

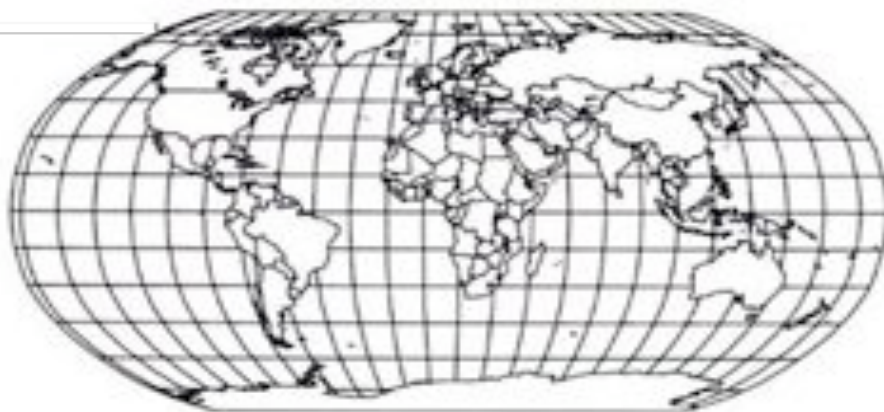
Newsletter of the "Global Issues in Language Education" Special
Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

88th

Issue

celebrating 88
issues and 23
years in print
since 1990



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E-mail: kcates@rstu.jp Check out back issues on our homepage!
Website: www.gilesig.org Facebook: www.facebook.com/gilesig.org

NEWSLETTER #88

This summer newsletter comes out as teachers and students here and abroad strive to stay cool and safe amid soaring temperatures and heavy rains. Our main articles in this edition include: (1) a description by Anthony Lavigne of how TED talks on global issue themes can be used to promote language learning and (2) an EFL research and education project designed to promote tolerance, reduce nationalism and eliminate xenophobia among school children in Russia. Our special feature this issue is a lesson about peace activist and “world citizen” Garry Davis who passed away in the US in July. Other items include a report on this spring’s IATEFL 2013 conference in Liverpool, resource books on war and peace plus a round-up of global education news, events and resources.

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

* Abstracts of articles on global themes from ELT journals and the media	4
* News and announcements from language teaching organizations	5
* Conference Report: <i>Global Issues at IATEFL 2013</i> (Liverpool, England)	6 – 10
* <i>Teaching Global Issues via TED Lite</i> by Anthony Lavigne	11 – 13
* <i>Promoting Tolerance in the Language Classroom</i> by Anastasia Khodokova	14 – 16
* Special Feature: <i>Teaching about Garry Davis – World Citizen</i>	17 – 19
* Teaching resources on global issues from global education organizations	20
* Language teaching textbooks on global education themes	21
* Book profiles: <i>Summer Reading – Books about War and Peace</i>	22

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

Peace as a Global Language (PGL)

Nov. 16 - 17, 2013 Rikkyo University, Tokyo
< <http://pgljapan.org/> >

This fall's annual *Peace as a Global Language* conference will be held November 16 - 17, 2013 at Rikkyo University in Tokyo. PGL 2013 will bring together educators, academics, activists and NGOs for a stimulating weekend of talks, events and presentations on peace and peace education. Plan to attend and submit a proposal!

- **Call for Papers** Deadline: August 30, 2013
- Extended deadline for proposal submissions



One World Week (OWW)

Oct. 20 - 27, 2013

< www.oneworldweek.org >

One World Week is an annual UK-based global education event which promotes social justice and global awareness. This year's theme is *More Than Enough?* OWW invites teachers and schools worldwide to hold their own events. Their site has:

- teaching materials, ideas, resources, Powerpoints
- information on OWW events around the world
- tips for how to organize your own OWW event

Start planning now for an event at your school!

JALT Environmental Committee

Chair: Brent Simmonds

<brentoldchap@hotmail.com>

The *Japan Association for Language Teaching* has set up an *Environmental Committee* to explore how to reduce the environmental impact of JALT and of language teachers in Japan. To learn more or to make suggestions, contact Brent Simmonds.

Global Education Events

- ***Educating for a Just, Peaceful Future***
September 21, 2013 New York (USA)
<<http://2013.humaneedconf.org/>>
- **ACR Conference: *Making Peace Happen***
October 9 - 11, 2013 Minneapolis (USA)
<www.acrnet.org/Conferences.aspx>
- **AASSA: *Global Issues Network Conference***
October 18 - 20, 2013 Quito (Ecuador)
<www.aassa.com/page.cfm?p=418>
- ***Education: Millennium Development Goals***
November 16 - 18, 2013 (India) www.aabhu.com/FIRST%20CIRCULAR2013.pdf
- ***Education, War and Peace Conference (2014)***
July 23 - 26, 2014 London (England)
Proposals: Nov. 30 <www.ische2014.org>

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

GLOBAL FESTA 2013

International Cooperation Festival

October 5 - 6, 2013 Hibiya Park, Tokyo

< www.gfjapan.com >

Global Festa 2013 will be held on Oct. 5 - 6 in Tokyo. This is Japan's largest gathering of global issue NGOs. The 2-day event features displays by over 200 groups (*Save the Children, Amnesty International, UNICEF, Doctors w/o Borders...*) plus concerts, workshops and ethnic cuisine. Check out their website above (Japanese). Don't miss this special event! Bring your students!!

New GILE Website

www.gilesig.org



Our ***Global Issues in Language Education*** Special Interest Group website offers a wealth of teaching ideas from back issues of our newsletter, thanks to webmaster Paul Arenson. Check it out!

GILE on Facebook

www.facebook.com/gilesig.org



Take a look at the rich variety of news, resources and information on global ed and global issues on our dynamic ***Global Issues Facebook*** page designed by Jack Brajcich <brajcich@fukujo.ac.jp>

GILE on Twitter

<https://twitter.com/gilesigjp>



- For more updates on global themes, go to our ***Global Issues Twitter*** site, also by Jack Brajcich
- Make sure to check out **The GILE Daily**, an indispensable resource for following the issues!

JALT GLOBAL ISSUES SIG OFFICERS FOR 2013

Here are the 2013 officers for our *Global Issues in Language Education* Special Interest Group (GILE SIG) of the *Japan Association for Language Teaching* (JALT). Let us know if you want to join the team!

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JOIN OUR GILE SIG TEAM

Wanted:

- reps for other areas of Japan
- project & website assistants

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WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

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

EFL Books Requested for Teachers in Haiti

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

"Book Aid" South Africa Library Project

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

Vietnam Book Donation Project

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

GLOBAL PROJECTS FOR SCHOOLS AND CLASSES

ENVIRONMENTAL PROJECTS

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

CLASS OR SCHOOL EVENTS

- **Sponsor a Child Overseas**
<http://plan-international.org> www.plan-japan.org
- **Work to End World Hunger** (click "take action")
<http://actfast.oxfamamerica.org/>
- **Raise Funds to Help Eliminate Landmines**
www.icbl.org www.jcbl-ngo.org
- **Start a School Human Rights Club**
www.amnesty.ca/youth/get_involved/



The Effects of Global Education in the English Language Conversation Classroom

by Reza Omidvar & Benjamin Sukumar (India)
<reza.omidvar.research@gmail.com>

This article gives an overview of the field of global education, explains how global themes can be integrated into content-based language teaching, and emphasizes the role that language educators can play in helping to prepare students for global citizenship. The authors describe a content-based EFL global issues syllabus that they designed on global education principles for a class of intermediate adolescent English learners aged 12 – 19 in Mysore, India. After taking the course, students showed increased global awareness, problem analysis skills and critical thinking as well as better class participation.

English Language Teaching Vol. 6/7 2013 Canada
Available on-line at : <www.ccsenet.org/journal/index.php/elt/article/download/28013/16901>

English to be Official Language of ASEAN

In the year 2015, the *Association of South-East Asian Nations* (ASEAN) will follow the lead of the *European Union* (EU) and open up its borders, allowing people to work in any of its member nations. Given its diverse range of languages, ASEAN has chosen English as its official language. This will mean a greater emphasis on English language teaching for young people in its member states: Indonesia, Malaysia, the Philippines, Singapore, Thailand, Brunei, Vietnam, Laos, Burma and Cambodia.

“Asians adopt English for ASEAN” in *EL Gazette*
#400 May 2013, UK. <www.elgazette.com>

Saudi Religious Police to Learn English

The head of Saudi Arabia’s “Commission for the Promotion of Virtue and Prevention of Vice” has announced that Saudi’s religious police – the *haia* – will start learning English to “improve performance levels”. The power of Saudi’s religious police has recently been curtailed and its reputation tarnished by several incidents. One recent confrontation – in English – concerned a *haia* official who stopped a woman in a shopping mall for wearing nail polish. The woman stood her ground, videoed the incident and posted the video online, where it quickly went viral.

“English for Saudi sin police” in *EL Gazette* #400
May 2013, UK. <www.elgazette.com>

EFL Students Join UK Charity Fun Run

The 13th Oxford Fun Run, an annual UK charity event sponsored by the Rotary Club, was won this year by EFL teacher Gordon Kilroy. About 60 educational institutions took part in the 5-kilometer run, including English language teaching schools from Oxford, Bristol, London, Dublin, Leeds and Wimbledon. Last year, the event raised more than £15,000 for local charities working to support social causes such as the disabled, recycling and aid for cystic fibrosis patients.

“Language schools join Oxford fun run” in *EL Gazette*
#402 July 2013, UK. <www.elgazette.com>

No Sex Work for EFL Students in NZ

New Zealand announced in March that it has banned foreign students from working in the sex industry. Although the country’s 70,000 foreign students have the right to work part-time, the NZ government stated that providing commercial sexual services is not allowed. In contrast, other countries around the world are more concerned about helping prostitutes to learn foreign languages rather than preventing language students from turning to prostitution. In Holland, the Dutch government has introduced language testing for prostitutes as a way of reducing human trafficking. In the UK and in Brasil, English language classes for prostitutes have been launched to empower sex workers to negotiate better pay and safer sex.

“NZ: Students’ Sex Work Ban” in *EL Gazette*
#400 May 2013, UK. <www.elgazette.com>

Movie English Academy in Japan

A network of 300 high school English teachers in Japan established an *Academy of Movie English* at Sagami Women’s University this past March. The academy, set up in response to new national guidelines to teach high school English classes in English, aims to help students think “like native speakers”. The group plans to give “academy awards” to the most teachable films and share lesson plans on-line. Co-founder Akira Matsuba of Nagoya Hirabari Middle School said that his favorite film for teaching is Audrey Hepburn’s *Roman Holiday*, noting that “the magic of movies sweeps away students’ allergy to English.”

“And the Award for Best Accent Is” in *EL Gazette*
#400 May 2013, UK. <www.elgazette.com>

Language Teaching Conferences

- **JACET 52nd National Conference**
August 30 – Sept. 1, 2013 Kyoto (Japan)
Website: <www.jacet.org>
- **Korea TESOL (KoTESOL)**
Theme: *Exploring the Road Less Traveled*
Call for Papers: Deadline: May 20, 2013
October 12 – 13, 2013 Seoul (South Korea)
Website: <www.koreatesol.org>
- **ACE 2013 Asian Conference on Education**
October 23 – 27, 2013 (Osaka, Japan)
Deadline for submissions: September 1, 2013
Website: <<http://ace.iafor.org/>>
- **Asia TEFL** October 26 - 28, 2013
Theme: *Englishes Across Asian Contexts*
Manila (Philippines) Web: <www.asiatefl.org>
- **Pan-Asian Conference on ELT (PAC)**
December 5 - 7, 2013 Cebu (Philippines)
Website: <<http://pac-teach.org/>>



JALT 2013 National Conference

Oct. 25 – 28, 2013 Kobe, Japan
<<http://jalt.org/conference>>

- The 39th annual international conference of the *Japan Association for Language Teaching (JALT)* will be held from October 25 – 28 in the city of Kobe on the theme *Learning is a Lifelong Voyage*.
- The conference will include sessions by *Daniela Papi*, EFL teacher, social entrepreneur, development educator and NGO founder, who is being sponsored by JALT's *Global Issues SIG*. Daniela will talk about her work promoting volunteerism, youth leadership and learning service in Cambodia. Further details in our next newsletter!



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

Darwin College, Univ. of Kent, UK

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

IATEFL 2014 CONFERENCE

IATEFL's 48th annual conference will be held from April 2 – 5, 2014 in the city of Harrogate, England. Why not plan to submit a presentation?

- **Deadline for proposals:** September 19, 2013

IATEFL's Global Issues SIG

Margit Szesztay <margit.szesztay@gmail.com>

GI-SIG Website: <http://gisig.iatefl.org/>

Key Internet Websites on Global Issues and Language Teaching



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

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

TESOL Social Responsibility IS (USA)
www.tesol.org (search for "SR-IS")

ESL Etc. (David Royal: Univ. of South Florida)
www.esletc.com



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 2014 CONFERENCE

TESOL's 48th annual international English teaching conference will be held from March 26–29, 2014 in Portland, Oregon with the environmentally-friendly theme: *ELT for the Next Generation: Explore, Sustain, Renew*.

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 specify this as your primary interest section.

SR-IS Chair: Jeanne Malcolm
University of North Carolina
<jmalcol6@unc.edu>

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

Conference Information

For information on upcoming conferences, go to:

* www.conferencealerts.com/language.htm

* <http://jalt.org/aggregator/sources>

* www.eltcalendar.com/events/conferences/



Report on the 47th IATEFL International Conference
April 8 - 12, 2013 in Liverpool, England
www.iatefl.org



The 2013 conference of the *International Association of Teachers of English as a Foreign Language* (IATEFL) was held from April 8 – 12 in Liverpool, England. This is one of the largest English language education conferences in the world attended by over 2,000 teachers from 100 countries. Below is a sample of some of the presentations given on global themes.



GLOBAL ISSUES SIG PRE-EVENT

IATEFL's *Global Issues* SIG held a 1-day pre-conference event on the theme *Unlearning Learnt Helplessness*. This included the following sessions:

Global Issues SIG Open Forum

This open forum discussed how the EFL classroom can be an exciting place to work with global issues. Margit Szesztay <margit.szesztay@gmail.com>

Raising Natural Intelligence

This talk argued that, in a time of global warming, children need to learn about nature, and introduced simple eco activities for EFL classrooms. Mojca Belak (Slovenia) <mojca.belak@guest.arnes.si>

Are Lg. Teachers Supposed to Save the World?

This talk looked at the social responsibilities of language teachers as moral agents who promote caring, sharing, ethics and human rights. Mandana Kaboodvand (Iran) <m_arfa@yahoo.com>

Engaging With Global Issues: Action in Class!

This described the outcomes of a project in Chile and Peru which promoted cultural awareness via literature, music and geography. Leonor Caceres (San Marcos U, Peru) <leomarinc@yahoo.com>

A Cultural Capsule about Lebanon

This presentation introduced a culture capsule about Lebanon which was designed to introduce EFL students to Lebanese culture and traditions. Samya Hamad <samyaabouhamad@yahoo.com>

Global Issues: "Problems Without Passports"

This discussed how language teaching can promote cultural understanding and human rights through lessons on race, gender, class and ecology. Janice Bland (Paderborn University) <janbla@arcor.de>

PLENARY TALKS

Language Dealing

This talk discussed the role of global English using provocative images such as how, if English were a drug, then expat EFL teachers would be the dealers. Susan Barduhn (SIT, US) <susan.barduhn@sit.edu>

The World We Live In: Beatles, Blends, Blogs

This plenary described the role of pop music in promoting English as a global language and analyzed linguistic features of blogs and Beatles songs. David Crystal <www.davidcrystal.com>

INDIVIDUAL PRESENTATIONS

Linguistic Imperialism: Still Alive and Kicking?

This panel asked: "Does the global spread of English threaten local languages and cultures?" "Are English teachers unwitting promoters of imperialism?" Robert Phillipson <wikipedia.com>

IATEFL Failure Fest

This session argued that failure is a better teacher than success. A panel discussed their mistakes and the entrepreneurs' motto "Fail Early, Fail Fast, Fail Often". Ken Wilson <kenwrite@btinternet.com>

Raising Student Awareness of Internet Safety

This discussed the importance of integrating internet safety into ELT curricula and explained how to help students be safe and responsible internet users. Sophia Mavridi <https://twitter.com/SophiaMav>

An Apple (or Android) for the Learner Teacher

This session stressed the role of digital materials in paperless classrooms and introduced engaging apps and online resources for the classroom. Eilidh Hamilton <eilidh.hamilton@britishcouncil.org.tr>

Konichiwa - Salam Aleikum Virtual Exchange

This talk described a virtual international exchange (VIE) using Ning and Google video between Arab students in Dubai and Japanese students in Osaka. Nicole Shammass <nicole.shammass@hct.ac.ae>

Does Business English Meet Industry Needs?

This talk questioned whether Business English in India meets the real needs of the global marketplace. Atul Sharma <atsha@rediffmail.com>

Thinking Through Global Issues

This described action research on how critical thinking enables learners to analyze information, make decisions and communicate their beliefs. Lea Aylett (London, UK) <lea.aylett@regent.org.uk>

Beyond Language: Classroom Limitations

This described extra-curricular tasks that encourage learners to look beyond the classroom and get involved in the local community. Christine Palmer <christine.palmer@cityofglasgowcollege.ac.uk>

Picture Books from Around the World

This session explained how student teachers in Madrid designed EFL teaching units about stories around the world using multicultural picture books. M. Teresa Fleta (Spain) <tfleta@perlaunion.es>

Universal and Diverse

This quoted Rinvolutri's critique of the "woman's magazine world of EFL texts" and discussed the influence of critical pedagogy on materials design. Paul Dummett <paul_dummett@hotmail.com>

Doing Power

This talk introduced the power vocabulary and discourse structures used by successful managers and discussed how students can become more assertive. Edward Pegg <edpegg@hotmail.com>

Task-based Trips

This talk presented tasks which encourage learners to interact with local places and people, and unlock the community as a language-learning resource. David Foster (UK) <dpfoster@gmail.com>

Home Languages in Mainstream Schools

This talk reported about the use of home languages by bi- and plurilingual children in the UK. Clare Wardman (England) <clarewardman@gmail.com>

The Language Behind Labels

This talk argued that, while shopping, we notice brand names but never analyze their meaning. It introduced ways to teach awareness of subliminal English. Maria Heizer (Poland) <waria@vp.pl>

Critical Thinking in College EFL Classrooms

This described an attempt to foster critical thinking in a Chinese EFL class and discussed implications for teaching materials, methods and training. Jianying Du <dujianying@mail.hust.edu.cn>

Cultivating Thinking Through Folk Tales

This talk showed how traditional folk tales can motivate children to explore other cultures, express themselves and better understand the world. Hay Mar Maung <hm.haymar@gmail.com>

Getting to Grips with Graphic Novels

This talk looked at the nature of graphic novels, explained reasons for using them in ELT, then demonstrated good activities for teaching them. Samantha Lewis <twitter.com/_samanthalewis>

The Politics of Labels: Visible Ethnic Minorities

This talk explored the experiences of 10 visible ethnic minority native English teachers and the way they were perceived in their schools. Eljee Javier (U Manchester) <http://eljeejavier.com>

One Laptop per Child: Holy Grail or Disaster?

This analyzed the impact of the *One Laptop per Child* program, and described a British Council project in Uruguay using 350,000 laptops. Paul Woods (BC Argentina) <rphwoods@gmail.com>

Should Culture Be Translated?

This presentation discussed the importance in translation of looking at the cultures of both the source and target languages. Ahmad Al-Hassan (Petra Univ. Jordan) <dral_hassan@hotmail.com>

Your Teaching Career and George Harrison

This session showed four clips from Martin Scorsese's documentary on George Harrison to show parallels with the careers of English language teachers. Barbara Roosken <b.roosken@fontys.nl>

Implementing I-Pads in the Classroom

This talk outlined the steps taken by the British Council to introduce iPad teaching into its EFL programs in Hong Kong. Jon Parnham (BC-KH) <jon.parnham@britishcouncil.org.hk>

Teaching English for Legal Purposes (ELP)

This discussed language and content needs of EFL law students and lawyers based on a 3-year study in Croatia. Ivana Lukica <ivana.lukica@pravo.hr>

Make Your Meetings Work

This showed ideas from *Collins Key Business Skills* that can help learners in conference calls deal with strange accents and speakers who talk too fast. Barry Tomalin <barrytomalin@aol.com>

How Many Heads? Try "Six Thinking Hats"

This workshop showed how Edward de Bono's *Six Thinking Hats* approach can promote critical thinking and problem solving skills in EFL. Suzan Altiparmak <saltiparmak@sabanciuniv.edu>

Teacher in Role: Free to Learn Imaginatively

This talk described how teachers playing a role in class can engage students with real and imagined characters including heroes, villains and celebrities. David Heathfield <david@davidheathfield.co.uk>

Difficult Students: Building Self-Esteem

This introduced ways to help "difficult" students build self-esteem via cooperative activities, rapport building, input and classroom techniques. Luke Prodromou (Greece) <luke@otenet.gr>

Lessons in Life That Matter

This talk argued that EFL is a powerful weapon to raise social awareness and introduced teaching materials on disability mobility issues. Paul Shaw <disabledaccessfriendlycampaign@gmail.com>

Who's Nelson Mandela? Create Global Fluency

This talk explored how social media tools, mobile apps (eg *Lingobee*) and traditional technologies can promote students' cultural awareness. Tom Ottway (University of Sussex) <tottway@yahoo.co.uk>

Creativity and Communication via Short Films

This presentation discussed a number of ways in which EFL teachers can use short films to promote creativity and communication. Kieran Donaghy (Barcelona) <kieran.donaghy@uab.cat>

English in Francophone West Africa

This presentation explained the role of English in French-speaking West Africa based on data from a survey of eight African nations. Hywel Coleman (Univ. of Leeds) <colemanhywel@hotmail.com>

Negotiation Skills in ESP Classes with ICT

This talk showed how law students, although good at English, showed a serious lack of negotiation and cross-cultural communication skills. Hana Katrnakova (Czech) <katrnak@rect.muni.cz>

Can Low-Income Workers Learn On-Line?

This talk described a unique British Council EFL project aimed at teaching receptive skills on-line to 40,000 minimum wage workers in Chile. Thomas Connelly <thomas.connelly@britishcouncil.cl>

Technology: Use Cautiously/Critically/Selectively

This talk gave a critical look at the use of computerized tools in the teaching of English. Penny Ur (Israel) <pennyur@gmail.com>

Diversity and Orwellian Discourse in ELT

This session used socio-political concepts from George Orwell's novel "1984" to argue for more diversity in professional discussions within ELT. Alan Waters <alangeorgewaters@gmail.com>

Critical Thinking for Low-Level EAP Students

This talk proposed teaching ideas for introducing critical thinking skills to pre-intermediate and intermediate students who are studying academic English. Iffaf Khan <iffaf@englishcity.com>

Digital Media for Sustainability and Creativity

This talk showed how digital media and e-learning can help promote critical thinking, creativity, personal expression and cultural awareness. Samuel Lefever (University of Iceland) <samuel@hi.is>

Cities as a Global Issue

This session discussed the global role of cities, then described a content-based EFL course about issues of urban planning and development. Rhoda McGraw (Paris) <rhoda.mcgraw@mail.enpc.fr>

Solar-Powered MP3 Players in African Schools

This described a British Council project which provided poorly-resourced schools in Africa with Mp3 players and digital audio content. David Pardoe <david.pardoe@britishcouncil.or.ke>

Introducing Sports Coaching into ELT

This talk described how taking a "sports coach" approach can help EFL teachers promote language learning, motivation and dedication. Oliver Beaumont <oliver.beaumont@regent.org.uk>

Critical Thinking at Every Level?

This presentation introduced a 9-step "stairway" definition of critical thinking which can be applied to the teaching of lower level English classes. John Hughes (freelance) <john@hugheselt.com>

Pass in English with Arsenal Football Club

This talk introduced *Pass in English*, an EFL series for young soccer fans that uses Arsenal Football Club to promote listening and speaking. Jeremy Walenn <jeremywalenn@garneteducation.com>

Five Minds, One School

This discussed an experimental syllabus which had students reflect on ideas from Howard Gardner's book *Five Minds for the Future*. Simon Robertson (UK) <simon.robertson@centralschool.co.uk>

Education and Post-Colonial Theory

This talk used post-colonial theory to analyze EFL in former colonies and in post-colonial literature. F. Benedito <fernandasantos04@yahoo.com.br>

Creative Legends: Learn English with the Beatles

This showed how teaching about the Beatles through songs, reading, stories, drama and dance can inspire students to improve their English. Maria Rondon <estelarondon@gmail.com>

Can Blue Jeans be Green?

This showed how environmental units can go beyond "turn off the lights" via a lesson on teen fashion featuring critical thinking and action. Aleksandra Zaparucha <ola.zaparucha@gmail.com>

Teaching Literature with HOTS

This explained how *Higher Order Thinking Skills* can be combined with the teaching of literature and discussed how HOTS are being taught in Israel. Judy Steiner (Israel) <steiner.judy@gmail.com>

When Film Studies Met Language Studies

This talk explored relations between film studies and language education linked to the growth of web-based media and the Internet. Andy Curtis (Canada) <andycurtiswork@gmail.com>

Gay-Themed Literature in the EFL Classroom

This presentation described how to teach gay-themed literature using texts such as *The Lover's Dictionary* and *Boyfriends with Girlfriends*. Thorsten Merse <t.merse@uni-muenster.de>

Enjoyable Activities Using News Articles

This session introduced a variety of activities for teaching news articles based on concepts from the field of multiple intelligences. Dahlia Aboulmaaty (Saudi Arabia) <dabulmaati@kau.edu.sa>

Authentic Language & Community Interactions

This described a thematic content-based project on environmental issues which featured an *Environmental Fashion Show* run by high school students. Aleya James (Dubai) <aleyajames@hct.ac.ae>

The Future is Now: Tomorrow's Schools

This talk described the massive changes education is going through and argued that language teachers need to embrace this change to help shape it. Peter Davison (UAE) <peter.davison@zu.ac.ae>

TESOL and Religion: A Dangerous Mix?

This session questioned why religious beliefs are rarely discussed in EFL classes or teacher training, then introduced the results of a teacher survey. John Rodgers (UK) <jmhrhodgers@hotmail.com>

Cell Phone Scavenger Hunt

This talk argued that, instead of forcing students to turn off their cell phones, they should use them in class for language learning activities. Evelina Miscin (Croatia) <evelinamiscin@yahoo.co.uk>

The Culture Roadmap

This talk described how to teach the historical, geographic and social background of the English speaking world by using a conceptual roadmap. Tineke Ausems (Holland) <t.ausems@fontys.nl>

Using Debates for Fluency & Critical Thinking

This presentation discussed how debates can be a viable solution for promoting communication and critical thinking in large EFL classes. Waleed Nureldeen <waleednureldeen@gmail.com>

Kung Fu Teaching and Classroom Control

This workshop showed how to break traditional classroom control structures by integrating ideas from group dynamics and the ideas of Bruce Lee. Sally Janssen (OISE) <sally@as-this.net>

Mentoring in Rwanda

This presentation explored the challenges faced by an EFL mentor in a school in rural Rwanda faced by a new English education policy. Emmanuel Murenzi (Rwanda) <murenziemma@yahoo.co.uk>

Teaching Courageously

This discussed how to design powerful lessons to increase students' awareness and sense of purpose for those who want to do more than "just teach". Elloa Atkinson (UK) <elloaatkinson@gmail.com>

Designing Testing Materials for Rural Areas

This session described how teachers in rural areas of developing countries can use their imaginations to develop innovative materials to teach and test. Abdoul Ka (Senegal) <kaabdoul@hotmail.com>

Think Smart! Developing Thinking Skills

This session introduced fun activities that develop students' thinking skills and enable them to create innovative writing ideas, topics and arguments. Sue O'Connell (UK) <sueoconnell@mac.com>

Improving Intercultural Communication

This session argued that, instead of just talking about culture in class, students need to actually experience communicating across cultures. Adrian Pilbeam (UK) <adrian.pilbeam@ts-training.com>

Learning Geography in English: Cool or Fool?

This talk discussed teaching via English in German schools and reported on a study about using English to teach other school subjects. Senem Ozkul (Germany) <senem.oezkul@phil.uni-augsburg.de>

Explicit Content: Songs in the EFL Classroom

This talk argued for the value of using songs and song lyrics in class. It discussed what type of songs to use and how best to exploit them. Chris Walklett (University of Essex) <cwalk@essex.ac.uk>

A Collaborative Media Club Project

This talk described how a media project allowed students to use their classroom English skills to write news stories about the local community. Claudia Hassan <claudia.m.hassan@gmail.com>

Emotional Intelligence in the TEFL Classroom

This presentation argued that integrating emotional intelligence into EFL can raise language proficiency and improve classroom relationships. Luis Nunes (Portugal) <lmandsn@gmail.com>

Valuing Diversity in Young Learner Classes

This session outlined ways to deal sensitively with issues such as disability, race and sexual orientation by using video, stories and discussions. Nicky Francis (France) <nicky.francis@britishcouncil.fr>

Lively Experience of Teaching EFL in Libya

This session discussed the challenges faced by the presenter in teaching English in Libya via songs, games, mime and BBC TV programs. Vinaya Kumari <vinaya_govindan@yahoo.com>

A Comparison of EFL Texts in China & Japan

This session looked at similarities and differences in the goals, content and activities found in the latest 7th-grade EFL textbooks in China and Japan. Linfeng Wang <evawangamaro@gmail.com>

Youth-Led Projects: Student Leadership

This session discussed how involving students in school projects is an amazing way to enhance student autonomy, management and leadership skills. Samira Idelcadi <samiraidel@gmail.com>

Learning the Ropes: Children Cross Cultures

This talk introduced ways that teachers can help ESL refugee children to cope with academic challenges while crossing cultures effectively. Patricia Reynolds (USA) <preynold@umw.edu>

English Skills in the Real World

This session used examples from the *Collins English for Life: Skills* series for helping students develop strategies to cope in the real world. Andy Cowle (UK) <eva.schmidt@harpercollins.co.uk>

Do Something You Don't Want to Do Every Day

This presentation argued that, in order to grow, teachers should try to do something they don't want to do every day. Five example ideas were introduced. Sarah Milligan <s.milligan@macmillan.com>

POSTER PRESENTATIONS

Talking Cultures: Intercultural Awareness

Charlene Earl (U. of Kent) <c.m.earl@kent.ac.uk>

Egyptian and Yemeni Teachers Work Together

Sanaa Khatter <khatter_sanaa@yahoo.com>

California, Budapest and the Poet Attila Jozsef

Ryan Smith <smith@cardinalnewman.org>



IATEFL Global Awareness Quiz

This annual event had teams of English teachers from around the globe compete to see how much they know about world affairs.



IATEFL Tribute Session

This hour provided an opportunity to remember IATEFL colleagues who died over the past year and to say a few words in their memory.



Wider Membership Scheme

Special badges were sold to sponsor IATEFL memberships for EFL colleagues living in less economically developed parts of the world

IATEFL 2013 ON-LINE

< <http://iatefl.britishcouncil.org/2013/> >

IATEFL 2013 was broadcast live on-line and followed by 50,000 English teachers from 150 countries around the world. Conference sessions can be accessed at the British Council site above.

2014 IATEFL CONFERENCE

April 1 - 5, 2014 Harrogate, England

<www.iatefl.org>

Next year's IATEFL conference will be April 1 - 5, 2014 in Harrogate. The deadline for proposals is September 19. Details at the website above.

Shin-Eiken Association

< www.shin-eiken.com >

新英語教育研究会

平和

Shin-Eiken is a dynamic high school EFL teachers group in Japan that works to promote global education. Check out its Japanese website, subscribe to its magazine or attend one of its regional events in Japan.

"Shin Eigo Kyoiku" (New English Classroom) Magazine

Sanyusha Press <www.sanyusha-shuppan.com>

Shin-Eiken's monthly magazine "The New English Classroom" (printed in Japanese) features a wide variety of articles on global themes.

Sample articles from magazine issue # 525 (May 2013)

- *Another Global Language: English Teachers Learn Esperanto*
- *International Card Exchanges with Australian Schools*
- *Asian Tapestry: We Love Korean People*
- *Sharing for Self-Help: Japanese Medical Aid in Nepal*
- *Opening a Door to the World via "iEARN Japan"*

Sample articles from magazine issue # 526 (June 2013)

- *Cuban Hero Jose Marti and the Power of Language*
- *Maintaining the Mental Health of English Teachers*
- *Cherish the Life You Have: Youth, Bullying and Suicide*
- *The Visit to Japan of Nobel Peace Prize Winner Wangari Maathai*



Teaching Global Issues via TED Lite

by Anthony Lavigne (Kansai Gaidai University, Osaka)



Introduction

The website TED.com has exploded in popularity in recent years and increasingly found its way into classrooms of a variety of disciplines. As teachers consider effective methods of instruction that introduce current information and attempt to adequately prepare students to be active participants in their future, they can realize their responsibility to contribute to a better world by allowing students access not only to the language, but also to the skills necessary to further peace, development, and a healthier planet.

Over the last four years, my colleagues and I at Kansai Gaidai University have used TED.com in our teaching to allow students to discover the world autonomously, collaborate with their peers, and heighten their awareness of some of today's most pertinent global issues. This article is an expansion of ideas presented in *Blended learning: An evolving praxis* (Fogal, Graham, and Lavigne, in press) and will describe an activity that provides students with exposure to important topics, while employing English as a tool of social awareness.

TED Lite

TED Lite is a classroom-friendly approach to teaching English that has EFL students choose a video from TED.com, which they ultimately will teach to their peers. Prior to their presentation, students write a 1-page report about their video containing a summary, opinion, vocabulary and 3 discussion questions. The talk that students deliver is 15 minutes long. This requires students to introduce the video's theme to their classmates, discuss the opinions given in the speaker's message, teach new vocabulary items mined from the script, and lead their peer group through a discussion which moves beyond the TED video and connects its theme to the lives of the students.

Choosing a video

The TED.com collection of video speeches continues to grow every week. This provides a rich variety of topics from which teachers can direct students to find videos that fit their theme of study. Students can also select videos that pique their interest. For *Ted Lite*, each student chooses a video, then claims it by entering their choice on the university's LMS. Before they choose, I take time in class to show them how to navigate to the 'talks' page and use the filters (eg. subtitles, length, topic, etc.) in order to find the best-suited video.

Breaking it down

After students have chosen their video, their first task is to deconstruct it and prepare to present it to their peers. To assist them, I offer a process for how to do this. I suggest they watch the video once in their native language, then again using English subtitles. After they do this, I tell them it's a good time to brainstorm and to get their initial thoughts down on paper. Next, I have them begin to create an outline, highlighting the main points of the speech. As they refine this, they can begin to summarize their long video into one paragraph.

Summary

To summarize the video message, I remind students to talk about key concepts, not details. Information such as numbers and dates are often not as important as ideas and concepts. Finally, their summary conclusion should state the main ideas of the whole speech. The exercise of having students summarize a long video into an organized one-paragraph written summary allows ample opportunity for skill improvement.

Impression

Next, students are asked to write a paragraph that effectively illustrates their opinion and why they feel that way. At first, students begin their 'impression' paragraph by stating their overall opinion about the TED talk and giving a preview of the reasons that support their opinion. In order to support their opinion, I invite them to write about something that they read or learned, an experience they had which created their beliefs and influenced their opinion, and/or any relevant factual information. Students conclude this 'impression' paragraph by restating their overall opinion as well as their strongest supporting reason for why they feel their opinion is valid.

Vocabulary

For the vocabulary task, I direct students to search the video script again and notice any words or phrases that seemed especially relevant to the talk. I let them know that vocabulary terms don't necessarily have to be the biggest or most abstract words that were used, but perhaps a word they knew that was used in a different context, or an idiom or expression they heard that caught their attention. I ask them to summarize these vocabulary terms on their report by listing the terms followed by a definition in their own words.

Discussion questions

I believe the discussion questions to be the most valuable aspect of *TED Lite* because this is where the words of the TED speaker (a stranger) become meaningful as each student interacts with the content. I offer them the following outline for how to create fruitful discussion questions.

- For the first question, I ask them to write a personalized question connecting the video's theme to the lives of their peers. For example, if their TED video talks about building a sustainable home, a good discussion question might be, "How is your home sustainable / not sustainable?"
- For the second question, students should attempt to connect their video's theme with their home country, their culture and their fellow citizens. For example, if the video they choose is about pesticides used on farms in the United States, students might ask, "How much do farmers in Japan use pesticides? How do Japanese people feel about the use of pesticides on their food?"
- For the third question, I have students ask about how their video theme is relevant to the global community. For example, if their video talks about hunger in Africa, students could ask, "In what other areas of the world is hunger a problem? How can people in developed countries help with this problem?" I let students know that the discussion can be where the most valuable learning takes place and urge them to give some thought to developing fruitful questions on their video theme.

Submission

Several days prior to their presentation day, students are asked to complete and submit a one-page report about their video. This allows teachers the opportunity to check for things such as word processing formatting, writing skills, appropriate content, student preparedness, and a variety of other factors. In addition to this report, the other writing components of *TED Lite* consist of making a student handout and a notecard.

Student Handout

The student handout is what presenters give to their classmates after finishing their summary and impression. This contains the TED speaker's name and video title, vocabulary terms, and discussion questions. I ask students to create a simple vocabulary activity (eg. matching or cloze) in order to activate their classmates' minds when learning the new terms. I also have them list their discussion questions on the handout as well. Often, if other students can read the questions, they can more easily understand what is being asked of them.

Notecard

During the presentation, I encourage students to speak naturally and to connect with their audience, but not to read from a script. To accomplish this, I allow them the use of only a notecard when delivering their summary and impression. I briefly let them know that notecards for speeches should have bulleted or numbered phrases using keywords and not full sentences.

Presentation

The focal point of *TED Lite* is a 15-minute student presentation. This is broken into 4 sections.

1. First, students are given 3 minutes to summarize their video.
2. Second, they have 3 minutes to convey their impression.
3. Next, 3 minutes are allotted for them to introduce their vocabulary terms and have their peers work through the activity on the student handout.
4. Finally, 6 minutes are allotted for discussion.

I provide students with several strategies for how to get their audience involved in the presentation. After they deliver the summary, I suggest that presenters stop to check in with their group members and ask if they've understood the video message before moving on. Following their impression, students can ask their peers, "What do you think?" This breaks up the monotony of the lecture-style lesson, in which most minds wander after a few minutes. By having group members share their thoughts, the TED theme, which has been chosen for them, suddenly becomes personally meaningful. Finally, during the discussion questions, I encourage group leaders to keep the conversation moving by (a) monitoring if all students are speaking equally, asking 5W questions¹ to extend the discussion, and (b) by using active listening² to allow the conversation to develop its personal relevance for the group.

Assessment

During the presentation, all students are provided with an assessment form which contains sections for self-assessment as well as for peer-assessment. I also have a space for students to write a number grade, as well as write any comments. Naturally, these assessment guidelines can be modified to best relate to class objectives.

Conclusion

The use of TED.com in the language classroom introduces students not only to global issues, but also to concepts of global education (Cates, 1990; 1985). Students discover world problems and, through

discussion, are able to personalize themes and imagine solutions. Further, the *TED Lite* approach features student-led interaction about global issues in a form that could not be more current (since TED Talks are updated weekly).

Educators and students must find a way to teach each other about how the world really works. Today's students don't need to open their minds to receive a mass of information so much as they need to train and condition their minds to have the dexterity to encounter the new global issues they will have to face during their lifetime. As new concerns continue to emerge, the TED stage will continue to host the world's greatest thinkers, chronicling humanity's journey.

TED Lite brings these ideas to the classroom, and provides many opportunities for students to refine their communication and thinking skills. Within this approach, learners are given student autonomy, practice in critical thinking, and exposure to global issues and current events. I hope that this lesson idea can help you to make the invaluable resource of TED.com accessible and meaningful for your students.

In addition to the *TED Lite* activity described here, my colleagues and I have also developed further TED lessons such as *Instant TED* (practice developing good questions), *TED Video Circles* (a student-led project-based lesson), *TED Critical* (critiquing TED speakers and challenging their message), and *TED Video Circles +* (a cooperative-learning based research project).

For more information on *TED Lite*, please contact me at the e-mail given. For additional ideas and resources on using TED.com, see *Blended learning* (Fogal, Graham, and Lavigne, in press). A talk on *TED Lite* will be featured at the 2014 TESOL Convention in Portland, Oregon.

Notes

¹ Who, what, when, where, why, and how

² A communication technique that requires the listener to re-state or paraphrase what the speaker has said in order to confirm what they have heard.

References

- Cates, K. (1990) Teaching for a Better World. *The Language Teacher*.
- Knip, W. M. (1985). A critical review of the short history of global education. New York: *Global Perspectives in Education*.
- Seitz, John L., and Kristen A. Hite. (2012) *Global Issues: An Introduction*.

Fogal, G., Graham, F. & Lavigne, A. (in press). Blended learning: An evolving praxis. *TESOL Journal*.

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Anthony Lavigne is an assistant professor at Kansai Gaidai University in Osaka, Japan. Having taught English for over ten years in Switzerland, Korea, the USA, and Japan, he now prepares wide-eyed Japanese undergraduate students to embark on study abroad programs.

Global Issues: TED Categories

- *A Greener Future* (120 talks):
www.ted.com/themes/a_greener_future.html
- *Global Issues* (366 talks)
www.ted.com/topics/global+issues
- *Environment* (74 talks):
www.ted.com/topics/environment
- *Energy* (37 talks):
www.ted.com/topics/energy
- Other TED Categories: *activism, agriculture, climate change, consumerism, disease, gender, government, health, military, philanthropy, plastic, pollution, oceans, religion, social change, technology, trafficking, war and more!*

Recommended TED Video Talks

1. John Hardy: *My green school dream*
2. Yann Arthus-Bertrand: *Fragile Earth*
3. J. Klein: *Photos that changed the world*
4. Nic Marks: *The happy planet index*
5. Dave Meslin: *The antidote to apathy*
6. Dyan deNapoli: *The great penguin rescue*
7. H. Rosling: *Stats that reshape your worldview*
8. C. Adichie: *The danger of a single story*
9. Jamie Oliver: *Teach every child about food*
10. Sheryl Sandberg: *Why we have too few women leaders*
11. S. Khan: *Let's use video to reinvent education*
12. A. Svitak: *What adults can learn from kids*
13. Ken Robinson: *Schools kill creativity*
14. Brené Brown: *The power of vulnerability*
15. Barry Schwartz: *The paradox of choice*
16. Hyeonseo Lee: *My escape from North Korea*
17. Dan Pallotta: *The way we think about charity is dead wrong*
18. Bono: *The good news on poverty (Yes, there's good news!)*



Promoting Tolerance in the Language Classroom

by Anastasia Khodokova (Tula, Russia)



Introduction

This article introduces an integrated language and content EFL project devised in Tula, Russia entitled: “Bringing English teachers together to promote tolerance in the language classroom.”

The project involved research, training, networking and public outreach events aimed at introducing themes of tolerance into the teaching of English in Russia. The goal of the project was to define successful ways of teaching tolerance, introduce these into English language classrooms and show English teachers how to use these as ‘tools’ against nationalism and xenophobia.

Language Teaching for Tolerance

Teaching a foreign language always involves indirect contact with another culture. That’s why it’s most logical to use foreign language instruction to teach tolerance. According to Prof. Svetlana Ter-Minasova, “Language is a powerful social tool that forms a stream of people into an ethnos and constitutes a nation through preservation and transfer of culture, traditions, and social awareness of a given speech community.”¹

The importance of teaching tolerance through foreign language instruction has been emphasised by Doctor Kaganovich, doctor of philological sciences and head of the *Department of Theory and Methodology of General Education* in the *Novgorod Regional Center of Education Development*: “The content of different school subjects, especially foreign languages, literature and art, where aesthetic images influence values and emotions, provides multiple opportunities for addressing the problem of tolerance”².

Objectives

The objectives of the project were:

- 1) to determine cases of intolerance among school children, their reasons and their general attitudes towards people from other cultures and minorities by means of a survey;
- 2) to develop and publish English language study materials based on tolerance-related themes and to use these in experimental English classes;
- 3) to evaluate changes in students’ perception of other cultures and minorities after English lessons based on tolerance-themed materials;
- 4) to develop recommendations for teaching tolerance in English language classrooms and to incorporate

these into the EFL curriculum of teacher-training programs in the Tula region;

5) to conduct English teacher-training and advocacy activities on the theme of tolerance;

6) to hold cultural awareness seminars on these themes in a regional boarding school and at a rehabilitation center for orphans.

Steps in the Process

The following steps were taken to achieve the goals of the project, involving research, materials design, teacher training, advocacy and publicity.

(1) Research (Pre-teaching Survey)

Research on tolerance was conducted on students in 5 different high schools in the Tula region of Russia (Tula, Uzlovaya, Kimovsk). A total of 260 schoolchildren (age 14-17) were interviewed. Results of the survey showed that:

- half of the students said they feel hostile towards people of other nationalities and ethnic groups (4% very often, 8% rather often, 38% rarely)
- more than half (54%) said they witnessed conflicts involving people of different nationalities (5% very often, 15% often, 34% rarely)
- over a third (36%) said they would expect peer rudeness or disdain in their city or town towards people of other nationalities or ethnic groups
- one fourth (25%) said they would expect such peer rudeness or disdain in their school
- the amount of peer support expected by students was 21% (in their town) and 24% (in their school)

(2) Experiment (Teaching for Tolerance)

A number of experimental student groups were set up. These were exposed to a program of tolerance education. Each group included at least 10 schoolchildren learning English as a foreign language. They received content-integrated EFL lessons on tolerance for two school terms.

One of the EFL texts used for teaching was a specially written book: *State Exam: Preparation through Teaching Tolerance* (Khodokova, 2011). This consists of 4 units, each of which is culturally focused, titled: *Tolerance Snapshot*, *Stereotyping Traps*, *Diversity Corner* and *Cultural Shake*. Each unit is laid out in state exam format with 5 separate sections on listening, reading, vocabulary and grammar, writing, and speaking.

The audio CD that accompanies the book has materials for listening comprehension. All the texts

were recorded by English native speakers or by speakers of English as a second language. The speakers have different accents and comprise an international team from different parts of the world (Canada, the USA, Malaysia, Zimbabwe (Africa, the Netherlands and elsewhere). Thus, the students not only learn to understand the language in different situations but get used to a variety of dialects (through listening to authentic materials) while learning about issues of prejudice, cultural diversity, stereotyping and tolerance.

(3) Research (Post-teaching Survey)

After using these tolerance-related materials for two school terms with the experimental groups, we conducted another survey in May 2012 to measure changes in student attitudes. A total of 104 teenagers (aged 14-17) answered the following 5 questions:

- 1) Do you think you are tolerant?
- 2) Do we need to speak about tolerance in schools?
- 3) Has your attitude to other nationalities changed after learning about them?
- 4) Do you agree that Russia is a multinational country?
- 5) Do you agree that learning a foreign language helps us get to know other cultures and makes us more tolerant?

The results showed that almost half think it's necessary to speak about tolerance in schools. At the same time, the first question proved that students were a bit unsure of the notion of tolerance as the majority chose the "rather yes" answer. Altogether, after the lessons, about 80% considered themselves tolerant. More than half of the students said that learning a foreign language helps us to understand other cultures and make us more tolerant.

Given this, it's obvious that there's a need to develop and introduce local materials on the theme of tolerance. Language teaching is inseparable from teaching cultural awareness, and foreign language teaching is inseparable from teaching tolerant attitudes to other cultures. When choosing materials for lessons, EFL teachers should always keep in mind that they have the power to shape students' outlooks and form students' values.

¹ Ter-Minasova, S.G. *Language and intercultural communication*. Moscow: Slovo, 2000. (p. 15)

² Ways of forming cultural consciousness in the Russian school - S.L.Kaganovich // *Intercultural dialogue*. <www.tolz.ru/library/?de=0&id=393>

This article is based on a presentation given by the author at the TESOL 2013 conference in Dallas, Texas. The project was made possible through a grant from the US Department of State (ELO) by the US Embassy in Moscow.

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Tula State Lev Tolstoy Pedagogical University
Tula English Language Teachers Assoc. http://tuelta.ucoz.ru/_ld/0/1_TUELTA_2011-201.pdf



State Exam: Preparation Through Teaching Tolerance by Anastasia Khodakova (2011)

Text available on-line at: <http://resourcecenter-UK.narod.ru/index.files/State_Exam.pdf> or from the website <www.tspu.wikispaces.com>

Sample Speaking Tasks

[1] SPEAKING TASK



Give a short talk in English about youth exchange programs. Remember to discuss:

- what qualities exchange students should possess
- how youth exchange programs help to eliminate prejudice and teach tolerance
- what role tolerance plays in changing ideas
- explain whether you'd like to join this kind of program and give reasons why or why not

You will have to talk for 1.5 – 2 minutes. After your talk, the teacher will then ask you questions.

[2] DISCUSSION TASK



ROLE PLAY

You and your friend want to make your school environment more tolerant. Discuss what you can do. You can choose from the following ideas:

- publish a school booklet on how to be tolerant
- create a tolerance counseling center at school
- give out pens, notebooks or T-shirts with messages promoting tolerant behavior
- make a tolerance billboard in your school

The teacher will play the part of your friend. Remember to discuss all of the options, come up with your own ideas, provide good reasons, find out your friend's attitudes, then come to an agreement.

Sample Writing Tasks



[WRITING TASK 1]

You received this letter from your pen pal, Steve:

At school, we're doing projects on cultural and ethnic diversity. Is your country a multicultural country? What ethnic groups are there? What's specific about their cultures?

Write a letter to Steve and answer his questions. Remember to follow the rules of good letter writing.

[WRITING TASK 2]

An editor of "Be Tolerant" magazine received this letter from a New Jersey woman:

My young daughter wrapped a towel around her head and said she wanted to be a terrorist for Halloween – 'like that man down the street.' The man is a Sikh who wears a turban for religious reasons. What do I tell my daughter? How should I react to this? What should I do to teach her not to judge people by their appearance?

Write a reply as the editor to advise the woman.

Structure of the Textbook: "State Exam: Preparation through Teaching Tolerance"

<p>UNIT I Tolerance Snapshot</p> <p>Listening</p> <ul style="list-style-type: none"> 6 people's experience of prejudice (summarize) Story: being teased by your classmates (dialog) Interview with an NGO (<i>Institute of Tolerance</i>) <p>Reading</p> <ul style="list-style-type: none"> How to overcome your own biases Dealing with racist, sexist and ethnic jokes Thinking about tolerance and intolerance <p>Grammar and Vocabulary</p> <ul style="list-style-type: none"> Dealing with racist family members Helping kids overcome bigotry and stereotypes UNESCO Prize for "Literature and Tolerance" <p>Writing</p> <ul style="list-style-type: none"> Give advice to a mother about ethnic stereotypes Give your ideas on the roles of men and women <p>Speaking</p> <ul style="list-style-type: none"> Explain the benefits of youth exchange programs Discuss how to make your school more tolerant 	<p>UNIT II Stereotyping Traps</p> <p>Listening</p> <ul style="list-style-type: none"> 6 examples of stereotyping (summarize) Russian-American youth exchanges (interview) The psychology of stereotyping (lecture) <p>Readings</p> <ul style="list-style-type: none"> American people and their lifestyles High school stereotypes (nerds, weirdos...) Image and reality: Russia and America <p>Grammar and Vocabulary</p> <ul style="list-style-type: none"> National stereotypes (Germans, Chinese, Jews) National stereotypes (Russians, Brits, Americans) Speaking out against prejudice and stereotypes <p>Writing</p> <ul style="list-style-type: none"> What stereotypes do people have of Germans? Does our nationality determine how we think? <p>Speaking</p> <ul style="list-style-type: none"> Explain the national character of English people Discuss stereotypes and how to eliminate them
<p>UNIT III Diversity Corner</p> <p>Listening</p> <ul style="list-style-type: none"> snapshots of 6 multicultural societies (summary) international marriage in N. Zealand (interview) minorities and endangered languages (lecture) <p>Reading</p> <ul style="list-style-type: none"> UNESCO Declaration on Cultural Diversity Cultural diversity and the global "melting pot" Linguistic and cultural diversity in Canada <p>Grammar and Vocabulary</p> <ul style="list-style-type: none"> Diversity, identity and intercultural dialogue World Day for Cultural Diversity (May 21st) Cultural diversity and cultural imperialism <p>Writing</p> <ul style="list-style-type: none"> Explain ethnic groups/cultural diversity in Russia Was ethnic diversity respected in the USSR? <p>Speaking</p> <ul style="list-style-type: none"> Give a talk on how to understand other cultures Discuss what to do for Cultural Diversity Week 	<p>UNIT IV Cultural Shake</p> <p>Listening</p> <ul style="list-style-type: none"> snapshots of people from 6 countries (summary) Ethiopia: a taste of African culture (dialog) a cultural festival at a US campus (interview) <p>Reading</p> <ul style="list-style-type: none"> A Russian student in multicultural America An introduction to the Canadian mosaic Contrasts in national character: England & India <p>Grammar and Vocabulary</p> <ul style="list-style-type: none"> Singapore: a multicultural, multilingual state Malaysia: a multicultural state rooted in Islam Maori people and culture in New Zealand <p>Writing</p> <ul style="list-style-type: none"> Explain school life and school rules in Russia Is American culture invading other cultures? <p>Speaking</p> <ul style="list-style-type: none"> Give a talk about English-speaking countries Which overseas country would you like to visit?



Special Feature - Inspiring People

Teaching about Garry Davis



The term “global personnel” (*global jinzai*) is a hot buzzword in Japanese education at the moment. Teachers, schools and universities nationwide are now discussing how to develop global citizens and the role foreign language teaching can play in this.

If we want our students to think about global citizenship, we need to bring inspiring examples of world citizens into our school curricula. One such role model is Garry Davis, a young idealist who renounced his American citizenship in 1948, declared himself a “world citizen” and devoted his life to world peace. He died this year on July 24.

I met Garry at an international peace conference in 1995 and was inspired by his ideals. Each year, I teach my students about his life and his work. His dramatic story really deserves to be better known, included in school textbooks and shown on TV.

Here, we present a profile of Garry Davis for your students to study and discuss. Feel free to adapt this or design your own lesson! – Kip Cates

Websites About Garry Davis

- Garry Davis profile <www.wikipedia.com>
- Garry Davis Obituary (New York Times) <www.nytimes.com> Search “Garry Davis”
- Garry Davis website <www.garrydavis.org>

Online Video: “The Garry Davis Story”

<www.onefilms.com>

Want to learn more about Garry Davis? Then, check out the on-line video “Just One! The Garry Davis Story” at the website above. This 5-minute short won the “Best Global Documentary” award at the New York International Film Festival.

Garry Davis: Free Powerpoint

To get a free Powerpoint to help you teach about Garry Davis, contact Kip Cates <kcates@rstu.jp>

Quotes by and about Garry Davis

- *I am eager to express to the war veteran, Garry Davis, my recognition of the sacrifice he has made for the well-being of humanity.*

(Albert Einstein)

- *Do space shuttle astronauts need national passports when they leave Earth? Are they asked to present valid documents upon re-entry? Obviously, not. They travel as human beings, not as national citizens. They are, in fact, world citizens.*

(Garry Davis)

Get a World Passport!

<www.worldservice.org>

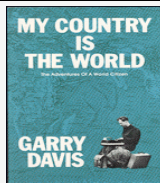


If you'd like to buy a world passport for teaching, to promote world citizenship or as a conversation piece, go to the WSA site above. The World Passport is a 30-page machine-readable document printed in 7 languages: English, French, Spanish, Russian, Arabic, Chinese and Esperanto. The cost is \$45 (3-year validity). Fill out an application form, then send it in with your payment and 4 photos.

My Country is the World

by Garry Davis (1961/2010) \$9

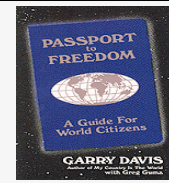
Garry's first book tells the dramatic story of his WWII experiences, how he renounced his American citizenship and his life as a world citizen. Start with this book first to understand his life and his work.



Passport to Freedom

by Garry Davis (1992/2010) \$12

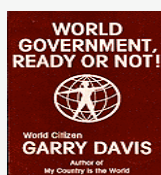
This collection of essays, subtitled *A Guide for World Citizens*, sets out Garry's ideas on war and peace along with tips on how to survive as a global citizen in a restrictive world of nationalism and bureaucracy.



World Gov't: Ready or Not!

by Garry Davis (1985/2003) \$20

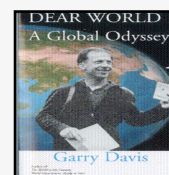
This book outlines Garry's ideas on how to set up a world government of world citizens for world peace.



Dear World: A Global Odyssey

by Garry Davis (1999/2006) \$16

This book relates Garry's adventures traveling the globe as a world citizen, including his 1988 visit to Japan.



A Citizen of the World

Garry Davis was an international peace activist who renounced his American citizenship in 1948 and became the first "world citizen."



Early Life

Garry was born on July 27, 1921 on the East Coast of the United States. He came from a show business family. His father was a famous musician, so he grew up in the entertainment world. He studied drama in college and became a Broadway actor and comedian. His dream was to use comedy to bring laughter to the world.

World War II

Garry's dream was interrupted by World War II when Japanese forces attacked Pearl Harbor in 1941. Garry was drafted by the US Air Force, trained as a bomber pilot and sent to Europe to fight Hitler and the Nazis. He flew 17 missions to Germany, dropped bombs on German cities and killed hundreds of innocent civilians. During the war, his brother and many friends were killed.

Studying About Peace

After the war, Garry was unable to go back to show business. He'd seen too much suffering and destruction to become a comedian. He felt angry at the stupidity of war, guilty about killing others and saddened by the deaths of so many people fighting for their countries. He was shocked by the beginning of the Cold War and by the nuclear arms race. He felt he had to do something.

Garry began to study about peace. He read books by anti-war writers like Gandhi, Bertrand Russell and Wendell Wilkie. He concluded that the root cause of war was nationalism. Wars begin when aggressive nations build weapons, start conflicts and send soldiers to fight under the slogan, "My country, right or wrong". In contrast, he envisioned "one world" where people would become "world citizens" and work for peace.

An Idea Forms

Garry discussed his ideas with his friends. Although they agreed with him, they said his plans would take time and told him to be patient.

Garry couldn't wait. He wanted to act now. He was inspired by the American Revolution. He knew that American leaders such as George Washington and Thomas Jefferson hadn't waited for Britain to give them independence. They had taken the initiative on their own and declared freedom in the *Declaration of Independence*. He felt a similar dramatic act was needed for peace.

One day, he read a newspaper article about Henry Noel, a young American who had given up his nationality and gone to Germany to rebuild destroyed churches. This gave Garry an idea.

Renouncing American Citizenship

In spring 1948, Garry flew to Paris, France. On May 25, he went to the American Embassy, handed in his passport, renounced his nationality and declared himself a "citizen of the world."

Thanks to the media, his dramatic act was broadcast around the globe. Messages of support came in from every continent. The world's people were eager for peace. Garry's act was a ray of hope in a dangerous time. Telegrams supporting him arrived from famous figures such as Albert Schweitzer and the writer Jean-Paul Sartre. Albert Einstein sent the message, "I am eager to express to Garry Davis my recognition of the sacrifice he has made for the well-being of humanity".

The World Citizenship Movement

An international group of supporters grew up around Garry. A support committee was founded by intellectuals such as Albert Camus. By chance, the new United Nations was holding a meeting in Paris. Garry moved into the building, which had officially been designated "international territory". On November 22, he interrupted a U.N. session to call for "one government for one world." He and his supporters then held a "world citizen" rally in Paris which was attended by 20,000 people.

Thousands of letters poured in from around the globe, many addressed to just "Garry Davis, World Citizen, Paris". Since he was now without a passport, he decided to create a "World Citizen Identity Card" and printed 1,000 copies. In 1949, he went on to establish an *International Registry of World Citizens*. Applications flooded in. This soon registered over 750,000 individuals.

World Passport

Despite having no nationality, Garry was able to return to the United States. In 1953, he declared a *World Government of World Citizens* based on the *Universal Declaration of Human Rights*. In 1954, he formed the *World Service Authority* and created a special “World Passport”. Applications for this came in from refugees, intellectuals and students around the world.

Garry first used his “world passport” on a trip to India in 1956, where he was invited by Prime Minister Nehru. Next, he presented copies of his passport to world leaders. After that, he began to travel using his world passport and was admitted into (or jailed by) countries around the globe. At present, the world passport that he created is possessed by an estimated 350,000 people around the globe. It has been accepted by up to 175 countries at one time or another.

Garry began writing to publicize his cause. His first book, in 1961, was “My Country is the World”. Further books included “Passport to Freedom: A Guide for World Citizens” (1992) and “World Government: Ready or Not” (2003).

Ideas about Peace

Garry believed that nationalism is a major cause of war. He believed that we share “one world” and

that people must come together as “world citizens” to work for peace. Since Garry became a “world citizen” in 1948, almost one million people have registered as world citizens. If all these “world citizens” were a country, he argued, they would have a larger population than nations such as Fiji, Iceland or Luxembourg.

Garry’s Legacy

Garry Davis passed away at the age of 91 on July 24, 2013. As a youth, he experienced the horrors of war, but dedicated his life to peace. He spent his life traveling the world to promote global citizenship.

His life as a “world citizen” wasn’t easy. During his travels, he was often arrested, imprisoned or deported. Yet, he never gave up. He passionately believed that youth should take action to stop war. He strongly believed that the best way to end war is to renounce narrow nationalism and form a global community of world citizens.

Garry’s work to promote world citizenship is carried on by the organization that he founded, the *World Service Authority* (WSA). He devoted his life to an ideal shared by people everywhere – world peace. Whenever people asked him about his nationality, he was always proud to tell them, “My country is the world.”

TRUE OR FALSE

- ___ 1 Garry Davis was born in Australia.
- ___ 2 He was born to a show business family.
- ___ 3 His dream was to become a doctor.
- ___ 4 In WW II, he became a bomber pilot.
- ___ 5 He dropped bombs on innocent civilians.
- ___ 6 He felt that the cause of war was money.
- ___ 7 He wanted to take action to stop war.
- ___ 8 He renounced his nationality in England.
- ___ 9 He declared himself a “world citizen.”
- ___ 10 He was supported by Albert Einstein.
- ___ 11 He created a “world passport” in 1954.
- ___ 12 He died at the age of 72.

arms race	武器競争	establish	設立する
citizenship	市民権	intellectual	知識人
civilian	一般市民	interrupt	邪魔する
conflict	対立	nationalism	国家主義
embassy	大使館	(be) patient	我慢する
dedicate	専心する	register	登録する
deport	追放する	renounce	放棄する
draft	徴兵	sacrifice	犠牲
envision	想像する	weapon	武器

COMPREHENSION QUESTIONS

1. When was Garry Davis born? Where?
2. What was his dream as a young man?
3. What did he do in World War II?
4. What did he study after the war?
5. What did he think was the cause of war?
6. What did he do in Paris?
7. How did the world react?
8. What did he create in 1954?
9. What was the title of his first book?
10. When did Garry die? How old was he?

DISCUSSION QUESTIONS

1. What do you think about Garry’s life?
2. What do you think about Garry’s ideas?
3. Do you think that nationalism causes war?
4. Would you like to have a world passport?
5. What can young people do to stop war?

RESEARCH TASKS

1. Research Garry Davis, then make a report.
2. Do research about other “world citizens.”

Clean Up the World

< www.cleanuptheworld.org >



Sept.
20th - 22nd

Clean Up the World is an environmental campaign that aims to improve local communities. This year's event is on the weekend of Sept. 20-22. Schools and teachers worldwide are invited to join in!

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 website and subscribe to their magazine!

Oxfam Education

www.oxfam.org.uk/education/



Oxfam Education is a dynamic UK global education website for teachers and students featuring information, news and resources about global issues, international themes and world citizenship.

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 run programs for college students. Encourage your students to join!

U.N. Cyber School Bus

www.un.org/Pubs/CyberSchoolBus/



The United Nations Cyber School Bus is a classic global ed website which features teaching materials, country profiles, data, games, quizzes, class activities and resources on global themes.

Better World Website

< www.betterworld.net >



Better World is a peace education website which features 5,000 free resources on heroes, quotes, dates & issues. It was set up in memory of murdered US peace activist Emily Silverstein by her father.

United Nations Works

< www.un.org/works/ >



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

Better World Links

< www.betterworldlinks.org >



Better World Links is an amazing global education resource which lists links to 80,000 websites on dozens of global issues such as war, peace, human rights, health, media, gender, culture and youth.

Global Dimension

< www.globaldimension.org.uk >



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

Global Issues

< www.globalissues.org >



Global Issues is an informational website with over 500 articles on global issues topics from military spending and racism to poverty, the environment and the arms trade.

Green Teacher

< www.greenteacher.com >



Green Teacher is a great website and magazine which offers classroom ideas, activities and resources to help promote environmental awareness in schools.

Global Issues at ESL Etc.

< www.esletc.com >



ESL Etc. features great free handouts, teaching resources and podcasts on global issues, global education and global activism in language teaching. Check it out!

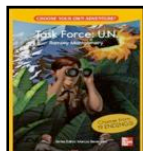


LANGUAGE TEXTBOOKS ON GLOBAL THEMES

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) **"Choose Your Own Adventure" Graded Readers** Series editor: Marcos Benevides
McGraw Hill Education <www.mhe-cyoa.com> Available in Japan: <www.eltbooks.com>



Task Force: U.N. by Ramsey Montgomery (2013; ¥840)

In this book, readers take on the role of university students doing an internship with the United Nations. Depending on their choices, they will either help end a civil war, search for nuclear weapons or travel to Antarctica on a rescue mission.



The Gorillas of Uganda by Jim Wallace (2013; ¥840)

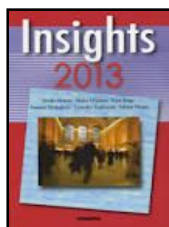
In this book, readers take on the role of animal rights activists assigned to save the mountain gorillas of Uganda. As they read, they come face to face with a range of choices, involving poachers, a missing girl and the dangers of the jungle.

- (2) **"Reading Pass Intro"** by Andrew Bennett (2013; ¥2310)
Nan'undo Press, Tokyo Tel: 03-3268-2311 <nanundo@post.email.ne.jp> <www.nanun-do.co.jp>



This 126-page Japanese college text aims to improve English reading skills while engaging learners with social issues and global concerns. Its 20 units deal with themes such as: *fringe science, indie films, nuclear power, food issues, the World Cup, cloud computing, centenarians, medical tourism, cell phone safety, Jerusalem, fair trade, the Serengeti, the rich-poor gap, world fairs and fast food*. Each 6-page unit has pre-reading questions, a 150-word essay, comprehension questions, a writing task plus vocabulary and grammar exercises, listening tasks and discussion topics.

- (3) **"Insights 2013"** by J. Murao, A. Fukuyama, T. Koga, A. Moore and team (2013; ¥1995)
Kinseido Press, Tokyo Tel: 03-3263-3828 <www.kinsei-do.co.jp> <text@kinsei-do.co.jp>



This 132-page Japanese college EFL text uses short readings on social issues and current events to improve students' ability to read English newspapers. Its 20 chapters cover topics such as: *high tech voting, factory tours, youth and democracy, English for career women, medicine east and west, product ID, foreign nurses in Japan, spying by Smartphone, earthquake countermeasures, world heritage and illegal herbs*. Each 6-page unit features vocabulary prep, a topic intro, newspaper English tasks, a reading passage, a summary exercise and comprehension questions.

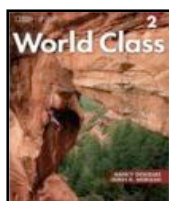
- (4) **"World Class: Expanding English Fluency"** by Nancy Douglas & James R. Morgan (2013)
Cengage Learning (Japan) E-mail: elt@cengagejapan.com Web: <<http://ngl.cengage.com>>



This new set of integrated EFL skills texts comprises 2 levels, each with a student book, workbook and classroom DVD. It uses global themes and National Geographic content to teach vocabulary, grammar, listening, reading, speaking, and writing.

World Class 1 (¥2,699)

This book's 12 units touch on topics such as: *cultural ambassadors, touring the world, solar energy, rap in Africa, shopping in Dubai, Mt. Everest, Internet privacy, urban bicycle sharing, endangered animals, moral dilemmas and Shaolin kung fu*.



World Class 2 (¥2,699)

This book's 12 units touch on topics such as: *language death, money matters, green cities, animal mysteries, robots, university education, celebrity endorsements, stress and health, water issues, humor in society and creative problem solving*.



SUMMER READING: WAR AND PEACE

Take some time to read up on issues of war and peace. The classic books below can help you to design some dynamic lessons on these important themes.



Books on War



100 Wars That Shaped History

by Samuel Crompton (1997) \$8

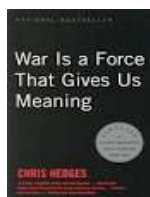
This great resource features 1-page profiles of 100 wars, ranging from Ancient Rome up to the Gulf War.



War is a Force That Gives Us Meaning

by Chris Hedges (2003) \$12

This powerful book describes the seductive nature of war, and the death and destruction that it brings.



War: The Lethal Custom

by Gwynne Dyer (2005) \$26

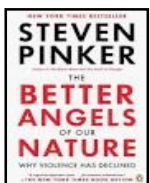
This classic text analyzes the roots, nature and effects of war, and suggests how war can be abolished.



Better Angels of Our Nature

by Steven Pinker (2012) \$14

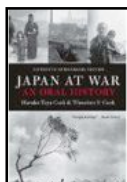
This book describes how violence has declined as societies have overcome the barbarity of our past.



Japan at War: An Oral History

by H. and T. Cook (1993) \$14

This key book reveals the reality of WWII as experienced by Japanese soldiers, civilians and victims.



The Pacific War: 1931-1945

by Saburo Ienaga (1978) \$16

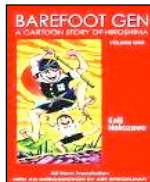
This famous text, by a Nobel Peace Prize nominee, takes a critical look at the role of Japan in World War II.



Barefoot Gen

by Keiji Nakazawa (2004) \$10

This classic anti-war manga shows the horrors of war as seen through the eyes of a young Japanese boy.



Books on Peace



Peace: Biography of a Symbol

by Ken Kolsbun (2008) \$10

This glossy book of peace photos traces the birth and spread of the peace symbol from 1958 until today.



A Global Treasure: Japan's Peaceful Constitution

by Kenzo Fujisue (2009) ¥1000

This text explains Japan's constitution, its Article 9 peace clause and ways to promote friendship in Asia



Ain't Gonna Study War No More

by Milton Meltzer (2002) \$16

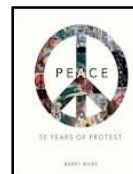
This book explores the history of peace and non-violence in the USA from colonial Quakers to Vietnam.



Peace: 50 Years of Protest

by Barry Miles (2008) \$8

This glossy coffee table book documents the history of the anti-war movement from the 1950s to today.



Great Peacemakers

by Ken Beller (2008) \$20

This book profiles key figures from Martin Luther King and Gandhi to Mother Teresa and the Dalai Lama.



PeaceJam: A Billion Simple Acts

by Ivan Suvanji Jeff (2008) \$9

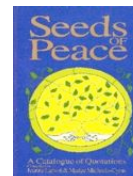
This book describes actions taken by world youth to stop war, AIDS, poverty, racism and the arms trade.



Seeds of Peace

by Jeanne Larson (1986) \$7

This inspiring book contains 1,700 quotes about war, peace, violence, militarism and social justice.





GLOBAL EDUCATION MATERIALS AND RESOURCES

Take a look at the materials, websites and organizations below to catch up on new initiatives or to learn about useful global education resources and materials.



Breaking News English

www.breakingnewsenglish.com



Check out this great EFL website, by webmaster Sean Banville, with its database of free lessons on news and current events ranging from Syria to Mali to Japan to Brazil.

JALT Critical Thinking SIG

Learn how you can promote critical thinking in your classes.
Web: <http://jaltct.wordpress.com>
Email: roehl.sybing@gmail.com

The World Around Us

Get a copy of this great Canadian ESL text on social / global issues.
* Cost: ¥2000 / \$20 (Kip Cates)

Fair Trade Goods

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

* www.peopletree.co.jp or [co.uk](http://www.co.uk)
* www.fairtrade.net

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.

- 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.ctir.org
- 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 books are now sold by Nicholas Brealey Inc. Web: <http://nicholasbrealey.com/boston/>
- 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

Sept. 10	World Suicide Prevention Day ¹	Oct. 5 - 6	Global Festa Tokyo ⁵
Sept. 11	12 th Anniversary of the 9-11 Attacks ²	Oct. 16	World Food Day ⁶
Sept. 20 - 22	Clean Up the World Weekend ³	Oct. 20 - 27	One World Week (OWW) ⁷
Sept. 21	International Day of Peace ⁴	Oct. 24	United Nations Day ⁸

1 Suicide Prevention: <www.save.org> <www.iasp.info> <www.stampoutsuicide.org.uk> <www.afsp.org>
2 September 11th: <www.learnabout9-11.org> <www.teaching9-11.org/> <www.911memorial.org>
3 Clean Up the World: <www.cleanuptheworld.org> <http://en.wikipedia.org/wiki/Clean_Up_the_World>
4 International Day of Peace: <www.peaceday.org> <www.internationaldayofpeace.org> <wikipedia>
5 Global Festa Tokyo: <www.gfjapan.com> (in Japanese) Google search: "JALT education beyond classroom"
6 World Food Day: <www.wfp.org> <www.worldfooddayusa.org> <www.fao.org/getinvolved/worldfoodday/en/>
7 One World Week: <www.oneworldweek.org/v2/> <<http://globaldimension.org.uk/calendar/event/4639>>
8 United Nations Day: <www.un.org/cyberschoolbus/> <www.teachun.org> <www.un.org> <www.unausa.org>
* More dates: <www.betterworldcalendar.com> <www.earthcalendar.net/> <www.national-awareness-days.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.

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