

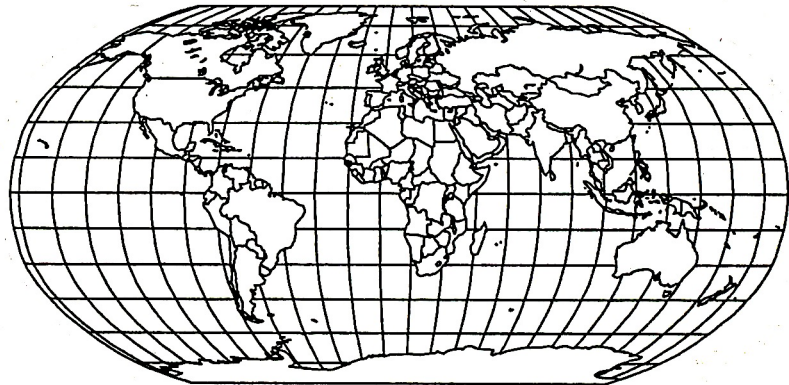
Newsletter of the "Global Issues in Language Education" Special
Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

65th

Issue

celebrating 65
issues and 17
years in print
since 1990



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Check out our new-look homepage!

NEWSLETTER #65

Welcome to our 2007 summer newsletter! Our main articles focus on (1) a global issues ESL course in Hawaii that engaged students in taking action in their everyday lives, and (2) a survey of textbook characters in school English texts in Japan with an analysis of how these have changed over the 60 years since World War II. The year 2007 marks the 10th anniversary of the deaths of Mother Teresa (Nobel Peace Prize winner) and Princess Diana (activist for AIDS and landmines). It also marks the 200th anniversary of the 1807 British abolition of the slave trade, an event being commemorated around the world. In this issue, we present a special section on "Teaching about Slavery" with ideas and resources to help you teach about this in your classroom. Also included is a report on the spring TESOL 2007 conference plus lots of global education news and information. Have a great summer!

Special features this issue:

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

Peace as a Global Language (PGL)

October 27-28, 2007 Kyoto, Japan
www.pgljapan.org

The 6th annual *Peace as a Global Language* conference (PGL VI) will be held October 27-28, at Kyoto University of Foreign Studies. This unique event brings together language teachers, global educators, peace activists, journalists and all those interested in working for a better world for an exciting weekend of talks, workshops and poster sessions on peace and global issue topics.

Peace Education Workshop

Teachers College Columbia University Tokyo
www.tc-japan.edu

Columbia University will hold its fall 2007 *Peace Education* workshop in Tokyo as follows. Details and application forms on their website.

Education for a Culture of Peace and Non-Violence: Focus on Gender and Violence

Instructor: Betty Reardon (Columbia Univ.)
Dates: October 20-21 and November 17-18

Model United Nations (at PGL)

October 26-28, 2007 Kyoto, Japan
www.kufs.ac.jp/MUN

A Model United Nations (MUN) for college students on the theme *Imagine Peace* will be held as part of the PGL VI conference in Kyoto above. Participating students will take on the role of UN ambassadors from nations around the world to discuss world hunger and poverty, and come up with an Action Plan to implement after the event.

Peace Education Symposium

August 8 - 10, 2007 New York City
www.tc.edu/PeaceEd/iipe/25th.htm

In celebration of the 25th anniversary of the *International Institute on Peace Education (IIPe)*, a 3-day peace education symposium will be held at United Nations headquarters in New York from August 8 - 10 on the theme *25 Years of Peace Education: Lessons Learned and Future Possibilities*. Further details on their website.

World Esperanto Conference

August 4-11, 2007 Yokohama, Japan
www.k4.dion.ne.jp/~uk2007/ www.uea.org

The 92nd World Esperanto Congress will take place from August 4-11, 2007 in Yokohama. Those interested in the international Esperanto movement are warmly invited to attend. For more details, see the websites above or contact:

Alain Lauffenburger, Kagoshima Immaculate Heart University, Japan <alain@k-junshin.ac.jp>

International Cooperation Festival

Oct. 6 - 7, 2007 Hibiya Park, Tokyo
www.gfjapan.com

This year's *Global Festa* will be Oct. 6 - 7 in Tokyo. This is Japan's largest gathering of NGOs involved with global issues. The 2-day festival features displays by 200 groups (*Amnesty International, Save the Children, UNICEF, Doctors Without Borders, Peace Boat...*) plus concerts and ethnic cuisine. Why not bring your students?

Global Issues at ESL Etc.

< www.esletc.com >



ESL Etc. is a new ESL website dedicated to bringing global issues and activism into language teaching. The site has free hand-outs, resources, podcasts and a forum for sharing teaching ideas.

Clean Up The World

< www.cleanuptheworld.org >



Clean Up The World is a global campaign to improve local communities. This year's 2007 *Clean Up the World Weekend* will be held Sept. 14-16. Schools and teachers are invited to join.

Green Teacher Magazine

< www.greenteacher.com >



Green Teacher magazine is a dynamic environmental education publication which offers exciting teaching ideas, activities and resources to help promote global awareness at your school.

JALT GLOBAL ISSUES SIG OFFICERS FOR 2007

Here are our 2007 officers for the *Global Issues in Language Education* Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT). Please get in touch with us!

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WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

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

Directory of Book Donation Organizations

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

i EARN Egypt Book Request

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

Vietnam Book Donation Project

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

"Book Aid" South Africa Library Project

Help black South African kids! Check first to see what's needed. They'll mail to South Africa.
Chikako Noda (Japan) <cnoda01@mc.ejnet.ne.jp>
Website: <www.taaa.jp/english.html>

WHERE CAN I GET RECYCLED PAPER?

Here are sources for recycled paper. Let us know of others. This newsletter uses "White Yamayuri".

Honshu Seishi "White Yamayuri" (70% recycled)
Honshu Seishi, Ichikawa Bldg 3F, 5-13-3- Ginza,
Chuo-ku, Tokyo 104 Tel: 03-3545-6331

Eco-Paper 100 (100% recycled from waste paper)
Chubu Recycle, Arinobu Bldg 2F, 9-16 Fujimi
Naka-ku, Nagoya 460-0014 Tel: 052-339-5541

Websites about recycling

Zero Garbage Website (Japanese)
<http://3r-forum.jp/>

Eco-mall Website (English - USA)
www.ecomall.com/biz/paper.htm



Evangelical Christians and ELT

by Manka Varghese & Bill Johnston (USA)
<mankav@u.washington.edu>

This article notes that evangelical Christians are a growing presence in English language teaching (ELT) worldwide for whom faith, missionary work and language teaching are inextricably intertwined. It argues that the ELT profession has failed to engage with this fact and points to a number of moral issues which arise: hidden agendas, teacher authority in class, perceptions of cultural imperialism, and Western domination in a post-9/11 world driven by faith-based US foreign policy. The authors try to go beyond stereotypes, confrontation and “us-them” thinking to initiate a dialog. They begin with an overview of language teaching and missionary work noting how missionaries have historically been part of colonialism and imperialism. They then report on a survey of 10 English trainee teachers at two evangelical Christian colleges in the US. They conclude by emphasizing the moral dilemma posed by Christian proselytizing through EFL which runs counter to TESOL’s mission to promote respect for diversity and multiculturalism.

TESOL Quarterly Vol. 41/1 March 2007 USA
www.tesol.org

Teaching Politically Correct Language

by Maryna Tsehelska <mtsehelska4@yahoo.com>

This article argues that politically correct (PC) language is a valuable subject of study for EFL students. The author outlines the history of PC terms, describes topics to which they apply (race, age, gender, ability) and lists three PC categories: sexist language (*man-made*), pejorative language (*the aged*) and taboo language. She describes tasks such as re-writing sexist sentences and non-PC proverbs, and matching ethnic names with PC terms (eg *Asian* instead of *Oriental*). She notes that PC language has both supporters and critics, and suggests tasks such as (a) a debate “Does PC speech reflect respect for others or is it just a form of social conformity?” (b) a community survey of people’s attitudes to PC terms and (c) reports on PC terms found in students’ own languages.

English Teaching Forum Vol. 44/1 2006 USA
<http://englishprograms.state.gov/forum/>

Intercultural Competence for Students of Spanish: Can We Afford Not to Teach It?

by Hilary Rollin <hrollin@brookes.ac.uk>

In this article, the author stresses the importance of intercultural competence, criticizes traditional language teaching for aiming solely at linguistic competence, and outlines the intercultural skills needed in our global age. She notes the decrease in UK students studying languages which an ATLAS survey attributes to low self-esteem as language learners, lack of enjoyment, over-assessment and lack of media/IT use in class. She argues that teaching intercultural skills can both improve student motivation and prepare students for global careers. She then describes a module on “Intercultural Learning for Residence Abroad” designed for UK students preparing to spend their Year Abroad in Spain. This includes audio units, critical incidents, and culture quizzes with a focus on student exploration rather than the acquisition of facts. In Spain, students avoid stereotypes and generalizations by carrying out ethnographic studies on real phenomena in Spanish society ranging from drinking in public and family attitudes to school activities and local prostitution.

Language Learning Journal No. 34 2006 UK
www.tandf.co.uk/journals/titles/09571736.asp

English Training for 2008 Olympics in China

Over 6,200 Chinese volunteers will take English proficiency exams to prepare for the 2008 Beijing Olympic Games. Chinese police have been issued a training manual with an English dialog on “How to Stop Illegal News Coverage” intended as a way of controlling visiting foreign journalists.

“*Let’s Be Having Yu*” in *EL Gazette* Issue #326
February 2007 UK. www.elgazette.com

British Council Focuses on Muslim Nations

The British Council is to close many European offices and shift its English teaching focus to Muslim countries in the Middle East and Asia. Its spending in Europe will be cut by 30% while programs in “Muslim-majority” countries such as Iraq and Afghanistan will increase by up to 50%.

“*Council to Build Bridges to Islam*” in *EL Gazette* #329 May 2007 UK www.elgazette.com

Upcoming Conferences

GALE Conference: *Gender and Beyond*

October 6 - 7, 2007 (Osaka, Japan)

< <http://gale-sig.org> >



JALT's Gender Awareness in Language Education SIG will hold a two-day fall conference from Sept. 6 - 7, 2007 in Osaka on the theme *Gender and Beyond*. Details on their website.

Korea TESOL Conference

October 27 - 28, 2007 Seoul, Korea

<www.kotesol.org>



KoTESOL will hold its 2007 national conference on October 27-28 at Sookmyung Women's University, Seoul on the theme *Energizing ELT: Challenging Ourselves, Motivating Our Students*.

Global Education Conferences

- **Education for Sustainable Development: Graduates as Global Citizens**
Sept. 10 - 11, 2007 Bournemouth Univ. (UK)
www.bournemouth.ac.uk/globalcitizens
- **Education, Leadership and Activism**
Oct. 17 - 20, 2007 Lesley University (NH, USA)
Website: http://lesley.edu/gsass/audubon/conference_great_turning.html
- **Phi Delta Kappa Global Education Summit**
Theme: *Preparing Students for Work and Citizenship in a Global Society*
Oct. 18 - 20, 2007 Vancouver (Canada)
www.pdkintl.org/summit/welcome.htm

Don't forget to renew your Global Issues

MEMBERSHIP / SUBSCRIPTION

GILE Membership for JALT Members:
¥1,500 per year

Non-JALT Newsletter Subscriptions
Japan: ¥2,000 per year
Overseas: US \$15 or UK 10 pounds

More Conference Information

- * www.conferencealerts.com/language.htm
- * <http://iteslj.org/links/TESL/Conferences/>
- * www.jalt-publications.org/tlt/confcal/

Key Internet Websites on Global Issues and Language Teaching



New

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

Korea TESOL Global Issues SIG (Korea)
www.kotesol.org/?q=globalissues

IATEFL Global Issues SIG (UK)
www.dudeny.com/iatefl/gisig/

TESOLers for Social Responsibility (USA)
www2.tesol.org/communities/tsr/



Teachers of English to Speakers of Other Languages
700 S. Washington St, Suite 200,
Alexandria, VA 22314-4287 USA

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

TESOL 2008 CONFERENCE

TESOL's 42nd annual international conference will be held April 2 - 5, 2008 in New York City.

- ◆ **Deadline** for submission of video and poster presentations: Aug. 1, 2007
- ◆ **Details:** www.tesol.org/2008convention/

TESOLers for Social Responsibility (TSR)

TSR is looking for volunteers to help with their website and newsletter. Contact the people below.

TSR Chair: Rob Clement <tsr@tesol.org>
Newsletter: Sarah Keyes <piratequeen@usa.net>
Web: Amy Hamar <amy.hamar@gmail.com>
Website: www2.tesol.org/communities/tsr/



Int'l Association of Teachers of English as a Foreign Language
Darwin College, University of Kent,
Canterbury, Kent CT2 7NY, UK

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

IATEFL 2008 CONFERENCE

IATEFL's 42nd annual conference in 2008 will be April 7-11 in Exeter, UK. Info on their website.

IATEFL's Global Issues SIG (GI-SIG)

SIG Chair: Graham Hall <GISig@iatefl.org>
Website: www.dudeny.com/iatefl/gisig/

CONFERENCE REPORT: TESOL 2007

TESOL 2007, the 41st annual international convention of the organization TESOL (*Teachers of English to Speakers of Other Languages*), was held March 21 – 24, 2007 in Seattle, Washington on the theme “Tides of Change.” With over 2000 presentations by educators from 80+ countries attended by 6,000 participants, this is the largest English language teaching conference in the world. A large number of presentations on global issue topics were given. Listed here is a small sampling.



TESOL Plenary Talks

From ESL to Harvard: An Immigrant's Story

This talk described the story of Mawi Asgedom, who fled civil war in Ethiopia, spent 3 years in a refugee camp, and overcame challenges of language, culture and discrimination as an ESL student to graduate from Harvard. Mawi Asgedom <www.mawispeaks.com>

From Shanghai to Seattle

This talk described the presenter's unique life journey from EFL student in China through ESL professor in the US to the first non-native President of TESOL. Jun Liu (USA) <junliu@u.arizona.edu>

Pre-Conference Workshops

An Integrated Media Approach to Human Rights

This workshop demonstrated how to integrate the 4 media of films, books, TV and graphics to teach content-based ESOL lessons on human rights struggles. Mary Romney <m.romney@sbcglobal.net>

Techniques for Creating Intercultural Classrooms

This workshop aimed at providing participants with a repertoire of tools and techniques for enhancing cultural learning. Holly Emert <chri1010@umn.edu>

Crashing through ELT to Cultural Understanding

In this workshop, the presenters showed how the Hollywood movie *Crash* can be used as a means to promote language learning and cultural diversity. Elise Klein and Natalie Hess (USA) <taporg@aol.com>

Intercultural Communication 101

This workshop introduced concepts, methods and materials for integrating intercultural communication into ESL. Armeda Reitzel <acr1@humboldt.edu>

Teaching Conflict Resolution through Fiction

This showed how short stories can help ESL students analyze and role play fictional conflicts, improve critical thinking and integrate conflict mediation into their lives. Sybil Marcus <swmarcus@inreach.com>

Teaching for Global Awareness through Video

This workshop demonstrated how to design content-based lessons using global education videos on themes such as war, peace, human rights and the environment. Kip Cates (Japan) <kcates@rstu.jp>

TSR-linked Sessions

TESOLers for Social Responsibility

Socially Responsible Immigration Policy

In this session, a panel of TESOL educators discussed social, economic and political factors linked to global immigration and socially responsible ESL policies. Robert Oprandy (USA) <roprandy@pacific.edu>

Becoming Advocates of Social and Global Change

This discussed how TESOL professionals world-wide can address problems of race, religion, employment and discrimination as agents of positive social change. Tomas Wallis (USA) <twallis49@hotmail.com>

TESOL and Social Responsibility

This colloquium featured panelists from Europe, Asia and the Americas who described issues and examples of social responsibility in their part of the world. Vera Bradford (Brazil) <vbbradford@hotmail.com>

Other Conference Presentations

Looking at English Textbooks Globally

This session compared high school EFL texts from 4 countries: Japan, Pakistan, France and Saudi Arabia. Najma Janjua (Japan) <janjuan@cc.okayama-u.ac.jp>

Advocating for Peace

This session discussed how ESOL teachers can help students learn about other cultures, break down stereotypes and prejudice, and address important global issues. Valerie Jakar (Israel) <vsjakar@gmail.com>

Empowering Students thru Environmental Action

Teachers at an urban US elementary school explained how they rallied students around environmental issues, improved English proficiency and fostered school pride. Frances Brooks (USA) <francese@hotmail.com>

EL Civics: Making a Difference in the Community

California educators described how ESL civics programs enabled students to make a difference in the community. Lori Howard (US) <lbhoward@casas.org>

Exploring Hot Topics through *The Simpsons*

In this talk, the presenter showed how EFL teachers can use the TV show “The Simpsons” to explore controversial issues like immigration & homophobia. John Rucysnki (Japan) <jrucysnki@yahoo.com>

Global Issues in EFL Textbooks

This showed how global issues such as peace, human rights, AIDS, hunger and the environment are dealt with in EFL texts from Russia, Germany, Brazil and the Philippines. Kip Cates (Japan) <kcates@rstu.jp>

Peacebuilding and Teacher Ed in Cote d'Ivoire

This talk discussed the importance of integrating peace education into EFL teacher training courses in war-torn Cote d'Ivoire in Africa. Bouraima Berte (Ivory Coast) <bouraima_berte@yahoo.com>

A Health Literacy Curriculum for ESL Beginners

This talk discussed the importance of health literacy and described a health literacy program designed to meet the needs of adult ESL beginners in the USA. Susan Dalmás (USA) <sdalmas@queenslibrary.org>

EL Civics Task Based Projects

This poster session described how ESL students introduced their cultures and countries to the local community through a school ESL Civics program. Sophia Shang (USA) <sshang@whatcom.ctc.edu>

Intercultural Awareness in Teacher Education

This introduced initiatives from Canada, Australia and the US to cultivate intercultural, multilingual awareness among ESL and mainstream teachers. Joseph Lo Bianco (Australia) <j.lobianco@unimelb.edu.au>

Avoiding Clashes of Civilization in Class

This talk discussed key challenges that arise when language teachers work to promote mutual respect and understanding between the Islamic world and the West. Aftab Ahmed (UAE) <aftab@aus.edu>

Broaching Serious Subjects with Adults

This session discussed the value of dealing in intermediate adult ESL classes with serious issues such as identity theft, business ethics and health. Margaret Teske (USA) <mteske@mtsac.edu>

Peace Education in Language Teaching

This introduced materials created by participants from around the globe at a summer *Peace Education in Language Teaching* program at SIT, Vermont. Sean Conley (USA) <sean.conley@sit.edu>

Fundraising 101

This session introduced participants to a variety of fundraising opportunities for teachers and groups along with specific activities that are both cost-effective and manageable by volunteers.

ESL Service Learning and Critical Pedagogy

This session focused on how ESL service learning offers authentic contexts for students to both learn English and explore cultural assumptions. Alice Lachman (USA) <alachman@hawaii.edu>

Experiential Activities for Cultural Awareness

This session allowed teachers to analyze classroom activities designed to heighten cultural awareness. Andrea DeCapua (USA) <adecapua@optonline.net>

Seeking Social Justice: Technology and You

This described case studies from the Philippines, the US and Kenya to show how ESL teachers can bridge the divide between technology "haves" and "have-nots" Sean Conley(US) <sean.conley@sit.edu>

Techniques for Teaching Culture in the Classroom

In this session, the presenter shared 10 different techniques he uses to engage English language students in the process of learning about culture. Joe McVeigh (USA) <jmcveigh@middlebury.edu>



Collaborating Globally With On-Line ESP

This described international collaboration to design an online ESP program for European military officers preparing to work in a global environment. Peggy Garza (US) <garzap@marshallcenter.org>

Money Talks in TESOL

This talk described how the quality of English instruction that EFL students receive often depends on how much the student can afford to pay. Ahmar Mahboob (Australia) <ahmahb@arts.usyd.edu.au>

Media Depictions of ELT and Its Practitioners

This showed video clips of English teachers from TV shows and movies to discuss how ESL teachers are represented and perceived by the media and public. Anthony Crooks (Japan) <tony@japan.email.ne.jp>

Linguistic Prejudice in the ESOL Classroom

This session examined films to discuss how ESOL teachers can honor both the language of home and the national "standard" without comprising culture or identity. Elise Klein (USA) <taporg@aol.com>

Global Issues through Service Learning

This talk introduced ESL service learning activities and action projects designed around global issues available from the organization *Facing the Future*. Laura Skelton (USA) <laura@facingthefuture.org>

Spiritual Dimensions and Dilemmas of ESL

In this session, six panelists representing positions ranging from Christian to atheist discussed various dilemmas involving ESOL teachers' spiritual values. Mary Wong (USA) <mwong@apu.edu>

Understanding through "My Brown Eyes"

This session aimed at raising cultural awareness with *My Brown Eyes* - a gut-wrenching film about the first day of school in the US of a boy from Korea. Selina Yoon, Asia for Kids (USA) <www.asiaforkids.com>

Culture through Film in the Language Class

This described how to use films to enhance students' understanding of cultural issues and historical events. Silvia Pessoa (USA) <spessoa@andrew.cmu.edu>

Virtual Debates between Deaf and ESL Students

This discussed how on-line debates between deaf and ESL students on engaging controversial issues can promote content-based learning. Harry Markowicz (USA) <harry.markowicz@gallaudent.edu>

Intercultural Videos We Have Known & Loved

This session allowed ESL teachers to share videos on culture, ethnicity and social issues which enlighten, inspire and challenge students. Susan Steinbach (USA) <srsteinbach@ucdavis.edu>

Interpreting World News in the EFL Context

This showed how advanced EFL students examined the hidden dimension of the news and how cultural stereotyping is often communicated by news reports. Helen Stavrou (Cyprus) <hstavrou@yahoo.com>

Life and Death ESP

This discussed the new 2008 English proficiency requirements for airline pilots and the need for EFL teachers to confront the airline industry about safety. Lance Knowles (USA) <lknowles@dyned.com>

Communicating to Win

This explained how the *Trading Game* simulation promotes negotiating skills and awareness of trade imbalances between rich and poor nations. Gwen Stamm (USA) <gstamm@u.washington.edu>

Ethics, Leadership and Institutional Culture

This talk introduced a conceptual framework for addressing ethical leadership in school institutions. Zafar Syed (Canada) <zsyed@oise.utoronto.ca>

Listening to Our Arab and Muslim Students

This session featured a panel of ESL teachers who described their work in breaking stereotypes and building understanding of Arab and Muslim students. Anita Bright (USA) <anitabright@fcp.edu>

Racial Discrimination in Teaching EFL in Korea

This discussed discrimination in Korean EFL involving non-native speakers and native speakers of Korean descent (Korean-Americans, adoptees). Kathleen Lee (USA) <leekat@wmail.unc.edu>

Teaching English, Teach about the Environment

This talk discussed how the UN Environmental Protection Agency's *Carrera* curriculum can provide ESL lessons on the 3 R's (reduce, reuse, recycle). Judith Kane (USA) <kane.judith@epamail.epa.gov>

Short-Term Teacher Education in North Korea

This talk described how 4 Canadian educators have taught communicative EFL methodology in 2-week seminars to teachers in North Korea over the past 3 years. Phil Goertzen (Canada) <goertzen@twu.ca>

Raising Consciousness about Refugee Issues

This described a 2-year international project designed by English teachers to raise awareness of refugee issues. Nancy Strom (USA) <handstrom@aol.com>

A Globalized Indian English

This panel discussed how outsourcing of technical work to India has impacted approaches to teaching English in India to meet the needs of globalization. Hema Ramanathan (USA) <hramanat@westga.edu>

Images of Christianity in the Media

This talk, sponsored by *Christian Educators in TESOL*, discussed media images of Christianity in literature, films and music and how these should be addressed. Mary Wong (USA) <mwong@apu.edu>

Cities as a Global Issue for EFL

This talk described content-based EFL courses the presenter has designed on urban planning, and on the social and environmental impact of cities. Rhoda McGraw (France) <rhoda.mcgraw@mail.enpc.fr>

University Intercultural Responsibility

This discussed the need to help both American students and international teaching assistants (ITAs) to mitigate harmful stereotypes and prejudices. Susan Coakley (USA) <scoakley@comcast.net>

TESOL Professionals of Color

This panel reported on a 5-year project involving 13 educators who responded to the question, "What does it mean to be a TESOL professional of color?" Mary Romney (USA) <m.romney@sbcglobal.net>

PTSD and Refugee Education

This talk described the effects post-traumatic stress disorder (PTSD) can have on ESL refugee students. Allene Grognet (US) <aggrognet@aol.com>

Third Culture Kids in the Classroom

This discussed the needs of Third Culture Kids (TCKs) who grow up in "global nomad" diplomatic, corporate, military or missionary families. Rebekah Muir (USA) <rebekah.r.muir@nhmccd.edu>

Japanese Students' Attitudes to World Englishes

This discussed how Japanese students are unaware or uninterested in nonstandard English and reported on a survey of their attitudes to World Englishes. Hadija Drummond (Japan) <hadijad@hotmail.com>

Multicultural Lit for Global Understanding

This session discussed how the use of multicultural children's literature in ESL classes can promote cross-cultural understanding and English language skills. Betty Smallwood (USA) <betty@cal.org>

Saving the World While Learning ESL

This session described a class project where ESL students choose a charity, research issues, produce posters, give presentations and raise funds for it. Gerry Luton (Canada) <gluton@uvic.ca>

Using Environmental Print to Teach Literacy

This poster explained how environmental print can promote literacy and improve motivation. Francisco Oaxaca (USA) <harveyoaxaca@hotmail.com>

Linking ESOL Students and Senior Citizens

This poster showcased an ESL service learning project which linked Grade 4 and 5 ESL children with residents of a local retirement community. Barbara Gottschalk (USA) <barbgottschalkbg@netscape.net>

The Culture Quiz

This described a class *Culture Quiz* designed to help multinational ESL students learn to understand and respect each others' diverse cultures and religions. Ginger Gibbs (USA) <ggibbs@edcc.edu>

School Partnerships Across Borders

This poster explained how educational partnerships between US and overseas countries can assist ESL teachers to better understand their ESL students' backgrounds. Joel Judd (US) <jbjudd@adams.edu>

Cross Cultural Lessons from an Immigrant Class

This talk featured profiles of ESL immigrants' lives that challenge myths and stereotypes as taken from the presenter's book "An Immigrant Class; Oral Histories". Jeff Libman (US) <jalibman@core.com>

Cross Cultural Success Stories with Shy Students

This session discussed classroom approaches that can help "shy" students actively participate and explore cross-cultural topics in the ELT classroom. Stephen Soresi (Japan) <soresi@edup.net>

Department of Homeland Security Update

In this talk, the US Dept. of Homeland Security gave an update on regulations for ESL student visas. Susan Geary (US) <susan.geary@dhs.gov>

Motivate with Real World Themes and Content

This introduced high-interest ESL lessons which develop language and knowledge of the world. Mario Nunez (US) <yalvarez@santillanausa.com>

Bullying and the ESL Student

This talk addresses the topic of bullying and ESL students in public schools, examines the motivation of bullies, and outlines actions that teachers can take. Deborah Sams (USA) <dsams727@msm.com>

Teaching the Language of Disaster

This session explored the language used during Hurricane Katrina and discussed how limited-English populations might be informed in future disasters. Bill Powell (USA) <william.powell@usm.edu>

Addressing Cultural Conflicts thru Scripwriting

In this post-conference workshop, participants learned how to create classroom lesson plans for ESL students that address cultural values and conflicts. Armeda Reitzel (USA) <acr1@humboldt.edu>

Where Part-time Instructors are Treated Equitably

This showcased the successes union approaches have had in achieving equitable treatment in pay, benefits and job assignments for part-time faculty. Rosemary Schmid (US) <rosemaryschmid@yahoo.com>

Bringing Passion Back to the Classroom

This session discussed how language educators can revitalize their passion for teaching despite long hours, large classes and few resources. Carol Lethaby, British Council (USA) <clethaby@earthlink.net>

Identity Conflict

This talk discussed strategies teachers and students can take in their struggles to balance their identities with the labels and stereotypes ascribed to them by others. Piper McNulty (USA) <pipermcn@aol.com>

Cross-Cultural Issues: Teachers & Arab Learners

This discussed how Western teachers and Arab EFL students can address differing cultural values and expectations to avoid misunderstandings in class. Lotfi Ben Ahmed (UAE) <lotfiahmed@uaeu.ac.ae>

- All TESOL members are invited to join the *TESOLers for Social Responsibility* Caucus. See: <www.tesol.org/mbr/caucuses/tsr.html>
- TESOL's 2008 international conference will be held April 2 – 5 in New York. The deadline for submitting video theater or poster sessions is August 1. For details, see: <www.tesol.org>



Shin-Ei-Ken Association

www.shineiken.com



The New English Teachers' Association (*Shin Eigo Kyoiku Kenkyu-Kai* or *Shin-Ei-Ken*) is Japan's most active high school EFL teachers' group involved with global, peace and human rights education. It aims to promote a new approach to teaching English based on the ideals of Japan's Constitution: peace, democracy, freedom, justice. *Shin-Ei-Ken* believes that teaching English for international understanding and global awareness leads to world peace and can help students act as global citizens to make a better world. Check out their monthly Japanese language magazine "Shin Eigo Kyoiku"!

Shin-Ei-Ken National Conference

Language Learning for a Peaceful Future

www2s.biglobe.ne.jp/~notch/taikai/index.html
August 3 – 5, 2007 at Hotel Seiryu, Osaka

Shin-Ei-Ken's annual summer conference will be held August 3 – 5, 2007 in Osaka. Special sessions will deal with topics in the fields of language teaching, school education and global issues. The conference will feature a delegation of EFL teachers from Korea, visitors from Kenya and Iran, textbook displays by Japanese EFL publishers and a plenary talk by Arthur Binard on language and peace. For more details, check out their website.



Character Identities in Postwar EFL Textbooks in Japan

by Naoko Harada (The Senior High School Affiliated with Japan Women's University)



Introduction

While some research has been carried out on English-as-a-foreign-language (EFL) textbooks in Japan before and after World War II, few studies have looked at textbook characters. In this article, I'd like to describe a research study that I carried out to examine the treatment of textbook characters in postwar Ministry-authorized English texts used by Japanese ninth graders. One purpose of my study was to discover how English textbook characters have reflected social changes in postwar Japan over the past 60 years. Since a new generation of junior high school texts was published in April 2006, I felt it was a good opportunity for educators to examine this topic.

Textbook Authorization

Postwar English textbooks in Japan have had a unique history as a result of the system of guidance and approval by the Ministry of Education. The Ministry of Foreign Affairs website (2005) explains this as follows:

The School Education Law enacted in 1947 created the current system of textbook approval. (Until the end of World War II, the government generally authored textbooks.) In this system, publishers create textbooks and submit them for examination and approval by the Ministry of Education. These books must meet the requirements of the Curriculum Guideline, a set of curriculum standards for Japanese schools; beyond this, however, the publishers have freedom to include their own learning methods and ideas in the material.

Two issues arise in connection with this. The first concerns the textbook production and authorization cycle. After World War II, the government opened the market to the private sector and allowed publishers to edit and publish school texts. However, it retained the approval system, sustained by a four-year publication cycle. This works as follows: after textbook writers and editors complete their final drafts, a council representing the Ministry of Education approves the content. Next, local Boards of Education (for public schools) and

principals (for national or private schools) determine which textbooks will be printed (and how many of each). Finally, the actual texts are delivered to each school. Some topics are no longer fresh by the time the textbooks reach the users after the set period of four years.

The second issue is the influence of the Ministry's *Curriculum Guidelines*, commonly called the *Course of Study*, that influences the content of textbooks. This started with guidelines from the Ministry of Education suggesting that English was to be taught "as a language activity" (1951). The purpose was then extended to "lay the foundations of international understanding" (1969) and "foster a positive attitude toward communication" (1989) with the addition later of "deepen an understanding of language and culture" (1998). Although textbook writers have been free to include their own ideas, their materials have had to meet the requirements of the Course of Study, and be authorized by the government committee. It is not surprising that publishers have tried to avoid including controversial characters or stories that could provoke negative responses from the government.

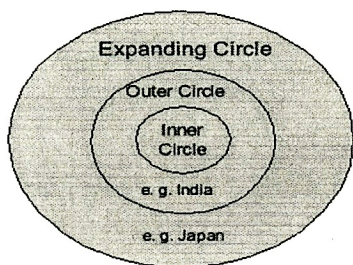
Previous Studies

In his research on junior high school EFL texts in the 1980s, Erikawa (1992) documented U.S. and U.K. ethnic characters as well as characters from Asian and African countries. His quantitative study covered 54 textbooks and looked at changes over time of textbook characters. These began with a focus on people living in the U.S. in the 1949 textbooks to characters from international society, including Japanese, by the 1990 generation of texts.

More recently, Yamanaka (2006) studied the nationalities of EFL textbook characters in 19 Japanese junior and senior high school texts based on Kachru's 3 concentric circles (1985):

- an Inner Circle for native speakers of English (eg the US, UK, Canada...)
- an Outer Circle for countries using English as a second language (eg Kenya, India...)
- an Expanding Circle for areas where English is taught as a foreign language (eg Brazil)

In 1st year junior high texts, she found a focus on characters from Inner Circle native speaker countries. By senior high, non-native EFL countries in the Expanding Circle had appeared.



Kachru's Three Circles (from Crystal, 2003)

Textbooks Examined

For my study, I looked at 11 post-war junior high school English textbooks selected from the periods immediately after the revision of the Course of Study in 1949, in 1972, and in 1993. For the latest generation of texts, I used EFL textbooks published in 2006.

Textbooks from three of the existing six main EFL publishers were selected: Kairyudo, Sanseido and Tokyo Shoseki. There were two reasons for this. First, the total market share of these three added up to nearly 90% in the year 2002 (according to *Kyokasho Report*, a monthly publishers' journal). Second, all three publishers have continually printed junior high school texts from 1972 right up to the present.

EFL Textbooks Examined in the Study

Year	Kairyudo	Sanseido	Tokyo Shoseki
1949	Jack and Betty: 3rd Step (JB1949)	New Vista English Junior III (NV1949)	
1972	New Prince English Course 3 (NP1972)	Total English Jr. Crown 3 (TE1972)	New Horizon English 3 (NH1972)
1993	Sunshine English Course 3 (SS1993)	New Crown English 3 (NC1993)	New Horizon English 3 (NH1993)
2006	Sunshine English Course 3 (SS2006)	New Crown English 3 (NC2006)	New Horizon English 3 (NH2006)

Textbook Character Identities

For my research on junior high school English textbook characters, I focused on the following three different types of identity:

- Gender identity
- Role identity
- English-speaking culture identity

Gender identity and role identity were adopted from Ting-Toomey (1999). English-speaking culture identity was adapted from Kachru's Three Circles (1985). This included 3 groups: native speakers of English, Japanese EFL speakers, and other speakers of English.

Historical Changes in Textbook Characters

In the 1949 textbooks, the presence of males as main characters was dominant in terms of gender identity. Historical figures such as Abraham Lincoln (JB1949, NV1949) were prominent in terms of role identity. The setting was mainly Anglo-Saxon societies in terms of English-speaking cultures.

Twenty years later, in 1972, more women characters appeared, but they generally relied on men as housewives and mothers (TE1972 and NH1972). For role identity, nuclear families were popular. Japanese culture also appeared in EFL textbooks at this time. For example, episodes of Japanese characters including Ryoichi, a boy who loved pearls in a Japanese legend (TE1972), were portrayed.

Another 20 years later, in 1993, gender fair language came into use, such as *fire fighter* instead of *fireman*. In terms of role identity, real world professionals and ethnic leaders such as Martin Luther King, Jr. (NC1993) could be seen. As for English-speaking cultures, the Englishman William Adams, who lived as a Japanese using the name Miura Anjin (SS1993), exemplified how Japanese culture was treated. English here was viewed as a language for intercultural communication, as in one textbook unit where a group of international teenagers living in Japan - Dutch, Swiss, Brazilian, and Indian - were shown sharing their opinions in English with each other (NH1993).

In 2006, women finally appeared in previously male-dominated professions, such as Sadako Ogata, at that time the United Nations High Commissioner for Refugees (NC2006). Environmental issues and human

rights took on more importance, and children began speaking equally to adults. A prominent character embodying such elements was twelve-year-old Severn Cullis-Suzuki, a young Japanese-Canadian environmental activist, who delivered a speech at the 1992 Earth Summit in Rio de Janeiro (SS2006 and NH2006). In terms of English-speaking culture identity, the portrayal of Cathy Freeman (SS2006) was a milestone in two respects. First, she possessed more than one identity, which became known to the world when she carried both the Australian and Aboriginal flags during her victory lap in the Sydney Olympics. The other was the use of the word “identity” itself in one textbook for ninth graders on this topic.

Identities in 1949 started out simply, but today, characters exist in a world of greater male-female coexistence, and in societies with multiple roles and ethnic cultures. Textbook characters have thus developed more complex roles and identities as compared to the past.

Real-Life Characters

Among the trends I found, I'd like to discuss the treatment of non-fiction real-life characters, rather than imaginary characters.

In the 1949 texts, Anglo-Saxon males such as George Stephenson, designer of the steam locomotive, (NV1949) were prominent real-life characters. In 1972, there appeared women such as Clara Barton, founder of the American Red Cross (NH1972), and Japanese men such as John Manjiro, an Edo-period fisherman who went to the U.S. and became a cross-cultural interpreter (NP1972). However, the 1993 generation of texts was epoch-making because an unnamed Russian astronaut (SS1993) made an appearance in the textbook as a real-life celebrity. The end of the Cold War between the United States and the Soviet Union allowed textbook writers, editors and authorities to include topics such as this which were untouchable until the *détente* between East and West. 2006 was the year when people from the real world not often seen in classrooms appeared in Japanese EFL junior high texts. Examples are refugee children (NC2006) and soccer fans in Brazil (SS2006).

Reading stories about real-life characters provides educational opportunities for students to learn about people who are not mentioned in world history classes. An EFL textbook lesson

on Louis Braille (NH2006) and the use of his Braille reading system for people who cannot see is one good example of a topic which connects both past and present.

Japanese Characters as Textbook Hosts

In the 1993 generation of textbooks, a group of male and female Japanese ninth graders, with the support of non-Japanese students residing in Japan, appeared for the first time as fictional main characters to “host” the textbooks. Today, in 2006, all three texts which I studied introduce such main characters with illustrations at the beginning of each textbook (NC2006, NH2006, and SS2006).

The concept of male and female main characters was already established back in 1949 with the “Jack and Betty” series (JB1949). However, a major difference since then is that, by 2006, textbooks portrayed people with a variety of cultural backgrounds including Americans, British, Australians, Canadians, Chinese, Indians, Japanese and Tanzanians.

Points of Discussion

The purpose of my research was to examine how textbook characters reflect social changes in the real world over time. The results indicate that, by 2006, there had been progress in balancing gender identities and portraying a considerable number of characters with diverse role identities. However, not many non-native characters are shown from EFL countries other than Japan, China and Nepal. I feel that more EFL characters from countries other than northeast Asia need to be considered as options.

Another issue is that the same types of characters are sometimes repeated in different texts. One example concerns Hiroshima. In their 2006 texts, all three publishers adopted stories on the theme of Japanese girls who died in the atomic bombing of Hiroshima. One of these lessons was about Sadako Sasaki, the girl who made a thousand origami cranes (NC2006). These different texts all portray a quiet girl from Hiroshima struck by the bomb who dies without showing her fear of death. However, suppose some students had family members who died in the bombing of Nagasaki. They might wonder why they have to study about Hiroshima and miss the chance of learning and talking in English about their own hometown. In order to meet local needs, there should be

Real-Life Characters From Junior High School EFL Textbooks

As of Nov. 4, 2006

	Native English Speakers		Japanese Characters		Non-Japanese EFL Characters		Other
	Male	Female	Male	Female	Male	Female	
1949	Abraham Lincoln (JB) (NV) Pilgrim Fathers (NV) Robert Fulton (NV) George Stephenson (NV) Inventor of summer time (NV) British people (NV)	→	--	--	Swiss monk who started a community chest (NV)	--	--
1972	Sir Rowland Hill (NP) Thomas Edison (TE) Houdini (TE)		John Manjiro (NP)	--	Giotto (Italian painter) (NH) Archimedes (NH)	--	--
1993	Joey & John (SS) William Adams (SS) <i>We Are the World</i> singers (SS) American Astronaut (SS) Martin Luther King (NC)	→	Rosa Parks (NC) Dr. Kawahara (SS) Miura Anjin (SS) (Japanese name of William Adams)	--	Russian astronaut (SS) Saudi Arabian astronaut (SS) King Solomon (SS)	--	--
2006	Martin Luther King (NC) Kevin Carter, photographer (NC) Bill Crowley, rakugo performer (NH)	Rosa Parks (NC) Rachel Carson (NH) Cathy Freeman (SS) Severn Suzuki (SS) & (NH)	Saito Sensei (SS) Mr. Kimura, a high school teacher and students who sent soccer balls to Iraq (SS) The Boom, singers (SS) Hoshino Michio, nature photographer (NH)	Sadako Sasaki (NC) Sadako Ogata (NC)	Alfred Casero, Argentine singer (SS) Louis Braille (NH) Refugee children (NC)	→	Doctors and teachers who help refugees (NC)

Textbook titles: (JB) Jack and Betty, (NV) New Vista, (NP) New Prince, (TE) Total English, (NC) New Crown, (NH) New Horizon, (SS) Sunshine

variation in materials, especially for lessons linked to peace education. Since the concept of peace is an important yet emotional topic for students, teachers may need to approach this using various examples from real life.

To help students participate in thinking about the real world, I'd like to suggest a classroom research task that gives students the opportunity to discover real-life dramas and hidden histories. The procedure is as follows. At the beginning of the term, the teacher asks students to decide on a real-life character that interests them the most. The teacher then instructs students to write a short report on that character by the end of the term. Students can do research in the library or on websites recommended for the task.

This task would enable students to discover the history of a historical character and at the same time improve their reading and writing skills in English. What is important is to let students generate their own research achievements in English and familiarize themselves with real-life characters.

Conclusion

My study investigated the identities of textbook characters in 11 postwar English texts for Japanese junior high schools. In 1949, EFL texts focused on the values of male-dominant, Anglo-Saxon cultures. The turning point was the 1993 generation of texts, when characters featured a greater degree of diversity in terms of gender, role and cultural identity. By 2006, textbooks portrayed more real-life characters having memorable achievements.

In this article, we have touched upon highlights from the past sixty years of EFL textbook history in Japan. Under restricted circumstances, textbook writers and publishers have progressed in selecting main characters that are attractive and user-friendly for junior high school students. However, there still remains room for the inclusion of characters with more diversified backgrounds. Celebrities are important, but textbook characters who address local needs are significant as well.

Another improvement could be made by including attractive textbook characters with rich experiences that could stimulate students' interest in the diverse cultures around the globe. Teenagers are willing to open the door to unknown worlds, and textbook characters can

be good role models for future careers. Even if their choice of occupation is not directly influenced by the characters in our EFL texts, reading about various role models can help students imagine how other people think.

My hope is that the current six EFL publishers in Japan will further provide interesting stories with well-balanced characters that inspire our students to cultivate their views by encountering various human lives through the study of English.

This article is based on a talk by the author at JALT 2006. A longer article will appear in the soon-to-be-published *JALT2006 Conference Proceedings*.

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Global Issues, Everyday Actions

by David Royal (ESL Etc, Hunan, China)



Introduction

As English teachers, we play a role in globalization and must come to terms with this in our own ways (Guest, 2005; Hronopolous, 2005; Cates, 2004; Griffith, 2004; Peaty, 2004). Some teachers avoid overt discussion of global issues while others attempt to “objectively” cover certain issues. Still others consciously advocate a particular viewpoint, trying to raise awareness or create opportunities for students to take direct actions on local problems.

Personally, I believe that the world is at a crisis point. Over-consumption, pollution and other negative effects of globalization and the “modern” lifestyle are leading us down a dangerous path (Monbiot, 2007; Bigelow & Peterson, 2002; Bowers, 1997). This affects every aspect of my life, including my choices as an English teacher. Thus, in my teaching, I try not only to raise awareness about issues, but also to encourage students to act mindfully.

An Intensive ESL Course on Global Issues

With this in mind, I developed an 8-week *Global Issues* course for an intensive English program at the University of Hawaii. The course is based around individual projects in which students choose an issue and engage in one or more related actions. In the fall of 2006, I did this project with 11 adult students from Indonesia, Japan and South Korea.

From the outset, I gave my students a broad sense of the term “global issues”. I began the course by introducing various types of issues (environmental, social, political, cultural, economic...) and had students brainstorm about specific issues within these different categories. I did not go in to the course knowing which issues would be covered, but instead made students responsible for choosing the course content. They filled out open-ended surveys to indicate which global issues they were most interested in, brought in articles for discussion, and chose their own issues for their final projects. By giving students a lot of latitude in choosing an issue, I hoped that they would find something that really inspired them and would thus read, write and speak more extensively.

Student-Selected Topics and Actions

Next, I asked students to select 4 issues, and to freewrite about why each was important and what we, as individuals, could do to help. I gave examples of individual actions related to various issues. I next asked students to choose one issue and come up with as many actions as they could. Again, I provided models and examples from previous projects. Finally, each student chose an issue and one or more actions to try during the course.

I asked students to experiment with actions that could be integrated into their daily lives. For example, if a student were interested in global warming, I encouraged that student to try saving electricity instead of volunteering at an environmental event. Partly, this was because of the logistical difficulty of coming up with structured activities for 11 different issues in a short amount of time. More importantly, however, I did not want students to come away from the experience thinking that activism required an organization, or was something to be engaged in only at certain times or places. I wanted them to realize the connection between everything we do and global issues. Ideally, I wanted them to realize that all our actions are a form of activism.

Language Learning Activities

At every step, language learning activities were integrated with the content of the class. As Hronopoulos (2005) says, teachers “have a moral obligation to bring these issues to our learners, but we should always be careful to design lessons and tasks that attend to our learners' language needs.” In this course, students engaged in a variety of activities which were designed to help them develop language and academic skills. They did reading circles where they were asked to choose articles, prepare vocabulary lists, do comprehension questions and discussion questions, and finally lead a group discussion. As part of researching their issues, students found and summarized articles from the Internet. The course also covered both academic writing conventions and basic presentation skills.

Individual Projects

Students were asked to choose the form of the final project, doing either a presentation or a paper. Their project had to include (i) background information on their issue, (ii) a description of and reflection on their experimental action, (iii) their opinions and thoughts on the issue, and (iv) ideas for solutions. Eight students chose to do papers, while three did presentations.

Seven of the eleven students appeared to have more successfully engaged in meaningful action and reflection. I judged projects as being more successful if they offered specific details about the experience and included thoughtful discussion. The four students with less successful projects spoke about their actions vaguely, with little to no indication of any direct experience. One element found in the more successful projects was a personal motivation for choosing their topic. For example, one project on protecting ocean life was done by a student whose spouse worked as a marine biologist. He was interested in learning about ocean life and protecting the environment, but was also motivated by a desire to better understand his wife's work. During a class discussion, he mentioned that he felt that understanding more about his wife's job would bring them closer together.

Another successful project had to do with reducing kitchen waste. This student explained "I always feel guilt for garbage when I throw away it." Thus, even before she began her project, she already had a personal connection with this issue. She wanted to learn more about it and try a behavioral change in order to alleviate negative feelings. The type of desire can be an extremely powerful motivator.

A third successful project dealt with a very personal topic: child abuse. The student did research into the global problem of child abuse and, as his action, changed the way that he disciplined his own children. Before doing the project, he spanked his children, and in his paper, he explained "I don't want my daughters to learn violence from me." As an experiment, he used a sticker board where his daughters accumulated stickers for good and bad behavior. Once a certain number of good or bad stickers was reached, his daughters would receive a reward or a non-violent punishment. After doing this for five weeks, he concluded that

"my daughters do their works and follow the instructions better than before. I have never spanked or screamed them during last five weeks." "My family mood is more peaceful," he added. Having such a deep personal connection to the content can be a strong motivator towards using a language.

Course Outcomes

All 3 students who did presentations said they would continue their actions. This was particularly striking in the case of a student who did a presentation on recycling. He and his roommates saved and recycled 56 containers over three weeks. His presentation was funny and full of little mishaps. For example, he warned students about the importance of rinsing out old tuna cans, and talked about the embarrassment of taking two huge bags of recycling on the bus. In the end, he received only \$2.80, but still concluded it was worth it. When a classmate asked him if he'd do it again, his face lit up. He explained that it was not about the money. He and his roommates agreed that it was important to recycle and that they were definitely going to keep doing it.

The student who did his project on protecting ocean life also expressed a desire to continue his action, despite a perceived lack of results. In his conclusion, he wrote "I will continue my action about my issue after the project although I cannot see the result directly. I believe that I help to protect about ocean life." Two other students also expressed a feeling that the actions of just one person did not have any substantial effect. Next time, I will try to give my students more positive examples of the power of individual action.

Conclusion

As a language teacher, I believe that the best way to learn a language is by using it in meaningful ways. Thus, I believe a big part of my job is to inspire students to communicate in English, and to create opportunities for them to do so. Having them address issues that are important to them is one way to do this. As my teaching evolves, I hope to find better ways to help students discover which issues matter most to them, and more engaging activities for them to do with this content. All of the materials for this project are available at my website <www.ESLetc.com>.

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David Royal has taught English for over eight years, including teaching in both Taiwan and Hawaii. He recently received an MA in SLS from the University of Hawaii and is currently teaching in Hunan, China. He runs the website ESLetc.com and produces a podcast dedicated to bringing global issues and activism into language teaching.

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Appeal For Help: Lindsay Hawker T-Shirt Campaign

by Caroline Pover <www.cafepress.com/beingabroad>

22-year-old Lindsay Ann Hawker was teaching English in Japan when she was brutally murdered on March 25, 2007. She was last seen with 28-year-old Tatsuya Ichihashi, a stalker who had asked her for English lessons. Her body was discovered the next day in his flat in Tokyo. When questioned by police, Ichihashi escaped after a scuffle. He remains the police's only suspect and has still not been found. In support of Lindsay's family and the Japanese police hunt for this man, I have launched a T-shirt campaign. I hope that enough people — men and women, Japanese and foreign — will wear this so that this man's face is seen by as many people in Japan as possible on a daily basis. This is not a criticism of the police, but something we can all do to help. The Japanese words on the T-shirt say 'Until this man is caught, I won't sleep at night'. Wearing this T-shirt means you are playing a part in keeping this man's face where people can see it. Wear it at the gym, at school, going shopping, on the train, walking around —anywhere you will be seen by many people. The T-shirts are produced at cost and neither I nor the Hawker family receive any income from their sale.

Popoki, What Color is Peace? Popoki's Peace Book 1

by Ronni Alexander (Epic Press 2007) <popokipeace@yahoo.co.jp>
http://popoki.cruisejapan.com/project_e.html



Popoki, What Color is Peace? is a bilingual picture book (Japanese-English) designed for children and adults. The book, by peace educator Ronni Alexander of Kobe University, approaches the question 'What is peace?' by using a cat, Popoki. It begins by asking, "What color is peace?" and goes on to explore the flavor, sound and smell of peace, using illustrations from Popoki's life. The book next addresses social issues through questions such as "Can you have peace if others do not?" The book can be used for peace education with children, university students and community groups. While not specifically written as an EFL text, it can also be used in English classrooms. With the first half, children and beginners can learn about colors, sounds and tastes. Questions in the second half can be used in conversation classes. Hands-on tasks such as drawing a peace garden or planning a peace dinner can be an enjoyable way of practicing language skills. As the book addresses a broad range of issues (development, environment, human rights), it can also be used in global education and "education for international understanding" contexts.

A DVD version has been released as "Popoki's Peace Message" in the *Iwanami DVD Book Peace Archives Museum for Peace* (Iwanami Publishers, 2005). During 2006, more than 30 peace education workshops were held in and outside Japan using the book and the DVD. Korean, Chinese, Thai and Indonesian versions are currently in progress, and peace camps with children from conflict areas are being planned. For more information, visit the Popoki website or write to the email address above.



Special Feature

Teaching about Slavery



The 200th Anniversary (1807 ~ 2007)

The year 2007 marks the 200th anniversary of the 1807 abolition of the British slave trade. The story behind this little-known event has a cast of characters and a sequence of events worthy of a Hollywood blockbuster, including both heroes and villains, cruelty and exploitation, greed and compassion, vested interests and idealists, struggle and despair, and – amazingly – a happy ending.

The British *Set All Free* campaign suggests that commemoration of the 1807 abolition of the slave trade include the following three key concepts:

REMEMBER

- the horrors of the transatlantic slave trade
- the abolitionists – black, white, male, female
- the role of slave owners, business, governments and the Church in both slavery and abolition

REFLECT

- on the consequences of slavery and the slave trade: racism, inequality, under-development

RESPOND

- to the legacy of slavery and the slave trade by
 - ◊ working to effect healing and reconciliation
 - ◊ taking action to end modern forms of slavery

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has. - Margaret Mead

The British movement to abolish the slave trade began with a meeting of 12 idealistic anti-slavery activists on May 22, 1787 in London. In their fight to end slavery, they invented all the tools of social activism – pamphlets, petitions, posters, logos, product boycotts, celebrity endorsements – used by global issues activists today. Join other educators around the world to celebrate this 200th anniversary by inspiring your students with their unique story.

Slavery Quiz *How much do you know?*

- 1 The English word “slave” originally meant...
a animal b servant c carrier d Slav
- 2 How many African slaves were sent to America?
a 1 million b 12 million c 45 million
- 3 How many died on the trip across the Atlantic?
a 70,000 b 450,000 c 2.2 million
- 4 What percent of slaves were taken to the US?
a 5% b 10% c 35% d 50%
- 5 What percent of slaves were taken to Brazil?
a 5% b 10% c 35% d 50%
- 6 How many slaves still exist today?
a 400,000 b 3 million c 27 million



Teaching Ideas



- Have students do a Slavery Quiz, then give them a handout to check their answers.
- Have students choose an abolitionist from history then give a report on them in class.
- Have students study and report on case studies of slavery in history (ancient Greece, Rome..)
- Have students make posters on each segment of the slave trade: the capture of slaves in Africa, transportation by boat across the Atlantic, their sale in slave markets, their lives on plantations and their struggles for freedom.
- Stress not only the suffering of slaves under slavery but also their resistance, emancipation and hard lives after slavery was abolished.
- Have students research human trafficking and slavery in their own country.
- Have students choose an anti-slavery organization or campaign, publicize it in your school and hold a fund-raising event to support it.

TOPICS TO TEACH ABOUT IN CLASS



British abolition (1787 – 1830)

Tell the amazing story of how a small group of activists mobilized the British empire to abolish the slave trade.



Slavery in the US (1619 – 1865)

Teach about the history of slavery in the US from the arrival of slaves in 1619 up to their emancipation in 1865.



WWII (*slave labor/comfort women*)

Explore the exploitation of slave labor and comfort women by the Nazis and the Japanese military in World War II.



Modern Global Slavery (today)

Learn about the modern slave trade:

- child labor ▪ migrant workers
- sex slaves ▪ bonded labor

and study what we can do to end it.

Quiz answers: 1 (d), 2 (b), 3 (c), 4 (a), 5 (c), 6 (c)

THE ABOLITION OF SLAVERY - TEACHING RESOURCES

MOVIES, VIDEOS and DVDs

Get details of the films below at <www.imdb.com>

Amistad <www.imdb.com/title/tt0118607/>

Spielberg movie about the true story of an 1839 slave mutiny aboard the ship *Amistad* (1997)

Amazing Grace <www.amazinggracemovie.com>

Dramatization of the inspiring life of British slavery abolitionist William Wilberforce (2006)

Spartacus <www.imdb.com/title/tt0054331/>

Classic Kubrick film with Kirk Douglas about a famous Roman slave revolt in 73 BC. (1960)

Modern Slavery <www.freetheslaves.net/store/>

This 11-minute documentary DVD is a powerful introduction to modern day slavery. (1960)

KEY FIGURES IN ABOLISHING SLAVERY



William Wilberforce (1759 – 1833)
British politician who fought for 20 years to abolish the UK slave trade.



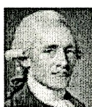
Toussaint L'Ouverture (1740 – 1803)
An ex-slave who led a Black slave army in the fight for freedom in Haiti.



Thomas Clarkson (1760 – 1846)
A tireless British campaigner who devoted his life to ending slavery.



Olaudah Equiano (1745 – 1797)
Former slave whose autobiography stirred anger against the slave trade.



Granville Sharpe (1735 – 1813)
British abolitionist who worked for the legal rights of slaves in England.

WEBSITES ABOUT SLAVERY

Amazing Change <www.theamazingchange.com>

This carries on the work of the 1807 abolitionists and urges young people to “be the change”.

Wikipedia <<http://en.wikipedia.org/wiki/Slavery>>

Check out this Wikipedia encyclopedia website for a good overview of slavery, its history and abolition.

American Anti-Slavery <www.iabolish.com>

This US anti-slavery site works to abolish modern slavery through awareness, advocacy, action and aid.

Slavery in America <www.slaveryinamerica.org>

This educational website provides ideas and resources for teaching about slavery in the US.

Wilberforce 2007 <www.wilberforce2007.com>

This site, dedicated to 19th C. abolitionist William Wilberforce, works to abolish modern global slavery.

Slavery Project <www.understandingslavery.com>

This *Understanding Slavery* website offers a set of downloadable lesson plans, videos and Powerpoints.

Slavery <www.religioustolerance.org/slavery.htm>

This *Religious Tolerance* site describes slavery from the Bible to WWII comfort women to slavery today.

Discovery School: Slavery <<http://school.discovery.com/schooladventures/slavery/>>

Teaching tips, data and information about slavery.

Links <www.plan-ed.org/inthenews/antislavery/>

This site links kids from schools in the countries of the triangular slave trade (the UK, Africa, Brazil...).

Stop the Traffik <www.stophetraffik.org>

This site documents how *Stop the Traffik* works to end the modern global traffic in human beings.

BBC Slavery Abolition Website <www.bbc.co.uk/history/british/abolition/slavery_links.shtm>

A great BBC site about the 1807 abolition of slavery.

Anti-Slavery Int'l

< www.antislavery.org >



Anti-Slavery International is the world's oldest human rights group, founded in 1839. Check out their website for news, campaigns, resources and lesson plans about the on-going fight against slavery.

Free the Slaves

< www.freetheslaves.net >



Free the Slaves is a US NGO working to end slavery worldwide. Check out their site for news about modern slavery, books, videos, teaching packs, action campaigns or to buy a *Free the Slaves* T-shirt.

Set All Free

< www.setallfree.net >



Set All Free is an impressive UK anti-slavery website set up by a coalition of British churches to mark the 2007 bicentennial of the abolition of the slave trade. Check out its articles, resources and links!

BEE Summer Bike Ride< www.beejapan.org >

BEE (Bicycle for Everyone's Earth) is a team of EFL teachers who will travel the length of Japan this August to promote environmental awareness. For info: <maria@beejapan.org>

One World Week (Oct 21-28)< www.oneworldweek.org >

One World Week is an annual global education event which raises awareness of global issues. Access their website to get a OWW Action Kit and to start planning an event at your school!

Japan AIDS Education< www.japanetwork.org >

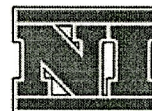
JAPANetwork provides EFL teachers with materials, lesson plans, videos and ideas for integrating HIV/AIDS awareness into their classes. Check their site or contact <aidsed@gol.com>

Oxfam Cool Planetwww.oxfam.org.uk/coolplanet/

Oxfam's Cool Planet is a global education website for teachers and students run by the UK NGO Oxfam. The site features information, news and resources on world issues and global citizenship.

Global Issues Literaturewww.rinkl.net/wiki/tiki-index.php

Global Issues Literature in Education is a Wiki site created by GILE SIG Membership Chair Lori Rink. The website provides an annotated list of EFL fiction readers on global issue topics.

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!

Peace Boat< www.peaceboat.org >

Peace Boat is a Japanese NGO dedicated to promoting peace which organizes round-the-world cruises each year to visit world cultures and study global issues.

Global Issues Net< www.global-issues.net >

Global Issues is a dynamic global education website run by *Facing the Future*. It features "60-second tours" of global issues with a *Students Take Action* section.

Better World Website< www.betterworld.net >

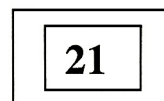
Better World features information and resources on global dates, heroes, festivals, books, videos, songs and quotes all aimed at working for a better world.

Mother Teresa< www.wikipedia.org >

Mother Teresa passed away on September 5, 1997. This year marks the 10th anniversary of her death. Why not plan a language lesson about her life and work?

U.N. Cyber School Bus< www.un.org/Pubs/CyberSchoolBus >

The United Nations Cyber School Bus website has teaching materials, country profiles, data, games, quizzes, class activities and resources on global themes.

Peace Day - Sept. 21st<www.internationaldayofpeace.org>

International Day of Peace is celebrated on Sept. 21st as a day of non-violence to promote a global ceasefire. Check out the film at <www.peaceoneday.org>



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) **"Hello, Asia!"** by D. Nagamoto, R. Fousser and A. Tachino (2007; ¥1700)

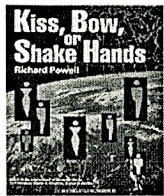
Nan'undo Press, 361 Yamabuki-cho, Shinjuku, Tokyo 162-0801 ISBN 4-523-17523-3
Tel: 03-3268-2311 E-mail: nanundo@post.email.ne.jp Web: www.nanun-do.co.jp



This 64-page college-level EFL text for Japanese students builds English reading and listening skills while raising awareness of Asian cultures. Its 14 chapters include topics such as: *Korean TV dramas, Bollywood movies, Hello Kitty in Singapore, medical tourism in the Philippines, Mongolian women, food culture in Taiwan, Thai amulets, Miss Vietnam and Chinese as a foreign language*. Each 4-page unit has an opening dialog, agree/disagree statements, vocab exercises, reading/listening passages, comp questions and a writing topic. CD included.

(2) **"Kiss, Bow or Shake Hands"** by Richard Powell (2006; ¥1800)

MacMillan Language House, 4F Chiyoda Bldg. 8F, 2-37 Ichigaya-tamachi, Shinjuku-ku, Tokyo 162-0843 Tel: 03-5227-3584 <elt@mlh.co.jp> Web: www.mlh.co.jp



This 80-page intermediate EFL text for Japanese students features reading and listening passages that promote intercultural understanding about world customs. The book's 20 units deal with topics such as *greetings, names, clothes, touching, gifts, food, time, visiting homes, gestures, shopping, sickness and negotiating*. Each 4-page chapter features a 2-page reading passage, culture notes in Japanese, vocab activities and reading/listening comprehension exercises. CD included.

(3) **"Power Up English (Advanced)"** by JACET Listening Study Group (2007; ¥1900)

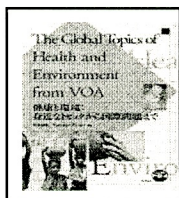
Nan'undo Press (see contact information above for #1)



This 100-page reading and listening text, by the *Japan Association for College English Teaching*, features 24 units on 8 themes: *Culture (customs, humor), Education (school for all), World Affairs (piracy, the Holocaust), Economy (child labor), Health and Welfare (PTSD, euthanasia), Environment (global warming, water), Society (international marriage) and IT (on-line shopping)*. Each unit has a 2-page reading, questions, listening section and discussion topics.

(3) **"Global Topics of Health and Environment from VOA"** by Yasunami & Brown (2007; ¥2200)

Shokakusha Ltd., 1-6-1 Iidabashi, Chiyoda-ku, Tokyo 102-0072 <info@shohakusha.com>
Tel: 03-3230-4813 Fax: 03-3230-4857 Web: www.shokahusha.com



This 60-page EFL listening text for Japanese students features English passages on health and the environment from *Voice of America (VOA)* radio broadcasts. The book's 15 units include topics such as: *traffic stress, cancer, cell phone tumors, depression, pollution, mad cow disease, Alzheimers, stem cell research, AIDS and polio in Africa*. Each 4-page unit contains a vocab intro, listening tasks, comprehension questions, idiom study and translation exercises. CD included.

(4) **"Moving On With English: Discussion, Role Plays and Projects"** by Eric Bray (2007; ¥2200)

Nan'undo Press (see contact information above for #1)



This 72-page English text for Japanese college students features role-plays, discussions and projects designed to promote critical and creative thinking. Its 12 units have students role play a: *Friend with Advice, Restaurant Owner, Travel Agent, World Traveler, Job Seeker, Shop Owner, Inventor and Charity Fund-Raiser for Global Issues*. Each 6-page unit includes an intro, model language, a "getting ready" task and a major role play. The book has its own related website.



BOOKS ABOUT THE SLAVE TRADE



The year 2007 marks the 200th anniversary of the 1807 British abolition of the slave trade. Below we list a variety of books on the history of slavery and on the state of global slavery today.

Bury the Chains

The Fight to Free an Empire's Slaves

by A. Hochschild (2005) Mariner Books (USA)
(www.marinerbooks.com) \$16

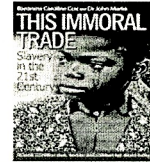


This classic book recounts the dramatic history of the British anti-slavery movement and the 18th Century struggle of the many unknown heroes who devoted to their lives to abolishing the African slave trade. Gripping, inspiring - highly recommended!

This Immoral Trade

Slavery in the 21st Century: What Can We Do?

by C. Cox and J. Marks (2006) Monarch (UK)
(www.lionhudson.com) \$13

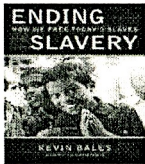


This powerful book, by two British human rights activists, describes the horrors of modern slavery, documents the exploitation of innocent victims and makes a strong appeal to people around the world to stand up against slavery and injustice.

Ending Slavery

How We Free Today's Slaves

by Kevin Bales (Sept. 2007) University of California Press <www.amazon.com> \$25

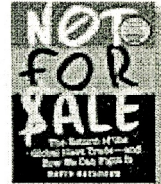


This practical, inspiring book, due out in September 2007, is the latest publication by global slavery expert Kevin Bales. The book lays out the current state of slavery around the world and explains what governments and citizens can do to end slavery.

Not for Sale

The Return of the Global Slave Trade

by D. Batstone, (2007) HarperOne (USA)
(www.harpercollins.com) \$15



This book, by an award-winning journalist, tells the story of the new generation of abolitionists and their heroic campaign to put an end to human bondage. The book aims to raise awareness of the modern-day slave trade and serve as a call to action.

Underground Railroad for Kids

From Slavery to Freedom with 21 Activities

by M. Carson (2005) Chicago Review (USA)
<www.socialstudies.com> \$15



This US activity book uses photos, quotes, drawings and activities to document the history of slavery in America. It includes historical data, a slavery timeline, sidebars and profiles of famous figures from the underground railroad.

Sex Slaves

The Trafficking of Women in Asia

by L. Brown (2001) Virago Books (UK)
(www.virago.co.uk) \$16



This hard-hitting description of the Asian sex trade cites Asian women to document each link in this horrific trade in human beings, from recruiters & agents to pimps and customers in countries like Japan.

Be The Change

A Guide to Freeing Slaves & Changing the World

by Z. Hunter (2007) Zondervan Press (USA)
<www.theamazingchange.com/zach.html> \$25



This inspiring book, by 15-year old Zach Hunter, documents the ambitious work of this teenage Christian activist to "change the world" by harnessing the energy of young people to abolish modern slavery.



Other Books on Slavery



- *Slavery: A World History* – M. Meltzer (1993)
- *Disposable People* – Kevin Bales (2004)
- *Understanding Global Slavery* – K Bales (2005)
- *Amazing Grace: William Wilberforce and the Campaign to End Slavery* – E. Metaxas (2007)
- *If You Lived When There Was Slavery in America* – A. Kamma and P. Johnson (2004)
- *If You Traveled on the Underground Railroad*
- *Abolition! The Struggle* – R. Reddie (2007)



GLOBAL EDUCATION MATERIALS FOR PURCHASE



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

Book "The World Around Us"

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

Book: "I Love Korea"

Teach your students about Korea with this colorful English book about Korean customs, people, life and culture. ¥1500 / \$15

Languages: Ways To Peace

This Linguapax book in English, French, German and Spanish explains how language teaching can promote peace. ¥1000 / \$10

Global Perspectives (JACET)

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

Fair Trade Goods

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

* www.wftday.org

* www.ifat.org

Peter's World Map

Decorate your classroom with this global education map.

www.petersmap.com/table.html



GLOBAL EDUCATION RESOURCES



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

- American Forum for Global Education:** books on global education, world cultures and global awareness
American Forum for Global Ed., 120 Wall St. Suite 2600, New York 10005, USA www.globaled.org
- Amnesty International (AI-USA):** books, reports, videos on human rights and human rights education
Amnesty International USA, 322 8th Avenue, New York 10001, USA Web: www.amnestyusa.org
- Anti-Defamation League of B'nai B'rith:** teaching resources on ethnic minorities and prejudice reduction
Anti-Defamation League, 823 U.N. Plaza, New York 10017, USA Website: www.adl.org
- Center for Teaching International Relations:** primary & secondary texts on world cultures / global issues
CTIR, University of Denver, 2199 S. University Blvd, Denver, CO 80208, USA Web: www.du.edu/ctir
- Educators For Social Responsibility (ESR):** teaching resources on war, peace and conflict resolution
ESR, 23 Garden Street, Cambridge, MA 02138, USA Fax: 617-864-5164 Web: www.esrnational.org
- International Education Resource Center (ERIC):** Japanese resources on global education / global issues
ERIC, Cosmo Nishi Sugamo 105, 1-93-5 Takinogawa, Kita-ku, Tokyo 114-0023 Web: www.eric-net.org
- Intercultural Press:** books and videos on cross-cultural communication, world cultures and study abroad
Intercultural Press, PO Box 700, Yarmouth, Maine 04096, USA Web: www.interculturalpress.com
- National Geographic Society:** books, maps, DVDs and CD-Roms on global awareness and world cultures
National Geographic, Box 98199 Washington, D.C. 20090-8199 US www.nationalgeographic.com
- New Internationalist:** maps, atlases, books, posters, CD-Roms on world development and global issues
New Internationalist, Box 1143, Lewiston, New York 14092 USA Website: www.newint.org
- Oxfam Education Catalog:** teaching packs, posters and games on Third World and development issues
Oxfam Education, 274 Banbury Road, Oxford OX2 7DZ, UK Web: www.oxfam.org.uk/coolplanet/
- 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

Aug 6 / 9	Hiroshima Day / Nagasaki Day ¹	Sept. 21	International Day of Peace ⁵
Aug 15	Anniversary of the End of WWII ²	Oct 16	World Food Day ⁶
Aug. 23	Memorial Day: Abolition of the Slave Trade ³	Oct. 21 - 28	One World Week ⁷
Sept. 11	Anniversary of the 2001 "9-11" Attacks ⁴	Oct 24	United Nations Day ⁸

1 Hiroshima/Nagasaki	www.dannen.com/hiroshima_links.html	www.dannen.com/nagasaki_links.html	
2 World War II	http://en.wikipedia.org/wiki/World_War_II	www.besthistorysites.net/WWII.shtml	
3 Slave Trade:	www.wilberforce2007.com	www.bbc.co.uk/history/british/abolition/	
4 September 11th:	www.stopviolence.com/9-11/teaching-links.htm	www.teaching9-11.org/	
5 Int'l Day of Peace	www.internationaldayofpeace.org	www.peaceday.org/	
6 World Food:	www.worldfooddayusa.org	www.learn.org/projects/food/worldfoodday	www.fao.org
7 One World Week:	www.oneworldweek.org	enquiries@oneworldweek.org	
8 United Nations Day:	www.un.org/cyberschoolbus/	www.un.org	www.patriotism.org/un_day/
* More dates:	www.countmeincalendar.info	www.educ.uvic.ca/Faculty/sockenden/calendar/intdays.html	

GLOBAL ISSUES IN LANGUAGE EDUCATION

WHAT ARE GLOBAL ISSUES? Global issues refer to world problems such as war, hunger, poverty, oppression, racism, sexism and environmental destruction as well as to concepts such as peace, justice, human rights, world citizenship, social responsibility and international understanding.

WHAT IS GLOBAL EDUCATION? Global education is a new approach to language teaching which aims at enabling students to effectively acquire and use a foreign language while empowering them with the knowledge, skills and commitment required by world citizens for the solution of global problems.

JALT GLOBAL ISSUES SIG The *Global Issues in Language Education* Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT) aims to promote:

- (a) the integration of global issues, global awareness and social responsibility into language teaching
- (b) networking and mutual support among language educators dealing with global issues
- (c) awareness among language teachers of important developments in global education and the fields of environmental education, human rights education, peace education and development education

NEWSLETTER SUBSCRIPTIONS (JALT Members) JALT members who wish to join the "Global Issues" Special Interest Group (GILE SIG) should fill out the JALT postal "furikae" form in *The Language Teacher* magazine and send their ¥1500 payment to JALT from any post office in Japan.

NEWSLETTER SUBSCRIPTIONS (Non-JALT) Interested teachers or institutions are warmly invited to subscribe to our quarterly newsletter. Annual subscriptions are ¥2000, US \$15 or UK £10. In Japan, send a *teigaku kogawase* check (leave blank) from any post office to the address below. Overseas subscribers can pay in US dollars or UK pounds (make personal checks out to "Kip Cates" on a US or UK bank). Please ask about newsletter exchanges or complimentary subscriptions for global issue NGOs, global education organizations, language teaching associations and teachers in developing countries.

JALT SIG AND GLOBAL ISSUES NETWORK MEMBERSHIP (as of April 2007)

- * JAPAN SUBSCRIBERS: JALT SIG (250) GLOBAL ISSUES NETWORK (100) = 350
- * INTERNATIONAL SUBSCRIBERS (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...) = 150

NEWSLETTER INFORMATION AND GUIDELINES FOR SUBMITTING ARTICLES

The *Global Issues in Language Education Newsletter* is published 4 times a year (March, June, September, December). Those interested in contributing concise articles (1-3 pages in length) on topics related to global education, global issues and language teaching are invited to send these in by e-mail.

Global Issues Newsletter c/o Kip Cates, Tottori University, 4-101 Minami, Koyama, Tottori City, JAPAN 680-8551 Tel/Fax: 0857-31-5148 E-mail: kcates@rstu.jp www.gilesig.org

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