainable energy, health care, individual challenges and contributions, economic disparity and development, world knowledge and culture, human rights and freedoms, and general questions regarding war and peace.



Nobility for the Classroom

Once I selected *Nobility*, we began to create EFL lessons based on a systematic framework that encourages students to participate in the creation of knowledge after providing the necessary content. This is achieved through a combination of previewing, vocabulary building and guided listening tasks. Students are then required to conduct Internet research for the purpose of sharing summaries of articles and websites with their classmates to enrich their knowledge of the lesson's thematic content. The next stage is to select writing topics for further discussion, debate and closure. A post-course survey of student responses to our materials indicated that the content was interesting, and the exercises in the *Okay to Difficult* range. The listening exercises were found to be most difficult, possibly due to the authentic nature of the audiovisual materials.

Collation of the lessons which I developed throughout the school year resulted in *Nobility for the Classroom*, a viable textbook surpassing our initial expectations. *Nobility for the Classroom* is divided into 11 units, nine of which are focused on an individual Nobel Laureate, plus Introduction and Consolidation units. After exploring the numerous issues proposed by the featured Nobel Laureates, the Consolidation unit asks students to explore the achievements of Japanese Nobel laureates, discuss their contributions to the world, then propose what they can do as students and young adults to make the world a better place.

Nobility for the Classroom

Textbook Outline

Unit 1:	Introduction to Nobility
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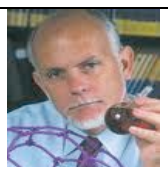
Nobility is a feature documentary which looks at the world's most pressing problems through the eyes of nine distinguished Nobel laureates.



Unit 2: Decisions <i>Towards a Globalized World</i>
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Steven Weinberg Nobel Prize for Physics 1979

In this interview, Steve Weinberg (winner of the 1979 Nobel Prize in Physics) expresses his concern over global warming and climate change. Every day we make decisions about things that affect us on an individual level. These choices, however minor, have the potential to influence others on a global scale. Making the correct choice takes time and correct information. But how do we decide what is correct? Will our decisions truly benefit those around us? This unit allows students to explore controversial climate change policies and globalization.



Unit 3: Challenges <i>In Search of Sustainable Energy</i>
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Richard Smalley Nobel Prize for Chemistry 1996

Dr. Richard Smalley was awarded the Nobel Prize in Chemistry in 1996 for his discovery of the *Buckminsterfullerene* or *Buckyball*, a unique molecular structure comprised of 60 carbon atoms. Smalley's interest in science began in his early teens. He has been an eloquent spokesman for the need to educate a new generation of scientists to find solutions to the world's problems. *Be a Scientist—Save the World* was the title of his lecture on the great energy challenges we face in the coming decades. In this interview, Dr. Smalley suggests that advances in science and technology, and the implementation and support of these technologies through governmental agencies, could solve many of the problems we face today. Here, students continue this debate on both traditional and alternative sources of energy that may be necessary for us to embrace as we look towards establishing sustainable energy sources.



Unit 4: Disparities <i>Developing Health Care</i>
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Harold Varmus Nobel Prize for Medicine 1989
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In 1989, Harold Varmus was awarded the Nobel Prize in Medicine in recognition of his breakthrough research in identifying *oncogenes*, which have dramatically improved our ability to understand and control cancer. Dr. Varmus also co-founded the *Public Library of Science*, a nonprofit organization committed to opening the doors to the world's library of scientific knowledge by giving any scientist, physician, patient or student—anywhere in the world—unlimited access to the latest scientific research. Through the efforts of scientists like Dr. Varmus, there has been an effort to scientifically address many of the illnesses prevalent in the world through westernized medicine. In this unit, students learn about advances in medicine and get an opportunity to explore some unknown but important discoveries that may benefit their health.



Unit 5: Change <i>An Individual's Contribution</i>

Jody Williams Nobel Prize for Peace 1997

Jody Williams was awarded the Nobel Peace prize in 1997 for her work with the *International Campaign to Ban Landmines* (ICBL) to forge an international treaty banning anti-personnel landmines. Nobel Laureate Williams believes that we all need to care about the important issues in the world, and, in our own way, help to make a positive change, which will result in a stronger society. In this interview, Jody Williams expresses her views on global conflicts and describes how she is helping to make the world more peaceful.



Unit 6: Knowledge <i>Understanding Our World</i>

Ahmed Zewail Nobel Prize for Chemistry 1999
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Ahmed Zewail, winner of the Nobel Prize in Chemistry in 1999, has made the discovery of truths about the world a primary goal throughout his life. This pursuit of knowledge has been an ongoing quest of mankind. Questions relating to the origin of our species, our purpose, and our futures have always perplexed us and continue to do so. A place to start

gathering knowledge is to look at our various cultures and histories through visits to libraries, art galleries, museums, and world heritage sites. In this unit, students realize the necessity to become knowledgeable about their own histories, cultures, and about the world around them.



Unit 7: Persistence
Achieving Important Goals in Our Lives

Wangari Maathai
Nobel Prize for Peace 2004

Wangari Maathai has made a great contribution to Kenya and the African continent through her effort to bring peace and prosperity to rural communities. For this effort, she was awarded the Nobel Peace Prize in 2004. In her attempt to solve environmental problems, such as deforestation and clean drinking water, she has also addressed the needs of families to provide food, clothing, and education to their children. Due to her persistence in empowering women in communities throughout Kenya, the basic needs of these people are now being met through seeding the environment for future social and economic stability. By using Ms. Maathai as a role model, students contemplate how to achieve important goals in their own lives.



Unit 8: Peace
Conflict Resolution

Joseph Rotblat
Nobel Prize for Peace 1995

Sir Joseph Rotblat won the Nobel Peace Prize in 1995 for his relentless efforts to limit the proliferation of nuclear weapons. Nobel Laureate Rotblat spent most of his life trying to determine the issues involved in securing and maintaining universal peace in a nuclear weapon free world. In this unit, students attempt to comprehend some of the circumstances relating to war and conflict in order to grasp what is necessary for a humane and longer lasting peace in society.



Unit 9: Reason
Human Rights and Freedom

Amartya Sen
Nobel Prize for Economics 1998

Economist Amartya Sen is one of the world's leading authorities on human development human rights, and the causes of famine, for which he won the Nobel

Prize in Economics in 1998. Nobel Laureate Sen demonstrates that famine is not caused by a lack of food, but by an inability to acquire food due to poverty or a lack of freedom. Students examine the causes of poverty and lack of freedoms, and debate the issues involved.



Unit 10: Love
Truth and Reconciliation

Desmond Tutu
Nobel Prize for Peace 1984

Anglican Archbishop Desmond Tutu was awarded the Nobel Peace Prize in 1984 for his role in the campaign to resolve the problem of apartheid in South Africa. From Nobel Laureate Tutu we can learn about how people work together to improve their society and their standards of living through reconciliation and love for others. The pursuit of moral righteousness through constant reevaluation of our actions may be a way forward to ensure equality amongst all members of the human family. In this unit, students reflect on how people can live and work together to improve their communities.



Unit 11: Consolidation
It's Up to All of Us

In this year-long journey, many of us have widened our perspectives about real issues in the world. Turk Pipken took the hard road by taking a year out of his life and traveling around the world reaching out to people who could help him with his quest. In this final unit, students learn about Japanese Nobel laureates and contemplate how they too can achieve something important in their lives through the pursuit of higher goals in society.

Conclusion

The decision to develop *Nobelity* materials for my students' specific learning needs has led to an empowering experience both on a personal and professional level. Through their classroom experience, my students have enhanced their connection with local and global issues and intend to continue to explore their role in making the world a better place for future generations.

Robert Taferner has an MAT-TESOL from the School for International Training and is a Ph.D. candidate in Applied Linguistics at Lancaster University, U.K.

Robert H. Taferner

Ph.D. Candidate, Lancaster University, UK

E-mail: <robert.taferner@yahoo.ca>

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<http://iteslj.org/Techniques/Sampson-Film.html>
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NOBELITY WEBSITES

The Nobility Project

www.nobility.org

Nobility in Schools

www.nobilityinschools.org

Classroom Lessons with Nobility

www.nobilityinschools.org/lessons.html

On-line Introduction to Nobility

www.linktv.org/programs/nobility

Data on Nobel Laureates

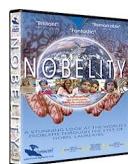
Search <www.wikipedia.org> for the following:

- "Lists of Nobel Laureates"
- "Lists of Nobel Laureates by Country"
- "Lists of Female Nobel Laureates"

"Nobility for the Classroom" Textbook

Check out the Nobility EFL text described in this article at Robert Taferner's *Nobility* website:

www.global-educational-resources.com/nobility



Get the Nobility DVD

Title: *Nobility* (2006)

Director: Turk Pipkin US \$24.95

84 minutes Close captioned

ISBN: 1-56994-410-5

Nobility for the Classroom: Internet Research

Do an Internet search to learn more about some important issues in the world. Read an article or browse a website and write the information in your own words. Bring the article and your summary to class to share with your classmates.

Japanese Nobel Laureates

- (1) **Leo Esaki** (Physics, 1973)
- (2) **Kenichi Fukui** (Chemistry, 1981)
- (3) **Yasunari Kawabata**: (Literature, 1968)
- (4) **Makoto Kobayashi**: (Physics, 2008)
- (5) **Masatoshi Koshihara**: (Physics, 2002)
- (6) **Toshihide Maskawa**: (Physics, 2008)
- (7) **Ryoji Noyori**: (Chemistry, 2001)
- (8) **Kenzaburō Ōe**: (Literature, 1968)
- (9) **Eisaku Satō**: (Peace, 1974)
- (10) **Osamu Shimomura**: (Chemistry, 2008)
- (11) **Hideki Shirakawa**: (Chemistry, 2000)
- (12) **Koichi Tanaka**: (Chemistry, 2002)
- (13) **Sin-Itiro Tomonaga**: (Physics, 1965)
- (14) **Susumu Tonegawa**: (Medicine, 1987)
- (15) **Hideki Yukawa**: (Physics, 1949)

A. Select a Nobel laureate:

B. Write down the important vocabulary from the article you have chosen.

C. Answer the following questions about the Nobel laureate you have chosen.

1. Who is the Nobel laureate?

2. What did this Nobel laureate do?

3. How is their contribution helping the world?



Think, Share, Act: EFL Projects for Social Justice

by Nuria Villalobos Ulate & Olga Chaves Carballo (Costa Rica)



The inspiration

Since its beginnings in 1973, the *Escuela de Literatura y Ciencias del Lenguaje* (ELCL) at Universidad Nacional (UNA) in Costa Rica has had an outstanding role in the education and preparation of professionals in the areas of linguistics, literature, language teaching, and translation. However, unless students choose to explore areas other than linguistics, global issues in English courses are mainly used for discussions in oral expression classes. Nevertheless, critical thinking and reflective activities are supposed to be carried out by professors in the courses of all majors in order to comply with the university's overarching goals of social responsibility. At the same time, there is an underlying assumption that global issues are to be exclusively included in the social sciences majors (Sociology, Journalism, International Relations, and others).

Traditionally, students arrive to the English class with certain expectations about how to learn the language, which are basically related to linguistic components. Likewise, professors in EFL/ESL programs often concentrate on the development of the different language skills and on the achievement of the learners' linguistic competence. Frequently observed as an occasion for cultural exchange and for better and increased opportunities to find a well-paid job, English teaching and learning are not commonly viewed as a tool to make the world a better place. As a matter of fact, governments around the world perceive English teaching programs as a way to account for the recent demand for English teaching professionals.

English for Humanitarian Purposes

Nonetheless, speaking English can be the road to reach higher ideals. It can provide access and power to communicate a message of humanitarian issues; it can allow educators to teach learners to grow up as kind, responsible, aware human beings; it can encourage students with the opportunity to make a difference in society.

Students need to understand themselves, their own social and emotional, and then to see them in relation to their interactions with others. By this we mean individuals seeing themselves in relation to what they are able to do within, and for the community, rather than simply in relation to their own personal goals and achievements (Pitt, 1998).

Learners should be given the opportunity to explore their inner potential to respond to this quest, and educators can set up the necessary conditions to make this happen. Indeed, professors first need to become agents of educational renewal and actively get involved in critical analysis, reflection and creative response to their teaching. With this initiative, educators can inspire colleagues to follow these first steps and make a difference in guiding learners to include social reform as part of their learning and understanding of the world. In this way, professors empower themselves so that their students can construct their own learning and experiences. As Freire (2005) states in *Pedagogy of the Oppressed*,

Through dialogue, the teacher-of-the-students and the students-of-the-teacher cease to exist, and a new term emerges: teacher-student with students-teachers. The teacher is no longer merely the-one-who-teaches, but one who is himself taught in dialogue with the students who in turn while being taught also teach. They become jointly responsible for a process in which all grow. (p.80)

In fact, education is a profession in which renewal of individuals is required to maintain and increase its vigor and artistry. Teaching professionals must strive for lifelong learning in order to strengthen their professional knowledge, methodology and attitudes towards implementing critical pedagogy in the language classroom.

The TSA Project

The *Think, Share Act* project (TSA) was created by UNA professors Nuria Villalobos Ulate, Olga Chaves Carballo and Ana Solano Campos in 2009, with the aim of becoming agents of change in the field of education by seeking to change students' attitudes towards a way of becoming social advocates, using English. Its objective is for both professors and students to develop ideas in order to improve Costa Rican society while becoming more aware of the needs of other people; therefore enhancing sensitivity, leadership, decision-making and motivation to take action.

TSA students who take English courses are encouraged to form groups and select a social issue of their interest, followed by research and fieldwork that is showcased in a student-created documentary. The journey starts by prompting learners to reflect on

global issues such as poverty, discrimination, violence, human rights and environmental sustainability through discussions, debates, round tables and role plays. As learners' social awareness increases, the students in groups start thinking about a social issue they want to work on. In order to find more information, they use different sources such as the Internet, books, magazines, newspapers, interviews and surveys.

Student Action Plans

Students then design a proposal with an action plan to implement ways to make a change regarding the social concern they have chosen. Along with this, students create a name for their project, a logo and a slogan that can identify its main objective. Once the students start working on their social justice projects, they document their participation in different activities through pictures, video clips, notes, interviews, surveys, and the like. Some of the projects carried out have dealt with teaching human and children's rights in a kindergarten, making a campaign to recycle paper on the university campus, helping children at schools and child care centers, teaching English at an orphanage, giving financial support to families and sharing with the elderly at a nursing home.

With all this material, students create a ten-minute documentary, in English, in which they narrate their experiences, challenges and insights. In these videos, the students introduce themselves, comment on their efforts and contributions, and discuss the challenges and accomplishments they encountered while conducting their projects. At the same time, professors guide the students' work by keeping track of oral presentations, project advances and written reports, photos, video clips, letters and other documents.

TSA Gatherings and Reports

To encourage and guide learners towards becoming social change agents, co-curricular activities in the form of gatherings provide both professors and students with opportunities for reflection. Presentations of personal and group social initiatives, songs, movies and documentaries are some of the activities carried out during these informative, participative and enriching spaces. In this way, students are offered time outside class for practicing English as well as socializing, not only with their classmates but with other students and even professors. In these "Awakening Gatherings", learners also have an opportunity to share what they are doing in their social projects, look for support and motivate others to also become active participants in society.

At the end of the semester, a special Closing

Ceremony is held to present the documentaries the students have created using software such as Windows Movie Maker. The university president, the College dean and vice dean, the English Department faculty, other English students, and even the university sponsors are invited to this important event. Once all the documentaries have been presented, students receive a participation certificate, with a pin from the university, as a reward for their efforts and accomplishments. A feature that makes the TSA a remarkably special and successful project is the joy with which students' effort and work is celebrated at the end of their journeys and the feeling of togetherness, family, and community that this generates.

Concluding Remarks

The *Think, Share, Act* project gives language learners the opportunity to go beyond the customary expectation of using English skills to communicate in the classroom and perform in tests. Instead, they use those skills to communicate a message to the world about their position in regards to the social issues embedded in their projects. Getting an up-close and personal look at each of the issues investigated by themselves and their peers allows students to reflect on the role that social, economic, and political factors have on the realities of those around them.

Student Comments

Overall, students believe that working on a social project brings a new perspective to their lives. They demonstrate satisfaction and pride in their work, and describe the unique lessons they have learned in their own words. Especially insightful are their reflections on how the project "illuminated" their ideas of what higher education is, an indication of the reach of the TSA project.

Social Project: A Lesson of Life

In this semester, in the English course, the teacher told us that we should make a social project. In the beginning I did not want to do it because I thought I did not have time for it, but, when my classmates and I were planning the activity I thought that it was a good experience. When we began to go to San Rafael and we began to know the kids, I was thinking "This is a very different experience for me" because I did not like the kids in this age and I was talking with some of them and they told me a lot of family problems and why they needed to go there. In this moment I learned that the university is not just for studying a major, but for growing as a person.

- María José Jara

“...the most essential thing; it made me a better person. Working with old people taught me values, taught me to be patient, to appreciate the life that I have, to believe that I can make a difference in people’s life and taught me things that nobody could ever teach me in a class, I just learned it by myself.”

- Priscilla

By helping others and working with them for a common cause, students develop deep insights and feelings of respect. Students often build up meaningful, strong bonds with the people, organizations, and communities they work with during their TSA project. They not only read about their quests, but grow to understand and believe in them. In the end, by reaching those who need to be encouraged and who need hope in their lives, UNA students and professors have become part of an active movement that strives to strengthen integration, solidarity and equality in education. As we have come to understand the importance of this initiative, we propose to incorporate these kinds of social project in more course syllabi.

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This article is based on a presentation given by the authors at the TESOL 2010 conference in Boston.

Nuria Villalobos Ulate <nutica@gmail.com>
Olga Chaves <profeolgachaves@hotmail.com>

Escuela de Literatura y Ciencias del Lenguaje,
Universidad Nacional, Costa Rica

TSA	“Think, Share, Act” Teachers and Students Awakening
<p><i>A project by the professors and students at the Escuela de Literatura y Ciencias del Lenguaje (ELCL) at Universidad Nacional, Costa Rica.</i></p> <p>Where learning English is more than speaking another language... It is changing the world!</p> <p>-----</p> <p>Students involved in TSA work on a group project throughout a whole semester. The project consists in finding a social justice issue in communities, schools, neighborhoods, etc. and finding a way to help deal with that issue. During the semester, students research to know more about the causes, consequences, challenges and possible solutions to the social justice issues they selected. They take photos, record videos, do surveys and carry out interviews. At the end of the semester, each group presents a short documentary video highlighting their journey to help those around them. The video not only portrays students' fieldwork, but also their English proficiency.</p> <p>Students also participate in extra-curricular <i>Awakening Gatherings</i> where they reflect on current initiatives to change the world, watch movies in English and meet other TSA groups.</p>	

Websites on the Think, Share, Act Project

- For more information on the *Think, Share, Act* project, access its website at: <http://sites.google.com/site/thinkshareact/>
- To view TSA student documentaries, go to: www.youtube.com/watch?v=ClccF52_FxM
www.youtube.com/watch?v=eR74Zxtp35c
- To view the ELCL official website, go to: www.literatura.una.ac.cr/index.php?option=com_content&task=view&id=20&Itemid=1

<p style="text-align: center;">E. P. A.</p> <p>The <i>Engaged Pedagogy Association</i> (EPA) includes teachers, activists, trans-lators and students who take a critical reflective approach to education. Subscriptions to its journal are available in both hard copy and on-line. Submission deadline for the next issue is Oct. 31, 2010.</p>	<p style="text-align: center;">The Journal of Engaged Pedagogy</p> <p style="text-align: center;">Spring Issue Vol. 9 No. 1 March 2010 ISSN 1349-0206</p> <p style="text-align: center;">Atsuko Tajiri <epajapan@gmail.com> Price: 2,000 yen</p> <ul style="list-style-type: none"> ▪ <i>The Ethical Responsibility of Educators to Not Pretend to be “Objective and Value Free”</i> by Darrell Moen <www.dgmoen.net> ▪ <i>A Balanced Approach to Global Issues Instruction</i> by Dan Douglass ▪ <i>Merging the Personal and Political in Poetry</i> by Jane Joritz-Nakagawa ▪ <i>Making Global Issues Personal</i> by Takayuki Okazaki ▪ <i>Minority Rights: Ainu in the ESL Classroom</i> by Jennifer Teeter ▪ <i>Dual Identities, Crossing Borders: Japanese Brazilians</i> by Etsuko Sato
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Think Local, Act Local: Designing a Peace Education Course

by Jennifer Yphantides (Kanda University of International Studies, Japan)

Background

I work as an instructor in the International Communication Department at Kanda University of International Studies in Chiba, Japan. Our department is only 8 years old and has just over 600 students. During the first two years, students do basic speaking, reading and writing classes that help to prepare them for the content-based electives they take in the third and fourth years.

The end of last semester marked the final year of the *Global Issues* EFL course that I designed for our English Department. In a bid to provide students with a greater variety of elective classes, the administration requires teachers who have been running their content-based language courses for more than two academic years to develop new ones. While the prospect seemed daunting at first, once I started thinking about what to do, I appreciated the chance to reconsider student needs in my context and to reevaluate what my goals were in teaching content-based EFL.

My Global Issues Course

When I started working at Kanda two years ago, I opened a *Global Issues* elective class for the English Department as a pilot course. The first class had 18 students enrolled. In my second year, I began teaching *Global Issues* in both the English Department and IC Department, and have an average enrollment of 30 students per class, which is full capacity. The courses last one semester (14 weeks, with two 90 minute meetings per week).

During the semester, we cover a variety of issues that affect people around the globe and pay particular attention to how these issues are inter-connected. After using the war in Darfur as a case study of interconnection, we branch out into other regions of the world and do interactive lessons on the environment, human migration, discrimination, “terrorism”, poverty, AIDS, child soldiers, human trafficking, fair trade, and human rights.

Developing a Peace Education Course

Because this class has now been discontinued, I decided to focus on developing the framework for a *Peace Education* course, what I consider to be a natural extension of the work I have done so far. While both Peace Education and Global Issues invite students to explore social responsibility, I wanted to

develop a new course that would differ from my *Global Issues* class in two significant ways. First, while the main focus of GI was raising awareness, the primary goal of the new course would be to focus specifically on peace, to have students consider what peace means to them, and to ask students how they can personally create a culture of peace in their own immediate environment. Second, as the first point implies, the focus of the new course would be on the local rather than the global. This is important because during the three years I spent teaching *Global Issues*, I felt that one of the main challenges in asking students to think about what is happening around the world is that they have not had the opportunity to fully consider certain issues in the local context and, as a result, they don’t have a solid point of reference on which to base their opinions and ideas. For example, in one *Global Issues* class we studied about the problems faced by new immigrants in the United States. After much discussion, the students determined that this was a context-specific issue rooted in the history of racial tension in America. When I asked the students about problems faced by second or third generation Brazilian immigrants in Japan, many students were unaware of why they had come here and what troubles they experience on a daily basis. Because of this apparent gap in knowledge of local issues, I have decided to explore the local context using the prism of Peace Education.

Peace Education: The Five P’s

In developing the framework for this Peace Education course, I’ve decided to combine several features that I have used successfully in other classes. For simplicity, I call them the five P’s.

(1) Peer Talk:

I plan to open each class with a 10 minute “peer talk” session during which time students discuss an issue connected to Peace Education in the local context. Each lesson, one student will be responsible for giving me a topic and telling the class why it is important to them. I chose this feature for three reasons. First, it helps students take ownership of the class by creating some of the curriculum. Second, it’s a good warm-up time both for using English and for getting into the subject. Third, there are some problems with lateness and having a warm-up like this means students will be able to come into the class, see the topic on the board, and begin immediately.

(2) Person of Peace:

After the peer talk session, one student will introduce a person of peace to the class from the local context. This person can be a family member, a friend, a local celebrity, a historical figure, etc. The student will introduce this “person of peace” and explain their contribution. Hopefully, this will help students develop some confidence in speaking out in front of the class. Also, it personalizes the lesson for students and develops their awareness of what is being done at the local level for peace.

(3) Projects:

The main part of the course will be to work on projects with other class members. Students will stay together for the duration of a project, then switch groups when a new project begins. Hopefully, this will help students get to know each other more deeply than when they are just put into random groups at the beginning of each class. I have several topics to propose to the students.

- ◆ First is the writing of a peace-themed graded reader to be published by the university library and put on display in the self access-learning center. Writing the graded reader would involve some knowledge of the General Service word list and how different publishers determine reader levels. Also, it would involve some consideration of a theme and how to creatively voice that theme. In order to choose their topic, it is hoped that students will be able to interview people close to them to get their ideas. It is also hoped that students will read their books to the people that inspired them.
- ◆ Second is the building of a display for the Hiroshima Peace Memorial Museum. This would provide students with an opportunity of revisiting a familiar topic but also allow them to add their own voices to the narratives presented at the museum. There are some directions for developing displays on the museum website. Hopefully when these projects are finished, we will be able to invite students from other classes to visit our own mini Peace Museum.
- ◆ Third is to plan a Peace Boat voyage that makes stops only in Japan. Students will have the chance to choose one region of the country, research it, find a topic connected to peace and plan activities for a stop in their region. It is hoped that when the students have completed their sections of this project, we will be able to simulate a Peace Boat

voyage in the classroom, with each group leading the activities for the stop in their region.

At the beginning of the semester, students will have the opportunity of hearing in detail about the projects I propose. They will also have the chance to propose any additional projects they think would fit into the theme of the course. Depending on their needs and interests, we will include as many student-generated ideas as time allows.

(4) Presentations:

In the past, I have invited guest speakers to my classes from organizations like JICA (*Japan's Peace Corps*), Peace Boat, the Tokyo chapter of Amnesty International, and the NGO Peace Winds Japan. Hopefully, the students and I will be able to recruit more guests to visit us as their talks usually make the topics covered in the curriculum really come alive for the students. Presentations are always very well done and students can apply what they have learned about good delivery to their own project presentations.



(5) Practice:

While students will have many opportunities in class and outside to gather information, discuss issues and develop their creativity, it is also important for them to have the chance to reflect as individuals on what we do in groups. During the course, I will ask students to keep a journal in which they will write their reactions to the material we study and how this can help them to foster peace on a personal level in their own lives.

I have made a proposal to give a workshop at the national JALT conference in Nagoya that will feature some of the lesson plans used in this course. If the proposal is accepted, I hope you will join me so I can share more details of my Peace Education course with you. I look forward to seeing you at the Global Issues GILE SIG forum in November and to a fruitful exchange of ideas.

Jennifer Yphantides

Kanda University of International Studies,
Chiba, Japan E-mail: <yphantides1@yahoo.ca>



Teaching About the 2010 Soccer World Cup

June 11 – July 11, 2010



World Cup Teaching Ideas

- Research the origins and history of soccer. Do written reports or oral presentations in class.
- Study the national flags and national anthems for the countries represented in the World Cup.
- Make a data chart of the 32 World Cup nations with population, capital, language, religion...
- Research World Cup 2010 statistics: number of games, players, TV viewers, goals...
- Discuss social issues linked to soccer such as hooliganism, nationalism and globalization.
- Have students "adopt" a team from a foreign country, study it and cheer it on at each match.
- Profile one soccer player from each continent. Study their background & follow their progress.

Quotes

The World Cup will help to unify people. If there is one thing the world has in common, it's soccer.

- Nelson Mandela

The rules of soccer are very simple: if it moves, kick it. If it doesn't move, kick it until it does.

- Phil Woosnam

Some people believe that soccer is a matter of life and death. I am disappointed with that attitude. I can assure you that it is much more important than that.

- Bill Shankly

In Latin America, the border between soccer and politics is vague. There are many governments that have fallen or been overthrown after the defeat of the national team.

- Luis Suarez

FIFA Campaigns on Global Issues

FIFA works to promote global awareness and raise funds for social causes. FIFA Ambassadors serve as role models. Have your students research some of its past and present campaigns:

- "Say No to Racism" FIFA
- "Let's Play, Let's Build" (FIFA-SOS)
- "Goals for Girls!" (FIFA-UNICEF)
- "Unite for Children, Unite for Peace" (UNICEF)
- "Red Card to Child Labour" (FIFA-ILO)
- "Smoke-free Soccer" (FIFA-WHO)
- "Kick Polio out of Africa" (FIFA-WHO)

Teaching about South Africa



The 2010 Soccer World Cup is a great chance to teach about Africa and the host country, South Africa. Use this opportunity to have your students explore the history, culture, people and issues of this dynamic African nation. Sample topics include:

- General: S African languages, cultures, music, dance..
- People: Nelson Mandela, Steve Biko...
- Movies: Invictus, Cry Freedom, Sarafina...
- Issues: poverty, crime, racism, AIDS...
- History: colonialism, Boer War, apartheid...

Websites

FIFA World Cup Info <www.wikipedia.org>

FIFA Website <www.fifa.com/worldcup/index.html>

Teacher Planet (World Cup Lessons)
<www.teacherplanet.com/resource/worldcup.php>

Teaching Themes (World Cup teaching ideas)
<www.teachingideas.co.uk/themes/worldcup/>

Oxfam "Bring On the World" Teaching Unit
<www.oxfam.org.uk/education/resources/bring_on_the_world/?9>

EFL Teaching Ideas on the World Cup
Great ideas by John Liontas in *The Language Teacher*
26/5 May 2002 JALT On-line at:
www.jalt-publications.org/tlt/articles/2002/05/liontas

Movies about Soccer

- *Bend It Like Beckham* (2002)
Classic soccer tale of girl players in London.
- *Shaolin Soccer* (2001)
Magic Chinese comedy about kung-fu soccer.
- *Victory* (1981)
Allied prisoners defeat Nazis in a soccer match.
- *Gracie* (2007)
The story of a US girl player who fights sexism.
- *Kicking It* (2008)
Documentary about the Homeless World Cup.
- *The Great Match* (2006)
Fun story of soccer fans from Asia and Africa

Mr. Donn World Religions

www.mrdonn.org/religions.html



Mr. Donn's World Religions is a fun and educational introduction to world religions for kids. It includes free lessons, activities, art, information and powerpoints on Islam, Buddhism, Christianity and other religions.

Robert Seltman Global Site

www.lov-e.com/Global_1.html

Lov-e.com

Robert Seltman's *Global Issues* website introduces students to a wide variety of global topics such as rainforests, human rights, tourism, gender, war, peace, "us and them", refugees and the UN. Check it out!

Global Issues Gateway

< www.gig.org >



Global Issues Gateway is a great American website run by US-based Fairleigh Dickinson University which contains on-line video lectures, a globalization journal plus links to key global institutions and NGOs.

Facing the Future

< www.facingthefuture.org >



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

Peace Boat

< www.peaceboat.org >



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

New Internationalist

< www.newint.org >



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

Global Issues at ESL Etc.

< 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.

Global Stories

< <http://spiriatwork.net> >



Global Stories is a dynamic English language text which features picture stories about global issues such as landmines, refugees, sweatshops and bullying. Order a copy now!

Oxfam Education

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/



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 >



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.



BOOKS ABOUT SOCCER AND THE WORLD CUP

Are you thinking of creating a teaching unit on the World Cup? Are you interested in soccer as a global event? Then check out these great books!



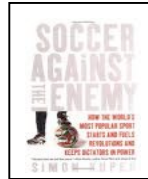
How Soccer Explains the World by Franklin Foer (2004) \$14

Follow the author around the globe to see soccer's links to war, religion, nationalism and globalization.



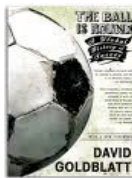
Soccer Against the Enemy by Simon Kuper (2006) \$15

Learn how the world's most popular sport fuels revolutions and helps to keep dictators in power.



The Ball is Round by David Goldblatt (2006) \$24

If you're a true soccer fan, try this hefty 960-page paperback which tells the global history of soccer.



The Thinking Fan's Guide by Matt Weiland (2006) \$15

Check out this great collection of essays about soccer's links to war, poverty, culture and religion.



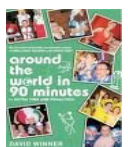
Japan, Korea and the World Cup by John Horne (2002) \$65

Read about the social, political and cultural impact of the 2002 World Cup on Korea and Japan.



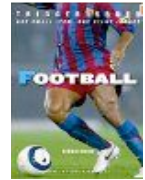
Around the World in 90 Minutes by David Winner (2007) \$16

Learn about soccer and soccer fans in Poland, Italy, Korea and Brazil.



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.



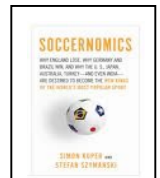
World Cup 2010 by Steven Stark (2010) \$15

This guide to the geopolitics of the World Cup covers teams, cultures, issues, national anthems and more.



Soccernomics by Simon Kuper (2009) \$15

Learn why England loses, why Brazil and Germany win, and why Japan and Turkey will triumph.



Soccer World: Mexico / S Africa by Ethan Zohn (2006) \$11

Learn about the cultures of Mexico and South Africa via soccer with these two great books for kids.



Maya & Miguel by Tracey West (2005) \$10

This Scholastic reader follows Maya and Miguel as they learn about soccer in countries around the world.



World Team by Tim Vyner (2002) \$10

This great picture book shows kids playing soccer around the world.



Green Teacher

www.greenteacher.com



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

Youth for Human Rights

www.youthforhumanrights.org



Youth for Human Rights (YHR) has produced 30 public service ads to promote human rights. See these on-line or order the DVD for your classroom.

Teachers Against Prejudice

www.teachersagainstprejudice.org



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



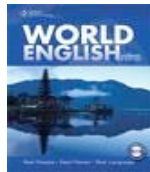
LANGUAGE TEXTBOOKS ON GLOBAL THEMES

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) "World English: Real People, Real Places, Real Language"

by Martin Milner, Kristin Johannsen, Rebecca Chase (2010) (2,200 yen per book, with CD)
Heinle / Cengage Learning <www.elc.heinle.com> E-mail: Rika.Kojima@cengage.com



- This 4-skills general English series uses *National Geographic* content, images and video to promote language learning, global thinking and world awareness.
- Each of the series' 4 books covers a variety of international themes and topics.

World English Intro

This introductory book's 12 units deal with a variety of global themes such as *families around the world, jobs around the world, world festivals, preventing global diseases, human migration, slow food, Inuit fashion and Thai boxing.*



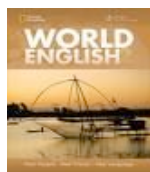
World English 1

This book's 12 units deal with topics such as *people around the world, carnivals around the world, world travel, Machu Picchu, wild dolphins, future energy, hula dancing, healthy lifestyles, stress, the universe and habitat destruction.*



World English 2

This book's 12 units deal with topics such as *people around the world, photos of the world, communication, germs, the Arctic, ethnobotany, sustainable tourism, endangered species, megacities, Apache culture and the Columbian exchange*



World English 3

This book's 12 units deal with themes such as *people and places, world art, emotional experiences, environmental issues, money and values, sports and competition, emergency survival, space, African schools plus rickshaws in India.*

(2) "Nature Stories" by John Spiri [2 book set] (2nd edition) (2010; ¥1900)

Global Stories Press, Tokyo <globalstoriespress@gmail.com> <<http://globalstoriespress.org>>



This 106-page full-color English textbook set features stunning professional photos of the natural world with corresponding factual sentences which students listen to, write, and practice telling. The 2-book set features teaching units on a variety of topics including mammals, insects, reptiles, sea creatures, fun facts and more. Other activity sections include *Endangered Animal Watch* and *Thinking Deeper* as well as English readings on chapter themes. The text aims to educate students about the natural world, and motivate them to cherish it.

(3) "Newsmakers: 25 News Stories That Changed the World" by Paul Stapleton (2008; ¥2100)

MacMillan Language House, 3/F Chiyoda Bldg. 2-37 Ichigaya-tamachi, Shinjuku-ku,
Tokyo 162-0843 Tel: 03-5227-3538 <elt@mlh.co.jp> Web: www.mlh.co.jp



This 90 page college EFL text aims to build Japanese students' reading skills while raising awareness of newspaper English, the mass media and historical events. Its 15 units cover 25 news stories including: *Darwin's theory of evolution (1859), the first trans-Atlantic flight (1927), the Wall Street crash (1929), the invention of fast food (1948), the Arab-Israeli wars (1967/1973), the first moon walk (1969), the first cloned mammal (1997) and the 9/11 terrorist attacks (2001).* Each 4-page unit features a 2-page reading passage (with photos), vocabulary exercises, listening comprehension and discussion topics.



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

United Nations Activity Book

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

Book "The World Around Us"

Get a copy of this classic ESL text from Canada full of great ideas and classroom activities for teaching about social issues. ¥2000 / \$20

Global Perspectives (IACET)

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

Fair Trade Goods

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

* www.peopletree.co.jp

* www.worldfairtradeday09.org/

Global Education Maps

Decorate your classroom or your school with these great global ed maps. < <http://odtmaps.com/> >>



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

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

Amnesty International USA, 322 8th Avenue, New York 10001, USA Web: www.amnestyusa.org

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

Anti-Defamation League, 823 U.N. Plaza, New York 10017, USA Website: www.adl.org

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

CTIR, University of Denver, 2199 S. University Blvd, Denver, CO 80208, USA Web: www.du.edu/ctir/

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

ESR, 23 Garden Street, Cambridge, MA 02138, USA Fax: 617-864-5164 Web: www.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

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

Intercultural Press, PO Box 700, Yarmouth, Maine 04096, USA Web: www.interculturalpress.com

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

National Geographic, Box 98199 Washington, D.C. 20090-8199 US www.nationalgeographic.com

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

New Internationalist, Box 1143, Lewiston, New York 14092 USA Website: www.newint.org

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

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

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

Peace Ed. Foundation, 1900 Biscayne Blvd Miami 33132 US Fax 305-576-3106 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

Social Studies School Service: global education catalog of books, videos, software, posters & maps

Social Studies School Service, 10200 Jefferson Blvd, Box 802, Culver City, CA 90232-0802 USA

Tel: 310-839-2436 or 800-421-4246 <access@socialstudies.com> Web: www.socialstudies.com

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

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

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

U.N. Bookstore: books, videos, posters, maps on global issues, world cultures, int'l understanding

UN Bookstore, New York 10017 USA www.un.org/Pubs/CyberSchoolBus/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

COMING EVENTS CALENDAR

May 1 – Oct. 31	Expo 2010 Shanghai, China ¹	June 20	World Refugee Day ⁵
May 31	World No Tobacco Day ²	July 11	World Population Day ⁶
June 5	World Environment Day ³	Aug 6 / 9	Hiroshima Day / Nagasaki Day ⁷
June 11- July 11	FIFA Soccer World Cup ⁴	Aug 9	World Indigenous Peoples Day ⁸

1 Expo 2010	<www.wikipedia.org>	<http://en.expo2010.cn/>	<www.youtube.org>
2 No Tobacco Day	<www.who.int/tobacco/en/>	<www.wikipedia.org>	<www.anti-smoke-jp.com>
3 World Environment	<www.unep.org/wed/>	<www.wikipedia.org>	<Earth Song www.youtube.org>
4 FIFA World Cup	<www.fifa.com/worldcup/>	<www.southafrica.info/>	<www.wikipedia.org>
5 Refugees	<www.unhcr.org>	<www.unrefugees.org>	<www.japanforunhcr.org>
6 World Population	<www.populationconnection.org>	<www.unfpa.org/wpd/>	<wikipedia>
7 Hiroshima/Nagasaki	<www.pcf.city.hiroshima.jp>	<www.dannen.com/hiroshima_links.html>	<wikipedia>
8 Indigenous	<www.un.org/depts/dhl/indigenous/>	<www.acn.net.au/articles/indigenous/peoples/>	
* For more dates: <www.betterworldcalendar.com> <www.earthcalendar.net/> <http://aglobalworld.com>			

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: <kates@rstu.jp> <www.gilesig.org>

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