

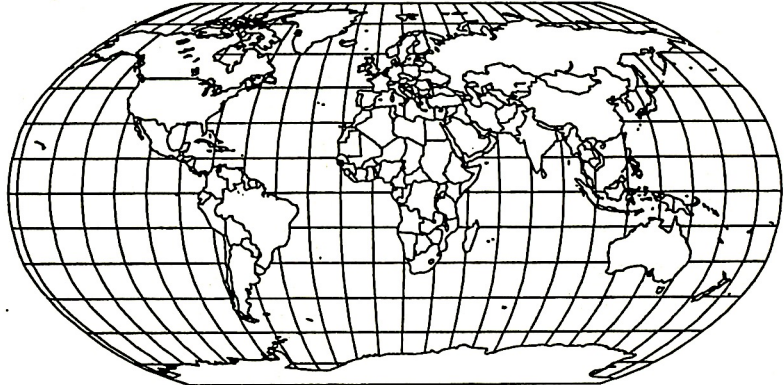
Newsletter of the "Global Issues in Language Education" Special
Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

62nd

Issue

celebrating 62
issues and 16
years in print
since 1990



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NEWSLETTER #62

Despite the lingering summer heat, it's now September and time to head back to school. To help rekindle your enthusiasm for the classroom, this issue includes a special section on *World Teachers' Day* (October 5) with resources, quotes, books and movies about teaching and education. Our main articles focus on (1) creative classroom activities for helping Japanese students discuss global issues and (2) the second article in a two-part series on organizing overseas eco-tours. This edition also includes a report on a Korean conference on globalization and foreign language teaching, a list of hot global issues presentations at the spring 2006 JET Renewers' Conference and a sneak preview of global education sessions at the JALT 2006 conference this November. Do try to attend!

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)

September 22-24, 2006 Tokyo, Japan
www.pgljapan.org

The 5th *Peace as a Global Language* conference (PGL 5) will be held Sept. 22-24 at Seisen University, Tokyo. The conference brings together language teachers, global educators and peace activists for an exciting three days of presentations, workshops and discussions on peace, human rights and global issue topics.

International Cooperation Festival

Sept. 30 - Oct. 1, 2006 Hibiya Park, Tokyo
<http://www.gfj2006.jp>

This year's *Global Festa* will be held Sept. 30 – Oct. 1 in Tokyo. This is Japan's largest gathering of organizations 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? Details on their website.

Linguapax Asia 2006

Theme: *Who Owns Language?*
October 7, 2006 University of Tokyo
www.linguapax-asia.org

The 3rd annual *Linguapax Asia* Seminar will be held Oct. 7 (Sat) at the University of Tokyo. This will bring together scholars from Europe, Asia and America to discuss multilingualism, endangered languages and ways to advance the Linguapax aim of promoting language and peace.

Peace Education Certificate

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

Teachers College announces its fall 2006 *Peace Education Program* schedule. This is open to all and leads to a *Certificate in Peace Education*. Details and application forms on their website.

Course Schedule - Fall 2006

- (1) *Education for a Culture of Peace and Human Rights: Focus on Gender and Violence*
Instructors: Kozue Akibayashi (Ritsumeikan)
Tony Jenkins (Columbia U. NY)
Dates: Oct. 21-22 and Oct. 28-29 (11 – 6 pm)
- (2) *Perceptions of Poverty and Development: A Critical Human Rights Perspective*
Instructors: Betty Reardon (Columbia U. NY)
Michele Milner (Dankook Univ.)
Dates: November 18 (11 – 6 pm)

Teachers College Columbia University (TC)
Mitsui Seimei Bldg. 4F 2-21-2 Misaki-cho
Chiyoda-ku, Tokyo 101-0061 JAPAN
Tel: 03-3221-9771 <milnermw@tc-japan.edu>

Journal of Peace Education

www.tandf.co.uk/journals/titles/17400201.asp

The *Journal of Peace Education* (JPE) is a key resource for teachers, scholars, activists and policy-makers. It covers peace ed topics such as:

- * conflict resolution
- * disarmament
- * environment
- * human rights
- * gender equality
- * cultural diversity

For further information, go to their website.

Green Teacher Magazine

< www.greenteacher.com >



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

Better World Website

< www.betterworld.net >



Better World is an exciting new website which features resources and information on global dates, heroes, festivals, books, videos, songs and quotes all linked to working for a better world.

Peace Day - Sept. 21st

<www.internationaldayofpeace.org>

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An annual *International Day of Peace* is celebrated each year on Sept. 21st as a day of non-violence to promote a global ceasefire. Check out the site above plus the film at <www.peaceday.org>

JALT GLOBAL ISSUES SIG OFFICERS FOR 2006

Here are our 2006 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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■ Other regional reps

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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 <sabre@sabre.org>
Website: www.sabre.org/books/donation.html

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 directly to teachers in Vietnam! Pay your own shipping costs. Send to:
Tran van Phuoc, Hue University of Teacher Ed.
32 Le Loi, Hue, Vietnam khoaang@dng.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)
www.ecomall.com/biz/paper.htm



Images, Politics and Multi-literacies

by Jon Callow (University of Western Sydney)
<j.callow@uws.edu.au>

This article describes a politics and media-awareness project at a school in Sydney, Australia. The project was part of a unit on democracy and the Australian system of government. To deepen their understanding, students created their own campaigns to promote themselves for election to the role of school Environmental Officer. Part of their studies focused on an analysis of visual images that politicians use in campaigns.

Australian Journal of Language and Literacy
Vol. 29/1 2006 www.alea.edu.au

21st Century Shibboleth: Language Tests, Identity and Intergroup Conflict

by Tim Mcnamara (University of Melbourne)
<tfmca@unimelb.edu.au>

In the Bible, there is a story of two enemy peoples – the Gileadites and Ephraimites. Both spoke the same language, but the Ephraimites could not pronounce the sound “sh”. At their checkpoints, the Gileadites asked each man to pronounce the word *shibboleth*, meaning “ear of corn.” If he pronounced it “sibboleth”, he was identified as an Ephraimite and executed. The authors argue that social policies in many countries use language proficiency tests like a Shibboleth test as a way to identify outsiders, control the flow of immigrants and refugees, and limit access to scarce resources.

Language Policy Vol 4/4 2005 www.springer.com

Raising Students’ Awareness of the Varieties of English

by Toshiyuki Takagaki (Onomichi University)
<takagak@hotmail.com>

This article describes the efforts of a university EFL instructor in Japan to raise his students’ awareness of sociolinguistic diversity. To do so, he developed three workshops: one on World Englishes (including a “Guess That Variety” listening quiz), one on social dialects (including video clips from *My Fair Lady*) and one on the topic of English as an International Language.

English Teaching Forum Vol. 43/2 2005 USA
<http://exchanges.state.gov/forum/>

EFL Book Donation to Tsunami Victims

The group *Books for Asia* has donated 90,000 English books to South-East Asian children affected by the 2004 tsunami. The books, a donation by students, teachers and parents in Canada, included picture books, young adult novels and textbooks. Since 1954, *Books for Asia* has distributed over 41 million books, software programs and other educational materials to more than 50,000 institutions in 40 countries.

“*Book Barrage*” in *EL Gazette* Issue #319 July 2006 UK. www.elgazette.com

Backlash Against English in the E.U.

The German government has stated it will refuse to debate any European Union documents which are not printed in German. In a joint statement, the French national assembly and German parliament criticized the “unacceptable drift toward a monolingual system” based on English. Spain and Italy have made similar complaints. At present, 62% of EU texts are drafted in English.

“*Sprechen Sie Deutsches!*” in *EL Gazette* Issue #319 July 2006 UK. www.elgazette.com

The U.S. National Anthem – English Only?

President Bush has rejected a Spanish version of the national anthem. Referring to *Nuestro Himno*, Bush stated, “I think the national anthem ought to be sung in English and I think people who want to be a citizen of this country ought to learn English and ought to learn to sing the national anthem in English”. Bush’s wife, Laura, remarked, “I don’t think there’s anything wrong with singing it in Spanish. We are a nation of many languages.”

“*The Land of the Free?*” in *EL Gazette* Issue #319 July 2006 UK. www.elgazette.com

Humanitarian Aid for Lebanon

People continue to suffer in the Middle East as a result of the destruction, brutality and killing of innocent civilians brought about by the Israeli attacks on Lebanon and the Hizbullah rocket response. Over 1,000 people have been killed, with up 1/4 or more children. Check the websites below to learn more and to see what you can do to help.

http://en.wikipedia.org/wiki/2006_Israel-Lebanon_crisis
www.beliefnet.com/story/196/story_19637_1.html
www.savethechildren.org www.relieflebanon.org
www.chfinternational.org www.donatetolebanon.com

Upcoming Conferences

Peace as a Global Language (PGL V)

Sept. 22 - 24, 2006 Seisen Univ. (Tokyo)
<www.pgljapan.org>

The fifth *Peace as a Global Language* conference (PGL V) will be held Sept. 22-24, 2006 at Seisen University in Tokyo on the theme *Performing Peace*. Full details on their website above.

World Englishes Conference

October 7 - 9, 2006 Chukyo Univ. (Nagoya)
<<http://150.42.139.250/iawe2006/>>

The 12th Congress of the *International Association for World Englishes* will be held October 7-9 in Nagoya, Japan. Sessions will deal with World Englishes, sociolinguistics, language planning, power, identity, media and language teaching,

- Pre-registration ends: September 20, 2006

Korea TESOL National Conference

October 28 - 29, 2006 Seoul, Korea
<www.kotesol.org>

KoTESOL, the national Korean English teaching association, will hold its 2006 annual conference Oct. 28 - 29 at Sookmyung Women's University, Seoul on the theme *Advancing ELT: Empowering Teachers and Learners*. Details on their website.

PAC 6 Conference

January 26 - 28, 2007 Bangkok, Thailand
<www.thaitesol.org/conf2007/>

The sixth *Pan-Asian Conference on Language Teaching* (PAC 6) will be held January 26 - 28, 2007 on the theme *Beyond Boundaries: Teaching English for Global Communication*. This regional conference will bring together language teachers from across Asia to discuss common challenges and concerns linked to language education.

More Conference Information

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

Key Internet Websites on Global Issues and Language Teaching



JALT Global Issues Newsletter (Japan)
www.jalt.org/global/

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

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

New

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

Don't forget to renew your Global Issues

MEMBERSHIP / SUBSCRIPTION

GILE SIG Fee for JALT Members:
¥1,500 per year

Non-JALT Newsletter Subscriptions

Japan: ¥2,000 per year
Overseas: US \$15 / UK 10 pounds per year

GILE SIG at JALT 2006 Conference

November 2 - 5, 2006 Kitakyushu (Japan)
<<http://conferences.jalt.org/2006/>>

GILE SIG Sessions at JALT 2006

JALT's *Global Issues* Special Interest Group (GILE SIG) will host a variety of sessions at the JALT 2006 international conference this fall. Make sure to attend! Details on page 6.

GILE SIG Constitution

During the GILE Business Meeting at JALT 2006, we plan to finalize our SIG Constitution. A revised draft of this has been drawn up and will be posted to the SIG website in October. Check this out and let us know your thoughts.

2007 GILE SIG Officers

GILE SIG officers for 2007 will be confirmed at the JALT 2006 SIG Business Meeting. Let us know if you'd like to join the team! We especially need: Membership Chair, Webpage Assistants, Assistants for our SIG Treasurer.

JALT CONFERENCE ON LANGUAGE TEACHING & LEARNING

November 2 - 5, 2006 at Kitakyushu Conference Center in Kokura, Japan

This year's international conference of the *Japan Association for Language Teaching* (JALT) will take place in Kokura, Japan from Nov. 2 (Thursday) – Nov. 5 (Sunday) on the theme "Community, Identity, Motivation." Over 1500 language teachers are expected to attend. Here we present a summary of JALT 2006 sessions on global issue themes.



GILE SIG Presentations

GLOBAL ISSUES SIG FORUM

Language Teaching, Global Human Issues and Peace

Friday Nov. 3rd 4:10 - 5:45 pm Room 32 A

In this Global Issues SIG forum, five Japan-based language teachers will share their insights, challenges and experiences of integrating world awareness, global issues, international understanding and critical media literacy into their content-based language programs. Each panelist will discuss their objectives and activities as well as challenges, problems and student outcomes.

Donna McInnis (moderator)	Soka University (Tokyo) <djmstar@aol.com>
Michele Milner	Dankook Univ. (Korea)
Phillippe Loussarevian	Keio SFC High School
Albie Sharpe	Ritsumeikan University
Josh Porter	Peace Boat GET Program

GILE SIG FIRST-TIME PRESENTER SESSION

Using Media and Drama to Promote Global Awareness

Friday Nov. 3rd 10:55 - 11:55 pm Room 32A

This session will demonstrate how global education EFL activities which incorporate media and drama can promote language learning and global awareness. The activities, designed around a cross-cultural video, aim at promoting cultural respect, environmental ethics and an understanding of ethnic identity in the context of globalization. The activities were developed in a course on global education for the MA-in-TESOL Program of Columbia University in Tokyo.

Yuko Itoi (contact person)	Teachers College Columbia Univ <yuko-i.sensei@cpost.plala.or.jp>
Masae Inose	Yaita Jr. High School (Tochigi)
Kaori Toyoda	Teachers College Columbia Univ.

GILE SIG BUSINESS MEETING

Friday Nov. 3rd 5:55 - 6:55 pm Room 32 A

Please come and attend this year's annual business meeting of our JALT *Global Issues in Language Education* Special Interest Group (GILE SIG). At the meeting, you'll get to:

- Hear reports about our 2006 SIG membership, SIG finances, recent programs and activities.
- Discuss our SIG newsletter, SIG projects, JALT 2007 plans and selection of SIG officers

GLOBAL ISSUES DISPLAY TABLE

JALT SIG Display Area

While you're at the conference, make sure to drop by our Global Issues SIG Display table to:

- learn how to become a member of our SIG
- get global education teaching material
- discuss global issues with friendly volunteers

Don't forget to catch the following special session as well!

Tackling Controversial Issues: Balance and Integrity

Friday Nov. 3rd 3:00-4:35 pm Room 33A

Through discussion and debate classes, students can develop their critical thinking and language skills by dealing with controversial issues. However, when we introduce an issue close to our hearts, we may be tempted to promote our favorite side of the issue at the expense of academic integrity and balance. In this forum, four experienced educators will present a variety of viewpoints on this subject and invite questions and comments from the audience.

<u>PANELISTS</u>	<u>AFFILIATION</u>
Trevor Sargent (moderator)	Tottori University <tsargent@uec.tottori-u.ac.jp>
Tim Grose	Sapporo Gakuin University
Mike Guest	Miyazaki University
Donna McInnis	Soka University

OTHER JALT 2006 PRESENTATIONS ON GLOBAL THEMES

FRIDAY
November 3rd

William Balsamo Joyce Cunningham et al Sujaya Dhanvantari Patrick Dougherty et al Reiko Furuya Amanda Gillis-Furutaka Thomas Goetz Greg Goodmacher Greg Goodmacher Chris Hunt Joe Lauer et al Charles Lebeau et al Samantha Loree Gregory Minehane Janell Pekkain Paul Ross John Rucynski Jr. Toshiko Sugino et al Greg Wheeler	On-line University Surveys and Interviews Virtual International Cultural Exchanges via WebCT Teaching Multicultural Issues to EFL Students Skills for Global Communication From an International School to a Local School How do Japanese and International Schools Differ? Sabbatical Kids: Becoming Bilingual and Bicultural Teaching a Culture-Specific Class with Realia Motivating Students to Discuss Social Issues Beyond Competition The Effectiveness of Blogs and E-mail Exchanges Discussion Strategies for Beginners Motivation through Cultural Identity Study Abroad: The Road Less Traveled Creating Community: Global Issues and Experiential Ed. Critical Thinking and University Entrance Exams Using the Simpsons to Explore Controversial Issues Taking a Critical Pedagogic Turn in L2 Teaching Plagiarism in Japan: Really a Matter of Culture?
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SATURDAY
November 4th

Timothy Allan Paul Arenson et al Christopher Chase Naoko Harada Joanna Hosoya Hiromi Ishikawa Ken Kobayashi Charles Kowalski Alain Lauffenburger Damian Lucantonio Lawrence Metzger Yoshimi Ogawa Anthony C. Torbert Fumiko Yui	Identities and Japanese-Canadian Fiction Gendered Communities and Communication Using the Internet to Connect Students Globally Identities in Postwar Ninth Graders' EFL Textbooks Adaptation and Resistance to Japanese in Women Stories of English Teachers in Japan and Thailand Utilizing International Teleconferencing Peace Studies for University EFL Students Esperanto Forum Pop culture and socio-cultural critical thinking U.N. Children's Documentary: "What's Going On?" Motive and Identity in Wartime Japanese Classes Raising Student Awareness of Poverty From Bonding to Debating
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SUNDAY
November 5th

Kip Cates Jennifer Claro Anthony Crooks Donna Fujimoto et al Larry Kimber Yoko Kobayashi Maggie Lieb Robert Long et al Keiko Mori et al Kristie Sage et al Gillian Pelton-Saito Grace Soriano Tamara Swenson et al Hiromasa Tanaka et al	Teaching Global Issues with <i>What's Going On?</i> On-line Intercultural Sister Classes International Students in University EFL Classes A Sense of Community through Nikkei Identity ESL Student-Teacher Views on Language Endangerment English Study Abroad in a Group or Individually Enhancing Japanese Global Identity through EFL The Language and Pragmatics of Sexual Harassment Culture and Values in TV Commercials Improving Language Motivation via Study Abroad Cooperative Learning and Structured Controversy Infusing Multiculturalism in Teaching Research Media Attention, Ethnocentrism, Education Comprehensive Needs Analysis for NGO Staff
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OTHER

Kim Bradford-Watts Marc Helgesen Chuck Sandy	The School Song: Molding the Child in Two Nations ELT and the Science of Happiness Critical Thinking Activities: Making Ideas Matter
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Globalization and Foreign Language Education

www.kotesol.org/daegu/

June 3, 2006 Daegu City, South Korea

Kyungpook National University (KNU) & Korea TESOL (Daegu Chapter)



A special one-day conference was held June 3, 2006 in the city of Daegu, South Korea on the theme of "Globalization and Foreign Language Education." The conference, co-sponsored by the national Korea TESOL organization and by Kyungpook National University (KNU) as part of its 60th anniversary celebrations, featured a rich variety of presentations on global themes given by educators from Korea, Japan and China.

Plenary Talks

Global Learning Outside the EFL Classroom

This talk discussed the work done by Gwangju International Center to promote English for international understanding through its newsletter and community events. Shin Gyeonggu, Chonnam Nat'l Univ. (Korea) <ggshin@chonnam.ac.kr>

Global Issues and Language Education

This talk discussed the aims and objectives of adopting a global education approach to teaching foreign languages and outlined what it means to "teach for a better world." Kip Cates, Tottori University (Japan) <kcates@fed.tottori-u.ac.jp>

Task-Based Language Teaching in China

This talk discussed the challenges of introducing a task-based approach to communicative language teaching in China. Gong Yafu, Curriculum Research Institute (China) <yafu.gong@gmail.com>

Conference Presentations

Globalizing Young Learners

This session described the need to promote international awareness in the "Hermit Kingdom" and outlined activities for exposing young learners to global issues and the wider world. Jake Kimball, ILE Academy (Korea) <ilejake@yahoo.com>

Globalization and World Englishes

This session criticized the view of native speaker English as "correct" and argued for equal value to be given to non-native varieties such as Konglish (Korea), Japlish (Japan) and Chinglish (China). Andrew Finch, Kyungpook National University - KNU (Korea) <aef@knu.ac.kr>

Globalization and Copyright Issues in EFL

This session addressed issues of copyright, fair use, Internet downloads and photocopying of teaching materials for English classes in Korea. Michael Dufton, KNU (Korea) <corinthmd@hotmail.com>

Conference Presentations

English for Global Citizenship: A Consideration for Younger Learners?

This session introduced innovative classroom activities to help EFL teachers introduce "English for Global Citizenship" to young Korean learners aged 8-15. Jason Renshaw, Ehwa Changwon (Korea) <englishraven2003@yahoo.com.au>

From Day 1: A Guide to Practical English for Young Learners in Korea

This talk discussed learning materials and activities that foster Korean children's development as global communicators in English. Susan Pryor, Tamna U. (Korea) <thehobbitsdaughter@yahoo.com.au>

Endangered Species: Language Diversity in a Globalized World

This talk discussed the importance of language diversity and the negative impact of English-as-a-global-language on minority languages. Michael Skowron, KNU (Korea) <skowron@knu.ac.kr>

Web-Based Textbooks for Cooperative Learning

This session argued for the value of teacher-created web-based EFL texts which promote cooperative learning as an alternative to mass-produced commercial EFL texts. Shin Gyeonggu, Chonnam Nat'l Univ. (Korea) <ggshin@chonnam.ac.kr>

English Teacher Awareness in the Far East

This talk argued for a critical approach to EFL teacher training in Asia aimed at raising consciousness of educational issues in an unequal world with a widening gap between the English-rich and English-poor. Han Sang-ho, Gyeongju University (Korea) <singhap@gju.ac.kr>

Teaching Global Issues with *What's Going On?*

This session introduced *What's Going On?* - a new United Nations educational video series on global issues featuring celebrities such as Richard Gere, Meg Ryan and Angelina Jolie. Kip Cates, Tottori University (Japan) <kcates@fed.tottori-u.ac.jp>



JET PROGRAMME RENEWERS' CONFERENCE 2006
May 24 – 26 (Kobe) and June 5 – 7 (Tokyo)
www.jetprogramme.org



The year 2006 marks the 20th anniversary of the JET (Japan Exchange and Teaching) program. This unique initiative, begun in 1987, places 5,000 people from 40 countries in Japanese communities to promote foreign language learning, intercultural understanding and global awareness. Each year, the JET program holds two national conferences in Kobe and Tokyo. Here are sample sessions on global themes from this year.



CONFERENCE SESSIONS

Global Issues in the Classroom

This session presented ideas for how JET classroom teachers can integrate global issues and social responsibility into their language teaching.
 Rachel Mukai <rachelinsatte04@hotmail.com>
 Alan Solar www.okinawajet.com/people/alan_solar/

Volunteering in Japan / Starting a Charity

This presentation discussed local and overseas volunteer opportunities, how to set up a charity, how to fundraise and how to recruit volunteers.
 Lauren Messing <gomadinjapan@gmail.com>
 Rachel Allen <gomadfunds@gmail.com>

Introducing Culture in the Classroom

This session introduced JET participants to exciting ways for teaching about culture and for promoting intercultural exchange activities.
 Pat O'Brien, Lorraine McCauley, Alicia Stevens

Cross-Cultural Communication

This presentation introduced a variety of role play and discussion activities designed to raise awareness of language, cultural differences and cultural misunderstandings. Audrey Yap

English as a Global Language

This presentation discussed the phenomenon of globalization, the worldwide spread of English and the implications of this for JET English language teachers in Japan. James Newby

Issues Facing Female JETs

This discussed issues faced by female JETs in Japan such as sex roles, stereotypes of foreign women, women at work and sexual harassment.
 Tokyo: Lauren Piech Kobe: Laura Kinnunen

Issues Facing Male JETs

This discussed problems faced by male JETs such as stereotypes, gender expectations, sex roles and cultural differences. Joel Hall and Shaun Scott <shanghai.shoone@gmail.com>

JET PARTICIPANTS BY STATUS

for the years 2005-2006 (source: JET website)

CIRs (Coordinators for International Relations)	469
ALTs (Assistant Language Teachers)	5,362
SEAs (Sports Exchange Advisors)	21
TOTAL PARTICIPANTS	5,852

JET PARTICIPANTS BY COUNTRY

for the years 2005-2006 (source: JET website)

USA	2,876	Malaysia	2
UK	905	Mongolia	2
Canada	774	Norway	2
Australia	426	Portugal	2
New Zealand	323	Sweden	2
Ireland	118	Austria	1
China	83	Belgium	1
South Africa	71	Ghana	1
Korea	67	Greece	1
Jamaica	48	Hungary	1
Germany	31	Israel	1
Singapore	26	Luxembourg	1
France	20	Mexico	1
Brazil	16	Peru	1
Russia	10	Philippines	1
Trinidad & Tob	8	Serbia-Mont.	1
Indonesia	3	Slovenia	1
Netherlands	3	St. Lucia	1
Spain	3	Switzerland	1
Argentina	2	Thailand	1
India	2	Turkey	1
Finland	2		

TOTAL PARTICIPANTS	5,852
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Taking Students on an Overseas Eco-Tour Part II: Eco-tour to Indonesia (2005)



by Jonathan Lynch (Azabu University, Japan)

In the first part of this two-article series, the potential for using an eco-tour to build a study abroad program was examined and some of the steps required to set up an eco-tour were described. In this second part, an eco-tour undertaken by students at Azabu University in 2005 is described as an example of such a program, with the aim of encouraging educators and students at other institutions to initiate their own programs.

The Institution and Students

Azabu University is a relatively small university, traditionally known for its Department of Veterinary Medicine. The newer Faculty of Environmental Health attracts many students interested in learning about a wide range of environmental issues and the students who attended this tour came from the Department of Environmental Policy within this faculty.

The tour formed the core for the “Senmon Zemi” (specialised seminar course) for these students, an elective course for small groups of third year students. When choosing this course, students are aware that participation in the study tour is required and that the medium of study will be in English. In 2005, nine students were recruited for the course; five female and four male.

The Course and Tour

The goal of the seminar was to use English as a medium to study a particular environmental problem in depth. Coral reefs were chosen as a particularly interesting ecosystem to study, and one facing problems as a result of both local human activities (example: dynamite fishing) and global threats (example: bleaching due to global warming).

During the first semester we covered the basics of coral reef ecology; what are coral reefs, how they are formed, how they feed and reproduce and how other life forms are supported in and around the reef. The study tour itself was scheduled in September during the summer vacation, and preparation for this

trip also formed a major part of the first semester’s activities. The study tour involved examining at firsthand the ecology of coral reefs, learning how to make a rapid assessment of the health of the reef, finding out the causes of any damage observed and what rehabilitation steps (if any) were being taken to repair damaged reefs. The Japanese participants undertook these activities in cooperation with local Indonesian university students, and therefore team-building and cross-cultural communication were crucial for the success of the tour. In addition to learning about the ecology of coral reefs and the environmental problems facing them, participants obviously had a chance to develop their English communication skills and also learn about a culture very different to their own.

Location

Our tour coordinator, Stefan Ottomanski, choose Bunaken Marine National Park as a suitable location for the program. Located at the North East tip of the Indonesian island of Sulawesi, Bunaken National Park consists of a number of small islands and also part of the mainland coast and is well known amongst the diving community for its spectacular reefs and sea life. We stayed on the main island, Bunaken, in the small village of Tanjun Parigi.

A friendly local community welcomed the students to do a homestay (a major part of the program), in which Japanese students were paired off with their Indonesian counterparts to live together with a family in the local village. It is important to note that this was also a homestay for the Indonesia students, most of whom came from mainland Sulawesi and were making their first visit to a small coastal community.

Staff

Stefan had arranged the staff on our behalf and they included (of course) himself, Dennie Mamonto and Frangky Runtulahu (both coordinators for local marine conservation NGO, ASPICIA), Frets Pieter (community

organiser and NGO coordinator), Salha Alban and Sofia Johari from the Borneo Marine Research Institute and Mai Anzai, a graduate student from Azabu University. Together the staff members brought a wealth of experience in coral reef ecology and the environmental problems facing this ecosystem. Staff also participated in the homestay program and were thus based in Tanjun Parigi with the students.

Program Activities

The activities which made up the program can be divided into a number of categories:

1. Training

A coral reef is a dangerous place to study and, as safety is of paramount importance, a whole morning session was given to training in snorkelling techniques, organizing a buddy-pair system and basic safety reminders when snorkelling over the reef. For students who lacked confidence in the water, especially when snorkelling over the steep reef drop-off, extra one-on-one tuition was scheduled on subsequent days. For this group, any initial problems with technique or confidence were quickly overcome, although it was necessary to provide constant reminders to stay together with buddy pairs, especially with the male students who would often swim off alone to follow fish or examine other areas without warning.

2. Coral Ecology

Using clipboards and worksheets pre-printed on waterproof paper, students undertook a range of activities to gain a greater understanding of the coral reef ecosystem. These included observations of the various zones of a typical reef, the abundance of the various types of corals, the different substrates, the variety of fish and other marine organisms that make their home on the coral reef and also a study of their behaviour and interactions with the reef and each other. These activities did not finish in the water, however. Each one was followed up on the beach with instruction, discussions, learning games and quizzes to reinforce and deepen our understanding of the ecosystem. Book work involved students cooperating to find information from a small but well-stocked portable library of well known coral reef publications¹.

3. Reef Damage and Rehabilitation

The program was arranged to ensure that a variety of locations were observed, from pristine areas to reefs with almost all the coral cover destroyed and a range of different conditions between these two extremes. Students learned how to make a rapid assessment of the reef's condition based on observations and also learned how to make an educated guess as to the causes of damage observed. Our knowledgeable local NGO staff were in most cases able to confirm whether these guesses were correct or not and complete the story regarding the state of the reefs that we were looking at.

Bunaken National Park is pioneering some methods at rehabilitation and students were able to observe at first hand a new kind of artificial reef constructed of ceramic material in a "snowflake" design and fixed to the substrate in damaged areas at various locations around Bunaken Island and nearby Manado Tua Island. Previous tours arranged by Stefan at other locations have enabled participants to participate in the rehabilitation process by transplanting coral fragments from coral nurseries to artificial reef structures. Whilst this was unfortunately not possible during this tour, the students were able to duck dive to the shallower artificial reefs and note the progress of coral recruitment for themselves.

4. On-shore activities

With the Japanese participants majoring in Environmental Policy, it was natural that the group would have some activities scheduled that would help to explain the government policies that helped set up Bunaken National Park and the policies that serve to protect the coral reefs whilst also maintaining the livelihoods of the local people. In fact, just entering the National Park is a lesson in policy as all visitors are required to pay a park entrance fee, a large proportion of which is diverted to conservation activities. We were able to learn more about this system directly from park officials and local NGO members, and see for ourselves some of the results of the projects funded by this system. We also learned about the zones which are demarked around the island, with access to each zone restricted by user-activity.

5. Homestay and Communication

The homestay provided an ongoing lesson in culture and communication. Just by living with a local family, students discovered for themselves the differences (and similarities!) in culture and lifestyle between Indonesia and Japan. Given that most of the homestay families spoke very little English, the decision to have Japanese and Indonesian participants do homestays in pairs helped communication to be established much more effectively, although Japanese students also developed their own approaches by learning some basic Indonesian or simply by helping around the house. For some students the homestay extended beyond the home and they accompanied family members to work and were able to find out how livelihoods are maintained in a village such as Tanjun Parigi.

Perhaps inevitably, food played a major role in the discovery of Indonesian culture and students were enthusiastic to learn how Indonesian dishes were cooked and even helped to cook themselves. In return, towards the end of the trip the Japanese members cooked a Japanese meal and served it to their homestay families and Indonesian students.

On the final day of the program the Japanese and Indonesian students were put into two groups and required to prepare, rehearse and put on a play displaying some aspects of their respective cultures. Given a free reign as to the contents, both groups were able to come with amazingly imaginative skits, some being highly amusing and entertaining for the homestay families who had so graciously hosted them for the two weeks.

Output

During the tour, students had a variety of activity worksheets to complete. They were also encouraged to keep a diary and required to gather information for a report to be completed on their return to Japan. They chose the topic for this report themselves, based on anything that caught their interest during the tour or that they most wanted to communicate to people back home. The reports the students produced included: *Indonesian Food*, *A Snorkelling Diary*, *Lifestyle Differences*, *Water Use* (water shortages are a problem on Bunaken Island), *Marine National Park Administration* and *Children's Lifestyles on Bunaken Island*.

Problems

Any trip of this type will encounter some problems and it is always useful to discuss these in hindsight. Thankfully all the problems that arose during this particular program were minor but the following list serves to illustrate the kinds of different problems that the staff had to deal with.

1. Health: Minor health problems such as cuts, blisters and colds.

2. Tiredness: Daily snorkelling under the equatorial sun can prove exhausting. Students were told from the start that if they did feel they had reached their limit they were most certainly allowed to take a day off from activities at any time.

3. Study-related problems: Studying in the field in a language other than one's native tongue is evidently quite demanding. It is possible that some students might feel they are not adequately absorbing all the information or are falling behind their friends. Our approach to this potential problem was to schedule daily "wrap-up" sessions in the evenings after dinner. We would all meet and do follow-up work on the day's activities in a fun and relaxed setting. One regular activity was to put students into smaller groups and encourage each member to think up a question based on our field work during the day with the key phrase being "There are no stupid questions!" Other members would then discuss the question and finally report back to the whole team.

4. Personality conflicts: Thankfully this did not prove to be a problem but the potential is obviously there in a large group. The staff for this program decided to take an open approach from the start and encouraged students to find their own practical solutions to such problems. One idea that we suggested was, if there was someone who you did not particularly like, just always to be polite but to try to avoid them! Students were advised to get a friend to let the staff know about it and then, when smaller groups were made for a particular activity, we could avoid putting together people who might rub each other up the wrong way. Small steps such as this seemed to go a long way to preventing major fall outs.

5. Language and communication problems:

The great thing about doing a tour in Asia is that, generally, groups from different countries will have similar levels of English. Obviously there will be some variation in ability within the group but we repeatedly observed Japanese students who had previously seemed shy to use English in Japan communicating very effectively in English with their Indonesian counterparts. Nevertheless, a small minority of students may have problems in this area and again, practical steps were advised. One good idea was to bring some copies of the "Tabi No Yubi Sashi Kaiwa Chou" phrasebook² for Indonesia. These are very visual phrasebooks where you can literally point at things in the book and get a conversation going. They are great fun to use and helped some of the more reticent students to find out that communication is something to enjoy and have fun with.

6. Romance: A somewhat delicate topic but one which must be discussed nevertheless! Put any group of lively young men and women together, mix in an exotic setting far from home and the scene is set for liaisons to be formed which could cause problems within the group or, perhaps even worse, from parents back home. The approach we adopted was to bring this topic into the open from the start with the official line being that whilst we of course encouraged making friends, boyfriend-girlfriend type relationships were most certainly not on the agenda for this trip. Making it an openly discussed topic from the start seemed to have the desired effect and perhaps even helped students of the opposite sex to relax more in each other's company.

Conclusion

Overall, the tour was a great success. As part of the seminar course, it proved to be a great motivator, for lessons both before and after the trip. The fall semester lessons were based on specific topics we had learnt about during our trip and students seemed very pleased to be able to reminisce about the trip week in week out and study these topics in more detail.

Communication amongst the students continued well beyond the end of the program and still continues to this day. The Japanese students and Indonesian students became

friends and frequently contact each other by email, mobile phone text messages or else chat online using a service such as MSN messenger.

The Japanese students decided to put on a small exhibition of their tour at the school festival in November, raising awareness amongst a larger audience about the threats facing coral reefs and solutions being implemented. They even demonstrated their knowledge of Indonesian food culture by cooking and selling some Indonesian dishes as part of the exhibition.

The tour as whole added a new dimension to a course of study that might have otherwise proved to be a monotonous series of lessons based on a textbook or worksheets. The students themselves confirmed that participation in the tour has been one of their most memorable life experiences and the educational benefits in terms of knowledge gained, horizons broadened and improved communication skills are evident.

Could an eco-tour benefit your students? There's only one way to find out...

Links:

Photos from the 2005 tour may be viewed at:

- www.ottomanski.com/480t/programs/manado-intro.html

More information about Stefan Ottomanski's programs may be viewed at:

- www.ottomanski.com/480t/programs/programs.html

References:

1. Ryan, P. (1994). *The Snorkeler's Guide to the Coral Reef*. University of Hawaii Press.
- Debelius, H. (2001). *Asia Pacific Reef Guide*. Ikan. Frankfurt.
- Allen, G. (1997). *Marine Fishes of Tropical Australia and South East Asia*. Western Australian Museum. Perth.
- Gosliner, T. (1996). *Coral Reef Animals of the Indo-Pacific*. Sea Challengers. Monterey.
2. Takebe, Y. (1998). *Tabi No Yubi Sashi Kaiwa Chou (2: Indonesia)*. Joho Center. Tokyo.

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Discussing Global Issues in the EFL Classroom

What do you think about...?

by Emma Lingwood (Ritsumeikan University, Japan)



Last year was my first year working at a university that encourages its teachers to teach about 'global issues' in English classes. One of the things that struck me within the first few weeks was that many first year students (high intermediate, *Listening and Discussion Class*), who were new to the concept of global issues in English classes were very reluctant to share their opinions on such issues with their peers.

At first, I wondered whether this was due to ability. Perhaps the students lacked the necessary language. However, after a number of listening activities, it became clear that language itself was not the issue. It was rather a question of habit: the first year students were simply not used to giving an opinion or indeed asking a fellow student their opinion. Therefore, in order to facilitate discussion in my classes, I came up with the following activity that allows students to get used to not only sharing their ideas but to agreeing and disagreeing with each other... discussion, in other words.

Overview of the Activity

Aim: to encourage students to ask for and give opinions on global issues, and to get used to agreeing and disagreeing with others' ideas.

English Level: mid to high intermediate.

Maturity Level: this can be modified for various maturity levels but in order to be able to give and discuss opinions on global issues, some prior knowledge is required. I was using David Peaty's textbook *You, Me and The World*.

Numbers: this works best with 10–20 students.

Prep / Activity time: depends on the learners.

Stage One

1. Stick 2 blank posters on the board. (If you don't have posters, stick 3 sheets of A3 size paper together). Write *Asking for an opinion* at the top of poster #1 and *Giving an opinion* at the top of poster #2. (I use posters because you can put them up around the room and draw attention to them at any time).

2. Elicit from students one example for each function and then write these up on the appropriate poster.
3. In pairs, have students brainstorm more expressions for these 2 functions. Get them to make a list of as many as they can. Hopefully, they will come up with expressions such as *What do you think about...?* or *What are your views on...?* and *I think...* or *In my opinion...*
4. Once students have a few examples for each category, elicit expressions from them and write them onto the appropriate poster.
5. Now ask students to make a list of as many global issues as they can think of in one minute. They can work in pairs or small groups. (I did this after the introductory unit on *Global Issues* in the textbook).
6. Elicit ideas from students and put 5 examples of Global Issues on the board.
7. Draw students' attention to the posters and the Global Issues on the board. With a student, model how to ask for and give an opinion on one of the 5 global issues.
8. Now, get students to practice in pairs or walk around the class and ask 5 different people (5 different issues), depending on class size. At this stage, you are aiming for students to get used to and to feel comfortable asking each other for an opinion ('What do you think about global warming?') and giving their own opinion ('I think it is bad').

Stage Two

Preparation

- Step 1: Write up sample expressions of agreement (eg 'I agree', 'Me too') and expressions of disagreement (eg 'I don't think so', 'I disagree').
- Step 2: Print out these expressions on sheets of paper or on large size flashcards, then cut them into strips. One expression per strip. (The number of expressions you need depends on the number of students in your class. Ideally students should have 2 - 3 strips each).

- Step 3: Put all these expression strips into a big envelope and shuffle them about.
- Step 4: Write up a number of statements regarding global issues. The number of sentences should match the number of expression strips. Depending on student level, statements can vary in degree of difficulty, from 'Global warming is not a serious problem' to 'Creating more landfills is a good way to dispose of waste'. (It isn't necessary to make these in advance if you have finished a unit on a particular issue and have enough statements already).

Procedure

- Step 1: Ask for 2 student volunteers. Tell the class that student A is 'Agreement' and student B is 'Disagreement'.
- Step 2: Show students the expression strips. Elicit from the group if the expressions can be given to student A or student B.
- Step 3: Teacher and students next sit in a circle.
- Step 4: Pass around the envelope with the strips inside. Have each student take a strip. Circulate the envelope until it is empty.
- Step 5: Allow students time to look at their strips. At this point, students should notice that the strips contain the same expressions they have just practiced.
- Step 6: When students are ready, tell them you will read a number of statements about global issues, then pause after each. Students are to react to the statement using one of their agreement/disagreement strips. Tell them the aim of the game is to use up all their strips.
- Step 7: Read the first statement as an example. When a student responds with a statement of agreement or disagreement, have that student toss their strip onto the floor in the center of the circle. At this point, students usually understand the aim of the activity.
- Step 8: Continue with your statements until all strips of paper have been used up.
- Step 9: At the end of the session, ask 2 student volunteers to copy the expressions onto posters as was done in Stage 1. These posters with expressions of agreement and disagreement can be put up round the room and referred to in later lessons.

Stage Two - Variations

I used previously prepared expressions of agreement and disagreement for Stage 2. If you prefer to make this more learner-centred, have students create their own expressions in pairs or small groups. Students can pass their strips to you to check if they need correction. When you have an adequate number of expressions, put the strips in an envelope and proceed as above. Obviously, this takes more time.

To extend the activity for higher levels, have students qualify their opinions: if a student agrees/disagrees with your statement, have them explain why. For example, if a student disagrees with the statement 'Creating more landfills is a good way to dispose of waste', he/she should explain why, using the language practiced in Stage 1. This usually works best following a unit of study on a particular global issue (the environment, human rights, etc.) when students are equipped with adequate vocabulary and knowledge to gain the maximum benefit from the exercise.

Another way to extend the activity is to have students come up with statements themselves. The teacher can get the ball rolling by reading out the first statement. The first student to use one of their function strips has to come up with a statement on global issues to which the other students must respond.

*What do you think about global warming?
I think it's bad because...*
 I agree. I disagree.

Conclusion

Although this activity is best used at the start of a discussion course to enable students to get used to 'sharing and speaking out' in class, it may also be useful a few sessions into a course if you still find students hesitant to discuss ideas and opinions with each other. I found my students not only enjoyed the activity, but were able to put aside their inhibitions when it came to sharing and discussing personal opinions on the global issues we studied for the rest of our course. Should you use this activity in your class and want to share feedback, please e-mail me your comments.

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Renewing Our Commitment as Teachers

Teachers around the world dedicate their lives to sharing knowledge, imparting skills, widening horizons, stimulating curiosity, promoting a love of learning and helping students to become socially-responsible citizens of their communities, countries and the wider world. But, teaching is hard work – and often not appreciated. Even global educators get tired! September is, therefore, a perfect time to rethink our aims as teachers and energize ourselves for the semester ahead. One key event that can help is World Teachers' Day, held annually on October 5th. This special newsletter section contains:

- information about World Teachers' Day
- a list of dates in countries around the world set aside as national days to honor teachers
- a list of famous people who used to be teachers
- a list of movies about teachers and teaching
- a list of quotations – some serious, some humorous, some critical, some inspiring - about teachers, teaching, school and education
- profiles of key books on education and teaching

What is World Teachers' Day?

World Teachers' Day was launched at an international conference on education held in Geneva in 1994. The date, October 5th, was chosen because it was the day in 1966 that a conference organized by UNESCO and the ILO (International Labor Organization) adopted the *Recommendation Concerning the Status of Teachers*.

Experts estimate there are about 50 million teachers world-wide. World Teachers' Day was proclaimed to recognize their special contribution to society. When drawing up policies, governments all too often neglect teachers. Yet, without their full co-operation, there can be no sustained development, social cohesion or peace. A substantial proportion of teachers continue to live below the poverty line in many countries, with some going unpaid for months or even years.

World Teachers' Day reminds governments and the public of the role of teachers and the need to improve their status and working conditions. Above all, it is an opportunity to show appreciation for their work in preparing the next generation to function efficiently in a changing world.

More than 100 countries recognize World Teachers' Day and each celebrates it in a different way. Activities include TV and radio programs, seminars, lectures, roundtables, awareness-raising

campaigns and public debates. The Director of UNESCO sends out a message in various languages commemorating the day and special publications are launched.

Although World Teachers' Day is gaining recognition, more efforts can be made by the media and society to celebrate it. All those who truly care about students, schools and education should commit themselves to supporting teachers in concrete, tangible ways.

to teach: to educate; to give instructions or lessons; to cause to learn and to understand; to inspire; to endow knowledge; to help and guide someone; to develop academically, socially and emotionally; to aid someone in self-improvement; in short - to open doors to a better world.

What Can I Do?

- pat yourself on the back for the hard work you do as a teacher. Reward yourself!
- think of a way to mark or celebrate World Teachers' Day in your school or community
- read over the quotes on teaching here and choose several to work with or think about
- find time to sit down and reflect on your teaching and how to become more effective
- think back to your own teachers and find inspiring examples you can learn from
- try to find a good balance in your teaching between "information" and "inspiration"
- read the books or see the movies listed to inspire yourself with a passion for teaching
- join or support a local, national or international teachers' organization
- re-dedicate yourself to the challenge of teaching and head back to your classroom with renewed energy, ideas and enthusiasm!

May the force be with you!!

Websites about World Teachers' Day

<http://festivals.iloveindia.com/teachers-day/>
www.nea.org/international/wtd.html
www.unesco.org/education/educprog/wtd_97/
http://en.wikipedia.org/wiki/Teacher's_Day
http://en.wikipedia.org/wiki/International_World_Teachers'_Day

Teachers' Day Around the World

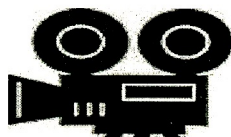
Albania	March 7	Poland	Oct. 14
Brazil	Oct. 15	Russia	Oct. 5
China	Sept. 10	Slovakia	March 28
Czech	Mar. 28	South Korea	May 15
India	Sept. 5	Taiwan	Sept. 28
Iran	May 2	Thailand	Jan. 16
Malaysia	May 16	Turkey	Nov. 24
Mexico	May 15	USA	1 st Tues in May
Peru	July 6	Vietnam	Nov. 20

Famous People Who Were Teachers

Sting (British rock singer)
 Art Garfunkel (US folk singer)
 Madeleine Albright (politician)
 Lyndon Johnson (US President)
 Sheryl Crow (singer/songwriter)
 Stephen King (horror story author)
 Alexander Graham Bell (inventor)
 J. K. Rowling (UK author of *Harry Potter*)
 Mother Teresa (Nobel Peace Prize winner)
http://ronpartin.com/free_stuff/Celebrity%20Teachers.htm



Movies About Teachers and Teaching



Inspirational Movies

Dangerous Minds (1995)

True story of a first-time high school teacher assigned to a class of tough inner-city students.

Dead Poets Society (1989)

Robin Williams as an English teacher who inspires a love for literature and life in his students.

Lean on Me (1989)

True story about a tough-love principal who brings discipline, hope and leadership to a failing school.

Mr. Holland's Opus (1995)

A musician becomes a high school music teacher, only to realize that teaching is his true passion.

Music of the Heart (1999)

True story of a music teacher (Meryl Streep) who creates a violin program in a New York school.

October Sky (1999)

Teacher inspires student from coal mining town to follow his passion for rocket building.

Stand and Deliver (1987)

Inspiring true story of Jaime Escalante's success in teaching math in an inner-city LA school.

To Sir with Love (1967)

Inspiring true story of a black teacher's year of teaching in a poor London neighborhood.

The Miracle Worker (1962)

Powerful story of how Annie Sullivan taught deaf and blind Helen Keller to learn and live.

The Karate Kid (1984)

Classic film on how an Okinawan instructor teaches a youth honor, integrity and karate.

Hoosiers (1986)

Powerful story of how a high school basketball coach inspires his small-town team to greatness.

Take the Lead (2006)

True story of a dance teacher (Antonio Banderas) who changes the lives of problem kids.

Educating Rita (1983)

A working-class student awakens the passion to teach in a jaded British literature professor.

Comedies



High School High (1996)

Classic comedy/parody of all those "dedicated teacher meets tough inner-city kids" movies.

School of Rock (2003)

Jack Black as a wanna-be rock star who ends up as a substitute teacher at a posh prep school.

Back to School (1986)

Classic Rodney Dangerfield comedy about parents, children and American college life.

Websites for and about Teachers



- Appreciation: www.teacher-appreciation.info
- Teachers' Corner: www.theteacherscorner.net
- ABC Teach Website: www.abcteach.com
- Nat'l Education Association: www.nea.org
- Useful Websites: www.sitesforteachers.com
- Reference: www.eduref.org/Virtual/Lessons/
- UK Teacher Assoc: www.byteachers.org.uk
- 101 Websites: www.assortedstuff.com/top101/
- Education Int'l: www.ei-ie.org/en/index.php
www.camden.rutgers.edu/~wood/edwebsites.htm

Quotes about Teaching and Education

Sound Bites, Bumper Stickers, Proverbs

- If you can read this, thank a teacher.
- I touch the future. I teach. ~ Christa McAuliffe
- A teacher takes a hand, opens a mind, touches a heart.
- The future of society walks through the doors of our schools each day. ~ NEA website
- If you think education is expensive, try ignorance. ~ Derek Bok
- Give me a fish and I eat for a day. Teach me to fish and I eat for a lifetime. ~ Chinese Proverb
- It takes a village to raise a child.

Classical Quotes

- I cannot teach anybody anything, I can only make them think. ~ Socrates
- What nobler employment than that of the man who instructs the rising generation. ~ Cicero
- The mind is a fire to be kindled, not a vessel to be filled. ~ Plutarch
- You cannot teach a man anything; you can only help him find it within himself. ~ Galileo
- I believe school makes complete fools of our young men, because they see and hear nothing of ordinary life there. ~ Petronius
- A teacher who can arouse a feeling for one single good action, for one single good poem, accomplishes more than he who fills our memory with rows on rows of natural objects, classified with name and form. ~ Goethe

Anonymous

- As a general rule, teachers teach more by what they are than by what they say.
- Teaching should be full of ideas instead of stuffed with facts.
- Teaching children to count is not as important as teaching them *what* counts.
- Students who build their dreams of the future on the history of the past benefit from the teachers of today.
- A teacher needs long-range goals to keep from being frustrated by short-term obstacles.
- A teacher's purpose is not to create students in his own image, but to develop students who can create their own image.
- We think of the effective teachers we have had over the years with a sense of recognition, but those who have touched our humanity we remember with a deep sense of gratitude.

Humorous

- A lecture is the process by which the notes of the professor become the notes of the students without passing through the minds of either.
- America believes in education: the average professor earns more money in a year than a professional athlete earns in a whole week. ~ Evan Esar, American humorist
- I have never let my schooling interfere with my education. ~ Mark Twain
- Education is one of the few things a person is willing to pay for and not get. ~ William Bryan
- Education is what's left over when you've forgotten all the facts. ~ Memphis News
- Education is what a man gets when he sits in a living room with a group of teenagers.
- A man who has never gone to school may steal from a freight car; but if he has a university education, he may steal the whole railroad. ~ Theodore Roosevelt
- The freshmen bring a little knowledge in and the seniors take none out, so it accumulates over the years. ~ A. L. Lowell (President of Harvard University)
- You can lead a man to university, but you can't make him think. ~ Finley Dunne
- The Romans would never have had time to conquer the world if they had been obliged to learn Latin first. ~ Heinrich Heine

Teachers

- A teacher presents the past, reveals the present and creates the future.
- A teacher affects eternity; he can never tell where his influence stops. ~ Henry Adams
- A poor teacher complains, an average teacher explains, a good teacher teaches, a great teacher inspires. ~ H. Narasimhaiah
- Children have more need of models than of critics. ~ Joseph Joubert, French essayist
- The job of an educator is to teach students to see the vitality in themselves. ~ Joseph Campbell
- It is the supreme art of the teacher to awaken joy in creative expression and knowledge. ~ Albert Einstein
- Wise teachers create an environment that encourages students to teach themselves. ~ Leonard Roy Frank

- What the teacher *is*, is more important than what he teaches. ~ Karl Menninger
- Teachers can change lives with the right mix of chalk and challenges. ~ Joyce Myers
- A teacher is one who makes himself progressively unnecessary. ~ T. Carruthers
- A teacher attempting to teach, without inspiring the pupil with a desire to learn, is hammering on cold iron. ~ Horace Mann
- Of all the excellent teachers of college English I have known, I have never discovered one who knew precisely what he was doing. Therein lays their power and their charm. ~ Mary Chase
- Teachers live forever in the hearts they touch.
- All of us remember a teacher who changed our life. ~ Laura Bush
- In a completely rational society, the best of us would be teachers and the rest of us would have to settle for something else. ~ Lee Iacocca

Students

- No one has yet fully realized the wealth of sympathy, kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure. ~ Emma Goldman
- There are no difficult students: just students who don't want to do it your way. ~ Jane Revell
- Everything I learn about teaching I learn from bad students. ~ John Holt
- Don't worry that children never listen to you. Worry that they are always watching you.

School

- Schools are vast factories for the manufacture of robots. ~ Robert Lindner
- A child educated only at school is an uneducated child. ~ George Santayana

Teaching and Learning

- I hear, and I forget. I see, and I remember. I do, and I understand. ~ Chinese Proverb
- Teaching is the art of awakening the natural curiosity of young minds. ~ Anatole France
- Awaken people's curiosity. It is enough to open minds, do not overload them. Put there just a spark. ~ Anatole France
- You can't teach good character if you don't live it. ~ Tom Lickona
- He who can, does. He who can't, teaches. ~ George Bernard Shaw
- Read, read, read. Do, do, do. ~ Louis L'Amour
- Good teaching is more a giving of right questions than of right answers. ~ Josef Albers

- The man who *doesn't* read good books has no advantage over the man who *can't* read them. ~ Mark Twain
- To teach is to reach out and touch the hands, the hearts and the minds of tomorrow.

Education

- Education is an admirable thing, but it is well to remember that nothing worth knowing can be taught. ~ Oscar Wilde
- The door to freedom is education. ~ Oprah Winfrey
- Education is the ability to think clearly, act well and appreciate life. ~ Brigham Young
- The secret in education lies in respecting the student. ~ Ralph Waldo Emerson
- An educated man should know everything about something and something about everything. ~ Dame C. V. Wedgwood
- Enlighten the people, and tyranny and oppression will vanish. ~ Thomas Jefferson
- Education is subversive – that is the reason so little of it is going on. ~ J.P. Beckley
- Education is what remains after one has forgotten everything he learned in school. ~ Albert Einstein
- Education is a process of living and not a preparation for future living. ~ John Dewey
- Education makes machines which act like men and produces men who act like machines. ~ Erich Fromm
- Everybody gets so much information all day long that they lose their common sense. ~ Gertrude Stein
- Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave. ~ Omar Bradley
- Education is man's going forward from cocksure ignorance to thoughtful uncertainty. ~ Kenneth G. Johnson
- To learn and never be filled, is wisdom; to teach and never be weary, is love.
- How is it that little children are so intelligent and men so stupid? It must be education that does it. ~ Alexandre Dumas
- Intelligence plus character: that is the goal of real education. ~ Martin Luther King, Jr.
- Learning is finding out what you already know. Doing is demonstrating that you know it. Teaching is reminding others that they know it just as well as you. You are all learners, doers, teachers. ~ Richard Bach
- Education is not a product - a mark, diploma, job, money; it is a process, a never-ending one. ~ Bel Kaufman

- Education is the development of memory at the expense of imagination. ~ Owen Johnson
- Spoonfeeding in the long run teaches nothing but the shape of the spoon. ~ E. M. Forster
- The aim of education is the knowledge not of facts, but of values. ~ W. R. Inge

Education, Teaching and Peace

- Establishing lasting peace is the work of education; all politics can do is keep us out of war. ~ Maria Montessori
- Human history is more and more a race between education and catastrophe. ~ H.G. Wells
- Upon our children and how they are taught rests the fate of tomorrow's world. ~ B. Forbes
- If we are to reach real peace in this world, we shall have to begin with children. ~ Gandhi
- It is through good education that all the good in the world arises. ~ Immanuel Kant
- To me, the sole hope of human salvation lies in teaching. ~ George Bernard Shaw
- To educate a person in mind and not in morals is to educate a menace to society. ~ Theodore Roosevelt
- I would no more teach children military training than I would teach them arson, robbery or assassination. ~ Eugene Debs

Extended Quotes on Teaching and Education

I've come to the frightening conclusion that I am the decisive element in the classroom. My personal approach creates a climate. My daily mood makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be the tool of torture or an instrument of inspiration. I can humiliate or humor. Hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, a child humanized or de-humanized. ~ Haim Ginott

Message From a Parent Found on a Blackboard after a PTA Open House Day at a British School

Dear Teacher:

I am a survivor of a concentration camp. My eyes saw what no man should witness. Gas chambers built by learned engineers. Children poisoned by educated physicians. Infants killed by trained nurses. Women and babies shot and burned by high school and college graduates. So, I am suspicious of education. My request is: Help your students become human. Your efforts must never produce learned monsters, skilled psychopaths or educated Eichmanns. Reading, writing and arithmetic are important only if they serve to make our children more human.

Pike & Selby (1988) *Human Rights Activity File*. UK

I found one day in school a boy of medium size ill-treating a smaller boy. I expostulated, but he replied: 'The bigs hit me, so I hit the babies; that's fair.' In these words, he epitomized the history of the human race. ~ Bertrand Russell

It is nothing short of a miracle that modern methods of instruction have not entirely strangled the holy curiosity of inquiry; for this delicate little plant, aside from stimulation, needs freedom; without this it goes to wreck and ruin. It is a grave mistake to think the enjoyment of seeing and searching can be promoted by coercion and a sense of duty. To the contrary, I believe it would be possible to rob even a beast of prey of its voraciousness, if it were possible, with the aid of a whip, to force the beast to devour continuously, even when not hungry. ~ Albert Einstein

Websites for Quotes on Teaching & Education

<http://en.wikiquote.org/wiki/Education>
www.quotegarden.com/teachers.html
www.motivateus.com/teachers.htm
www3.telus.net/linguisticsissues/quotes.HTM
www.theeducatorsnetwork.com/quotes/

Peace Boat

< www.peaceboat.org >



Peace Boat is a Japanese NGO dedicated to promoting peace and social justice. Each year, it takes groups of 900 people on a round-the-world cruise 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: People and the Planet*. It features "60-second tours" of global issues along with a special *Students Take Action* section.

Peace Not War

< www.pnwj.org >



Peace Not War is an exciting new campaign to promote peace and non-violence through music. See their websites (in both Japan and the UK) to check out their activities and buy their music CDs.

BOOKS ABOUT TEACHING AND EDUCATION

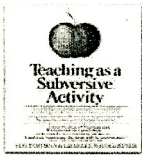


Here we present a variety of books on teaching, learning and education to stimulate, inspire and energize you to head back to the classroom with renewed passion, enthusiasm and vision.



Teaching as a Subversive Activity

by N. Postman & C. Weingartner (1971) \$15
(www.randomhouse.com) 0385290098 Delta



This classic 1970s text is a must-read for teachers. It delivers a stinging critique of traditional classrooms, of rote-learning and passive students. It's entertaining, thought-provoking, stimulating and guaranteed to shake up your assumptions about education.

Classroom Confidential

The 12 Secrets of Great Teachers

by L. Schmidt (2004) Heinemann Books
(www.heinemann.com) ISBN: 0325006601 \$25



This book focuses on classroom secrets of great teachers. It gives you everything you need to triple the effectiveness of your teaching, including a step-by-step plan to improve communication, avoid burnout and create a culture of success in your classroom.

Stories of the Courage to Teach

Honoring the Teacher's Heart

by S. Intrator (2002) (www.josseybass.com)
Jossey-Bass ISBN: 0787956325 \$25



This inspiring collection of essays explores why people become teachers, describes the joy, hope, determination and courage needed in the classroom and outlines how teachers can make a real difference in the lives of students, both academically and emotionally.

Living, Loving & Learning

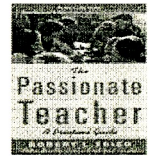
by L. Buscaglia (1985) Ballantyne Books \$14
(www.randomhouse.com/BB/) 0449901815



This New York Times best-seller is an inspirational set of essays by educator Leo Buscaglia on the topic of life, love and learning. It includes the classic education parody "The Animal School" on learning styles.

The Passionate Teacher

by R. Fried (2001; 2nd ed.) (www.beacon.org)
Beacon Press ISBN: 0807031437 \$16



This book discusses the need to bring passion back into the classroom. The author points out the deadening games that teachers and students play, and argues that enthusiastic teachers are needed to inspire our students to truly learn and live.

What Great Teachers Do Differently

Fourteen Things That Matter Most

by T. Whittaker (www.eyoneducation.com)
Eye on Education (2003) 1930556691 \$30



This book, by a leading US educator, looks at the qualities, philosophy and approaches of great teachers and encourages classroom teachers to learn from the professionals. Topics covered include class expectations, motivation, discipline and testing.

The Excellent 11

Qualities to Motivate, Inspire, Educate Children

by R. Clark (2004) (www.hyperionbooks.com)
Hyperion Books ISBN:140130141 \$20



This handbook for teachers outlines how to get kids excited about learning through a focus on 11 key points: enthusiasm, adventure, creativity, reflection, balance, compassion, confidence, humor, common sense, appreciation and resilience.

Other Good Books on Teaching

- *Chicken Soup for the Teacher's Soul* – Canfield
- *Fortunes and Fables* – Robin Richardson
- *Great Teachers: A Tribute* – Gwendolyn Gray
- *Teach With Your Strengths: How Great Teachers Inspire Their Students* – R. Liesveld
- *Teachers With Class* – Marsha Goldberg
- *Teachers: A Tribute* – John Yow
- *Those Who Can... Teach* – Lorraine Glennon
- *Why I Teach: Inspirational Stories* – E. Wright



One World Week

Oct. 22-29, 2006

One World Week (OWW) is an annual UK global education event which

aims to raise awareness of our links to global issues. This year's theme is *Mind the Gap* with a focus on the social, cultural and economic gaps that divide the world's people. *One World Week* invites teachers, students and schools worldwide to hold their own events. Access their website now to get their Action Kit and to start planning!

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

Japan AIDS Education Network



This network provides teachers with materials, lesson plans, videos and ideas for integrating HIV / AIDS awareness into your classes.

Louise Haynes, La Maison Akaike 403, Akaike 1-1509, Nisshin-shi 470-01 Tel/Fax: (052) 806-5534
<aidsed@gol.com> Web: www.japanetwork.org

New Internationalist Magazine

www.newint.org

Magazine: *New Internationalist* provides teachers with a variety of info and inspiration to make the world a better place. Subscribe today!

Website: *The NI* website has excerpts from its magazine, news on world events plus a "Hot Topics" menu of information on global issues.

New Internationalist <jol@newint.org>
Box 1143, Lewiston, New York 14092 USA

Hague Appeal for Peace

www.haguepeace.org

The *Hague Appeal for Peace* (HAP) offers a rich variety of resources for peace education:

- *Peace Lessons from Around the World* (book)
16 lessons on peace themes (downloadable)
- *Learning to Abolish War* (book)
ideas of how to teach for a culture of peace
- *Peace and Disarmament Education* (book)
an intro for teachers to this important field

Global Issues Internet Links

Global Citizens for Change

This Canadian website aims to promote world citizenship, volunteerism and action to solve world problems. The site includes an introduction to global education, reports from volunteers worldwide plus info, resources and personal stories about global issues (peace, human rights, gender, health, environment).

www.citizens4change.org

Global Issues in Society

This is the dynamic reference site for a course on *Global Issues* at Georgia College and State University in the US. The site provides a wealth of info and links on topics like global conflict, human rights, world religions, racism, country studies and women's issues.

<http://hercules.gcsu.edu/~dvest/gissues/>

Eugene Peace Academy

This website for a proposed children's peace academy in Eugene, Oregon boasts a stylish design and a great set of weblinks for resources, curricula and NGOs on the topics of peace education, environmental education, alternative education and international organizations.

www.eugenepeaceacademy.org/peac.cfm

Other Recommended Sites

- **Bookmarks for a Better World**
www.BetterWorldLinks.org
- **Educators for Social Responsibility**
www.esrnational.org
- **United Nations Cyber School Bus**
www.un.org/Pubs/CyberSchoolBus/
- **Teachers Against Prejudice**
www.teachersagainstprejudice.org
- **National Geographic Teachers Page**
www.nationalgeographic.com/education
- **Southern Poverty Law Center**
www.splcenter.org
- **Hague Appeal for Peace**
www.haguepeace.org
- **Social Studies School Service**
www.socialstudies.com



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: "I Love Korea"

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

Pacific Rim Poster

This Newsweek education poster, map and teachers guide introduce students to countries in the Asia-Pacific area. ¥1000 / \$10

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.amnesty-usa.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, Iwase Bldg 1F, 1-14-1 Higashi-tabata, Kita-ku, Tokyo 114 Web: www.try-net.or.jp/~eric-net/
- 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

Oct 5	World Teachers' Day ¹	Nov 3	No More Landmines Day ⁵
Oct 16	World Food Day ²	Nov 26	Buy Nothing Day ⁶
Oct. 22 - 29	One World Week ³	Dec 1	International AIDS Day ⁷
Oct 24	United Nations Day ⁴	Dec 10	International Human Rights Day ⁸

- 1 World Teachers Day <www.ei-ie.org/worldteachersday/en/> <www.indianchild.com/teachers_quotes.htm>
 2 World Food: <www.worldfooddayusa.org> <www.learn.org/projects/food/worldfoodday> <www.fao.org>
 3 One World Week: <www.oneworldweek.org> <enquiries@oneworldweek.org>
 4 United Nations Day: <www.un.org/cyberschoolbus/> <www.un.org> <www.patriotism.org/un_day/>
 5 No More Landmines Day: <www.landmines.org.uk/163> <www.teachers.org.uk/story.php?id=3432>
 6 Buy Nothing Day: <www.adbusters.org/home/> <www.bndjapan.org> <www.buynothingday.co.uk>
 7 Int'l AIDS Day: Avert <www.avert.org> <www.worldaidsday.org> <www.japanetwork.org>
 8 Human Rights Day: <www.amnestyusa.org> <www.hrea.org> <<http://hrw.org/about/>>
 * 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, environmental destruction and 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 make 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 (please make personal checks out to "Kip Cates" on a US or UK bank). Ask about newsletter exchanges or complimentary subscriptions for global issue/education organizations, language teaching associations and teachers in developing countries.

JALT SIG AND GLOBAL ISSUES NETWORK MEMBERSHIP (as of February 2006)

- * JAPAN SUBSCRIBERS: JALT SIG (270) GLOBAL ISSUES NETWORK (100) = 370
- * 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 <kcates@fed.tottori-u.ac.jp> www.jalt.org/global/

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