

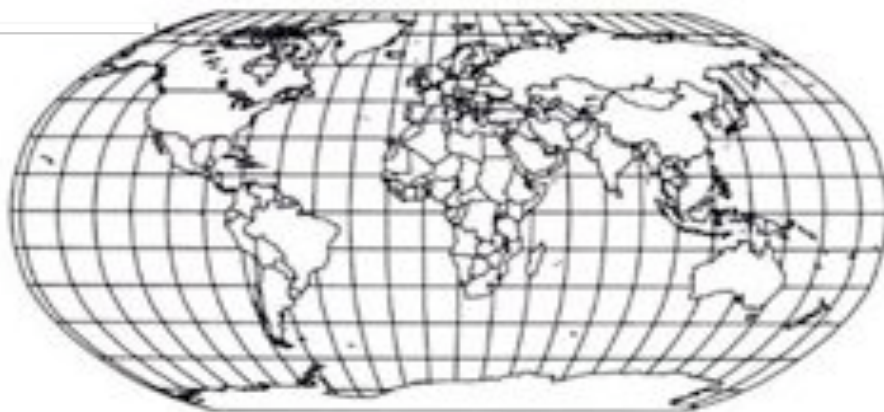
Newsletter of the "Global Issues in Language Education" Special
Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

83rd

Issue

celebrating 83
issues and 22
years in print
since 1990



Kip A. Cates, Tottori University, Koyama, Tottori City, JAPAN 680-8551
E-mail: kcates@rstu.jp Check out back issues on our homepage!
Website: www.gilesig.org Facebook: www.facebook.com/gilesig.org

NEWSLETTER #83

Our spring 2012 newsletter contains a rich variety of themes, ranging from controversial issues in the classroom to the summer Olympic Games to ideas for teaching about history through poetry. Featured articles in this edition include (1) a set of educational guidelines for teaching controversial issues designed by the global development NGO, Oxfam, (2) an article by Jane Joritz-Nakagawa about an American History course she designed which uses poetry to teach EFL students about Native Americans, African Americans and the Holocaust, and (3) the fourth in a series of global issue stories by UK global educator Robin Richardson on the topic of conflict, exploitation and human rights. We also include a report on the IATEFL 2012 conference, a special section on teaching about the London Olympics, a list of data atlases on global themes plus a round-up of all the latest global education news, events and information.

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

Special features in this issue:

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

Global Education Events

- **5th International Global Studies Conference**
June 20 – 22, 2012 Moscow (Russia)
<http://onglobalisation.com/conference-2012/>
- **Language Endangerment in the 21st Century**
Sept. 12–15, 2012 Auckland (New Zealand)
Website: <www.teipukarea.maori.nz/en/>
- **Global Education Conference (on-line)**
Nov. 12 – 16, 2012 (free online conference)
Call for Papers: May 15 – Oct. 15, 2012
<www.globaleducationconference.com>
- **International Peace Research Association**
Nov. 24 – 28, 2012 Tsu City, Mie (Japan)
IPRA Website: <<http://ipra-peace.com>>
- **Educating for Peace and Harmony (WCCI)**
Dec. 28, 2012 – January 3, 2013 Taiwan
Web: <www.wcci-international.org/28318>

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

The Peaceful Language Teacher

Proposed Book: Call for Contributors

*A new book for language educators who
are passionate about peace...
will come into being if you help write it!*

Manuscripts of up to 5,000 words are welcome on any theme related to peace education in language teaching. Drafts are requested by October 31, 2012. Proposals and inquiries welcome at any time.

For more information or to contribute, contact:

- Charles Kowalski <kowalski@jcom.home.ne.jp>

Language Education Events

- **Australian Council of TESOL (ACTA)**
TESOL as Global Trade: Ethics, Equity, Ecology
July 3 - 5, 2012 Cairns (Australia)
Web: <www.astmanagement.com.au/acta12/>
- **Association of Language Awareness (ALA)**
Language Awareness for a Multicultural World
July 8 - 11, 2012 (Montreal, Canada)
Website: <<http://doe.concordia.ca/ala2012/>>
- **Shin-Eiken National Conference**
New English Teachers Association
July 28 - 30, 2012 Hiroshima (Japan)
Website: <www.shin-eiken.com>
- **Int'l Conference on Japanese Lg. Education**
Theme: *Languages Opening New Horizons*
August 17 – 20, 2012 Nagoya (Japan)
Website: <www.nkg.or.jp/icjle2012/>
- **Languages in the Globalised World (LGW)**
September 5 – 6, 2012 Leeds (UK)
www.leedsmet.ac.uk/languagesglobalisedworld
Call for Papers: Deadline: June 1, 2012
- **Asia TEFL 2012** October 4 - 6, 2012
Theme: *Expanding Horizons: ELT Issues*
New Delhi (India) Web: <www.asiatefl.org>
- **GloCALL 2012** October 18 - 29, 2012
Theme: *Globalization and Localization in CALL*
Beijing (China) Web: <<http://glocall.org/>>
- **Korea TESOL 2012** (Seoul, South Korea)
Oct. 20 – 21, 2012 Web: <www.kotesol.org>
Call for Papers: Deadline = May 31st, 2012

More events listed at: www.conferencealerts.com

Peace Essay Contest

<www.goipeace.or.jp/english/>



The Goi Peace Foundation and UNESCO invite youth worldwide to submit English essays on the theme of *Creating the Future We Want* for their 2012 *International Essay Contest for Young People*.

- Essay deadline: June 30, 2012.

Global Issues in English

< <http://world-issues.net> >



Global Issues in English is an EFL website created by GILE SIG Membership Chair Tim Grose. It provides a complete on-line global issues text for lower level learners on themes ranging from war and AIDS to poverty, garbage and oil.

Free the Children

< www.freethechildren.com >



Free the Children is a dynamic NGO which works to end child slavery and empower young people to create a better world. Read about founder Craig Kielburger, see their education resources and learn about their FTC sponsor, Natalie Portman.

JALT GLOBAL ISSUES SIG OFFICERS FOR 2012

Here are the 2012 officers for our *Global Issues in Language Education* Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT). Let us know if you want to join the team!

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■ reps for other areas of Japan
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WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

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

EFL Books Requested for Teachers in Haiti

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

"Book Aid" South Africa Library Project

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

Vietnam Book Donation Project

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

GLOBAL PROJECTS FOR SCHOOLS AND CLASSES

ENVIRONMENTAL PROJECTS

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

CLASS OR SCHOOL EVENTS

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



Students of the New Global Elite

by Stephanie Vandrick (Univ. of San Francisco)
<vandricks@usfca.edu>

This essay discusses *Students Of the New Global Elite* (SONGEs) - affluent ESL learners who are children of privilege, who speak several languages and who have lived, studied or traveled around the world. It describes their cosmopolitanism, their sense of entitlement and their ambition, and urges teachers to educate them to be critical thinkers, to help them become aware of their wealth in a world of haves and have-nots, and to realize the responsibility they have to use their privileged positions for good.

TESOL Quarterly Vol. 45/1 March 2011 USA
<http://www.tesol.org>

East of Korea, West of Japan

by Iain Stanley (Miyazaki, Japan)
<istanley@sky.miyazaki-mic.ac.jp>

This article compares the experience of teaching English in Japan with that of teaching English in Korea. The author describes Korean students as open, forthright, opinionated, inquisitive, unafraid to broach issues, fond of jokes and curious about how the world compares to Korea. He sees Japanese students as nowhere near as shy as they're stereotyped to be and willing to open up once they feel comfortable.

The English Connection 15/2 Summer 2011, Seoul, Korea
TESOL <www.kotesol.org>

Japanese Students Cool on Overseas Study

A recent survey by the *Japan Youth Research Institute* found that high school students in Japan are less willing to study abroad than high school students in other nations. 46% of Japanese said that they hope to study overseas, compared with 82% in Korea, 58% in China and 53% in the USA. Of students who didn't want to study overseas, 53% of Japanese said their home country is comfortable to live in compared to 26% of Koreans who felt this way. Of those who wanted to study abroad, 17% of Japanese said that they desired a better educational environment compared to 77% in China, 39% in Korea and 36% in the US. This summer 2011 survey polled a total of 2,458 Japanese, 1,032 Americans, 2,392 Koreans and 2,235 Chinese students.

"Japanese Students More Likely To Stay Put"
Kyodo report in *The Japan Times* April 6, 2012.

Shooting Due to Teasing of English Accent

A former student at a private Christian college in Oakland, California is accused of murdering 7 classmates by lining up his victims and shooting them execution style. The suspect, a Korean-American, had anger management issues with other students at the school and appeared to have planned the attack for several weeks. "They disrespected him, laughed at him," Police Chief Howard Jordan said. "They made fun of his lack of English speaking skills."

"Attack suspect upset about teasing"
AP report in *The Japan Times* April 5, 2012.

English Speaking Year in Thailand

The Thai Ministry of Education has launched a new project entitled *English Speaking Year 2012* in preparation for Thailand's 2015 entry to ASEAN. The project emphasizes English communication skills rather than "excessive concern about grammatical errors." The project kicked off with a short EFL lesson taught by former British Prime Minister Tony Blair to 80 school children in the Thai capital, Bangkok.

"Blair Back at School" in *EL Gazette* #386 March 2012, UK. www.elgazette.com

Hindi Alphabet Book: "B is for Bomb"

Indian parents in Uttar Pradesh are demanding to know why their children are being taught the Hindi alphabet using violent imagery. The parents were protesting a Hindi language textbook for kids aged 4-5 that teaches "B is for Bomb" and "Ch is for Chaku (knife)". Officials are investigating how the book was cleared by the board of education.

"Indian Parents Slam 'B for Bomb' Books"
AP report in *The Japan Times* May 4, 2012.

Kids Teach Pentagon Officials about Peace

This April, a class of American children met with Pentagon officials to talk about peace. The 4th graders at Agnor-Hurt Elementary had read Sun Tzu's "Art of War," had learned how to avoid battles and had practiced negotiating simulated crises involving global warming, arms dealers, oil spills and insurgents. The kids reported to the Pentagon on a game their teacher, John Hunter, taught them - the *World Peace Game* - in which they worked together to solve global issues.

"Fourth-graders meet with top Pentagon officials"
in *The Washington Post* April 19, 2012.



JALT 2012 National Conference

Oct. 12 – 15, 2012 Hamamatsu, Japan

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

The 2012 conference of the *Japan Association for Language Teaching* (JALT) will be held Oct. 12 – 15 on the theme *Making a Difference*. Details on our Global Issues SIG sessions in our next issue!



Pan-SIG 2012 Conference

June 16 – 17, 2012 Hiroshima

<www.pansig.org/2012/>

The 2012 Pan-SIG conference will be held June 16–17 at Hiroshima University (Higashi Campus) on the theme of *Literacy: SIGnals of Emergence*. Plan to attend! GILE SIG sessions will include:

- Plenary Speaker: Dr. Hiromi Nagao (Hiroshima)
- presentations on global themes ranging from the *Model UN* to *3/11 Tohoku* to *peace education*



PAC Pan-Asian Conference

Nov. 1–4, 2012 Vladivostok, Russia

<http://feelta.wl.dvfu.ru/pacfeelta-2012/>

This fall's Pan Asian conference will be held from November 1–4 in Vladivostok, Russia hosted by FEELTA. Full details on the PAC website above.

- Deadline for submissions: May 31, 2012



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

Darwin College, Univ. of Kent, UK

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

IATEFL 2013 CONFERENCE

IATEFL's next conference will be held April 8 – 12 in Liverpool, UK. Full details on their website.

- **Submission Deadline:** September 2012

IATEFL Global Issues SIG (New Coordinator)

Margit Szesztay <margit.szesztay@gmail.com>

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



PGL 2012 Conference

November, 2012 Hokkaido, Japan

This fall's PGL *Peace as a Global Language* conference is planned for Nov 2012 in Hokkaido. Details to come. Submission deadline: July 15
Info: Katherine Fuji <katherine.fuji@gmail.com>

Key Internet Websites on Global Issues and Language Teaching



JALT Global Issues SIG (Japan)

www.gilesig.org

IATEFL Global Issues SIG (UK)

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

TESOL's Social Responsibility IS (USA)

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

Korea TESOL Global Issues SIG (Korea)

www.kotesol.org/GISIG



Teachers of English to Speakers of Other Languages

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

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

TESOL 2013 CONFERENCE

TESOL's 47th international conference will be held from March 20–23, 2013 in Dallas, Texas on the theme *Harmonizing Language, Heritage and Cultures*.

- **Deadline for Proposals:** June 1, 2012
- **Details:** www.tesol.org

Social Responsibility Interest Section (SR-IS)

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

SR-IS Chair: Comfort Davis-Mingot (Haiti)
<davisinabj@yahoo.fr>

Don't forget to renew your Global Issues

MEMBERSHIP / SUBSCRIPTION

JALT Members: ¥1,500 per year

Non-JALT: ¥2,000 / US \$15 per year

Conference Information

* www.conferencealerts.com/language.htm

* www.eltcalendar.com/events/conferences/



The 2012 conference of the *International Association of Teachers of English as a Foreign Language* (IATEFL) was held from March 19 – 23 in Glasgow, Scotland. This is one of the largest English language education conferences in the world attended by over 2,000 teachers from 100 countries. Below is a sample of some of the presentations given on global themes.



GLOBAL ISSUES SIG PRE-EVENT

IATEFL's Global Issues SIG held a special 1-day pre-conference event on the theme *From Theory to Practice: Bringing Y(our) Global Issues into Class*. This featured the following speakers and topics:

- *Introduction by the Organizers* (Margit Szesztay) <margit.szesztay@gmail.com>
- *Global Issues via Video-Telling* (Jamie Keddie) <www.jamiekeddie.com>
- *Critical Thinking & Language Contamination* (Alan Maley) <yelamoo@yahoo.co.uk>
- *Global Issues: Positions and Practices* (Maureen Ellis) <t-ellis2@hotmail.com>
- *Quiz: So You Think You Know About the World – and Beyond!* (Rakesh Bhanot)
- *Activities That Raise Global Issues* (Wolfgang Ridder) <wori2051blfd@t-online.de>
- *"Trust the Community" Group Activity* (Dana Radler) <dana_radler@yahoo.co.uk>
- *Teaching for a Better World* (Kip Cates)

INDIVIDUAL PRESENTATIONS

Global Business Etiquette 101

This argued that Business English teachers should teach cultural differences to help entrepreneurs communicate more effectively. Nikolina Korecic (Stendhal, France) <nikolina.korecic@gmail.com>

Teaching Thinking to Young Learners

This talk introduced EFL activities for primary schools designed to promote thinking skills taken from *Teaching Young Learners to Think* (Puchta). Marion Williams <m.d.williams@exeter.ac.uk>

From Me to You.... Yeah, Yeah, Yeah

This workshop explored ways in which the Beatles, their songs and cultural impact can be exploited in EFL. Alan Greene (UK) <mandy@pilgrims.co.uk>

Higher Order Thinking Skills (HOTS)

This talk explained the importance of teaching *Higher Order Thinking Skills*, gave classroom tips and discussed how HOTS are taught in Israel. Jennifer Ayzen <jenniferayzen@gmail.com>

English for Migrant Workers in Rural Scotland

This presentation discussed the kinds of challenges involved in teaching English to foreign migrant workers in rural Scotland. Hamish Kirk (Isle of Bute, Scotland) <hamishkirk47@gmail.com>

CLIL: Content and Language Integrated Learning

This session looked at ways that CLIL teachers can find a balance between language and content in their classroom English teaching. Rosie Tanner (Utrecht University, Holland) <r.l.tanner@uu.nl>

Affective Learning: Self-esteem through Film

This talk discussed how films can be used in EFL to promote self-esteem and motivation among despondent high school EFL learners. Vera Duarte (Sao Paulo, Brasil) <veracabrera@uol.com.br>

Exploring Culture World

This presentation showed how teachers can promote intercultural awareness using on-line EFL videos and resources from Macmillan's *Culture World*. Susan Holden (UK) <sh@easynet.co.uk>

Worldstories: Wonder, Wit, Wisdom

This talk introduced an on-line collection of spoken and written intercultural stories for EFL posted at the website <www.worldstories.org.uk>. David Heathfield <david@davidheathfield.co.uk>

Innovations in TEYLs: Asia and the Mid-East

This international symposium discussed recent initiatives in *Teaching English for Young Learners* (TEYLs) by panelists representing Egypt, Qatar, Turkey, Lebanon and Burma. David Valente <david.valente@mm.britishcouncil.org>

Children's Experiences of Cultural Encounters

This talk discussed children's perceptions of intercultural encounters with foreigners and reported on the results of a survey of British 11-year olds. Samaneh Zandian <s.zandian@warwick.ac.uk>

Japanese Returnee English Maintenance

This talk described how the English used in Japan by *kikoku* students returning from overseas is more cosmopolitan than ELT practice supports. Carol Begg (KUIS, Japan) <cmbegg@gmail.com>

Global Primary ELT Issues

This talk described the current global trend to teach English at ever younger ages and analyzed this in terms of learners, teachers and policy makers. Gail Ellis <gail.ellis@britishcouncil.fr>

“52”: A Year of Subversive Activity

This introduced an EFL e-book which uses radical texts, images and lateral thinking for 52 weeks of study on topics from advertising to human rights. Lindsay Clandfield <lclandfield@yahoo.ca>

Let's Take a Fieldtrip!

This session showed teachers how to create virtual fieldtrips to exotic locales via on-line materials, tasks and ICT-based projects. Kristina Smith (SELT Academy) <kristina123smith@hotmail.com>

Inspiration with TED: Wow Your Students

This demonstrated how teachers can exploit the free website <www.ted.org> and its wealth of inspiring video talks by the world's best thinkers. Claire Hunter (UK) <r.claire.hunter@gmail.com>

English and National Identity

This argued that languages are carriers of people's cultural values and should help students develop positive attitudes towards others to live in peace. Nada Eljack (Sudan) <neljack@hotmail.com>

The Yes Factor: Coaching Negotiation Skills

This workshop described good negotiation skills, analyzed the techniques of master negotiators and outlined 6 techniques for successful negotiations. Mark Powell <markpowell@espconsulting.co.uk>

Culture and English Teaching in Iran

This reported on a 1-year study of EFL in Iran, how English-speaking cultures are viewed and ways to improve the situation. Mahdi Dahmardeh (University of Tehran) <mahdi@dahmardeh.com>

Cyberella vs Cinderella

This talk described how webtools such as *Kerpoof*, *Bubblr* and *Storybird* enable language learners to study classic stories and create their own. Esra Girgin (Terakki) <esragirgin@hotmail.com>

Evaluating Internationalism in the Curriculum

This talk described how an *International School Award* (ISA) promoting global citizenship was introduced to over 300 Indian schools. Alan MacKenzie <alan.mackenzie@in.britishcouncil.org>

Out of the Media, Into the Classroom

This session introduced ways to exploit authentic materials from the media in EFL classrooms with a focus on news and current affairs. Heather Buchanan (UK U) <h.buchanan@leedsmet.ac.uk>

Five Minds for the Future: Implications

This talk discussed Howard Gardner's book *Five Minds for the Future* and ways to implement its call for learning in a global age. Hanna Kryszewska <hania.kryszewska@pilgrims.co.uk>

Becoming a Global Teacher: Ten Steps

This talk outlined 10 steps that language teachers can take to help their EFL students learn about our multicultural world and the global issues we face. Kip Cates (Tottori U, Japan) <kcates@rstu.jp>

Fostering Critical Thinking in Higher Ed

This talk discussed the importance of developing critical thinking and the need for teachers to learn new skills to foster student criticality. Ekua Amua-Sekyi <nanaekua_2000@yahoo.co.uk>

EFL Teachers Between the Hammer & the Nail

This session focused on the challenges of teaching English in the “third world” and used photos to discuss global issues, problems and solutions. Srour Shalash (Syria) <srour.shalash@gmail.com>

Self-evaluation of Critical Global Educators

This talk introduced an analytical framework for global education (*CHAT Cultural Historic Activity Theory*) aimed at holistic human development. Maureen Ellis (UK) <t-ellis2@hotmail.com>

Eco what?

This workshop introduced teaching activities for combining ecology, literature and language learning using examples from the book *Room*. Mojca Belak (U Ljubljana) <mojca.belak@guest.arnes.si>

NESTs and NonNESTs: Who's Worth More?

This tackled the controversial question of whether native or non-native English teachers are worth more to students, schools and the ELT profession. Nenad Jovanovic <jovanovic@vpskp.edu.rs>

Raising Awareness of ELF at University

This talk argued that English native speakers, rather than foreign students, lack the language awareness necessary for effective international communication. Rachel Wicaksono <r.wicaksono@yorksj.ac.uk>

Language Town Project

This explained how to create a “language town” in your school where pupils visit different rooms and use English in a fictitious city. Sabrina Bechler (Germany) <bechler@em.uni-frankfurt.de>

Influencing

This session discussed how EFL teachers can help professionals working internationally to effectively influence others from different cultures. Steve Flinders (York Associates) <steveflind@aol.com>

EFL for Journalism: Meeting Local Needs

This talk described an EFL course in Brasil designed to help journalism majors gather, filter and edit information from English language sources. Gloria Sampaio (Brasil) <gloria_sampaio@hotmail.com>

English for Development

This talk addressed the challenges of “English for Development” to give learners in resource-poor areas access to the wider world. Michael Carrier (British Council) <mcarrier@btconnect.com>

Connecting Classrooms On-line

This talk described how EFL teachers in Morocco use ICT to have learners share projects with partners abroad via *Connecting Classrooms Online*. Mohammed Hassim <mhassim2@yahoo.co.uk>

Netbooks in Class: Science Fiction?

This talk explained how Doukas School in Greece replaced textbooks with *netbooks* in 2009 and noted the benefits of a wired classroom. Dimitrios Primalis (Greece) <dprimalis@gmail.com>

The Digital Image: Developing Visual Literacy

This talk explained how teachers can place electronic media at the centre of classrooms and enable learners to become visually literate. Ben Goldstein (Richmond) <ben@bengoldstein.es>

Whose Language Is It Anyway?

This session outlined issues in choosing which English to teach when teachers and learners are often ethnocentric and unaware of other varieties. Sylvie Donna <sylvia.donna@durham.ac.uk>

Green English in CLIL: Waste & Conservation

This talk described on-line EFL resources designed on the theme of environmental issues by language teachers in Latvia, Lithuania and Estonia. Loreta Andziuliene <loreta.andziuliene@gmail.com>

Postman and Education Technology

This talk discussed Neil Postman’s critique of the seduction of technology, the band wagon effect and uncritical adoption of technology. Tom Ewens (KIMEP, Kazakhstan) <t.r.ewens@gmail.com>

Ten Quotations to Make You Think

This talk introduced powerful quotes from famous people (Albert Einstein, Marilyn Monroe..) that can help to make EFL students stop, think and talk. Ken Wilson (Freelance) <kenwrite@btinternet.com>

21st Century Skills for ELT

This panel argued that to prepare students for our global world, we need to infuse EFL teaching with the 4 Cs (*communication, collaboration, critical thinking, creativity*). Rob Dean (Pearson ELT)

Three I’s of Video: Inspire, Inform, Integrate

This session showed National Geographic video clips to argue that graded video should aim to inspire, inform and integrate language learning. John Hughes (freelance) <jhnhghs@msn.com>

Language+Culture = Effective Communication

This argued that business English instructors need to teach both language and culture to help students become effective global communicators. Kirsten Waechter (Germany) <info@tailored-trainings.de>

Thinking in the EFL Class

This workshop demonstrated EFL activities for promoting critical and creative thinking from the presenter’s new book *Thinking in the EFL Class*. Tessa Woodward (Hilderstone College, UK)

The Quiet Revolution Went Unnoticed

This talk explained how the growth of English education in China over the past 3 decade has transformed Chinese people, life and society. Ying Liu (Beijing) <derekylu@gmail.com>

Why Can’t My Mum and Dad Speak English?

This talk explored culture, identity and language in the context of migration, social inclusion and loss, with ideas to support immigrant language learners. Jo Smith (Brighton) <jomsmi@yahoo.com>

IATEFL Global Awareness Quiz

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



Eco – Conference Carbon Offset

To help offset the carbon footprint of its 2012 Glasgow conference, IATEFL arranged for an acre of trees to be planted in Scotland.

IATEFL 2012 ON-LINE

<<http://iatefl.britishcouncil.org/2012/>>

The IATEFL 2012 conference was broadcast live on-line from Glasgow and followed by 50,000 English language teachers from 157 countries around the world. Conference sessions can be accessed on-line at the British Council site above.

2013 IATEFL CONFERENCE

April 8 - 12, 2013 Liverpool, England
<www.iatefl.org>

Next year’s IATEFL conference will be held April 8 - 12, 2013 in Liverpool. Registration will open in June 2012 with a submission deadline in September. For details, see the IATEFL website.



The following teaching guidelines are reprinted with permission from Oxfam's Global Citizenship Guide on "Teaching Controversial Issues" (Oxfam, 2006).

Introduction

Today's young people will grow up to be the citizens of the future: but what that future holds for them is uncertain. We can be quite confident, however, that they will be faced with decisions about a wide range of issues on which people have differing views. If they are to develop as global citizens, all young people should have the opportunity to engage with these controversial issues. Teachers have a key role in enabling young people to develop the skills they need to do this.

What are controversial issues?

'Issues that are likely to be sensitive or controversial are those that have a political, social or personal impact and arouse feeling and/or deal with questions of value or belief.'¹ Controversial issues can be local or global, such as bullying, religion, politics, personal lifestyle or values. More specific examples might include examining the effects of multinationals promoting GM crops to farmers in developing countries, or discussing whether cars should be banned from an area around the school gates. They are usually complicated with no easy answers and are issues on which people often hold strong views based on different sets of experiences, interests and values. Almost any topic can become controversial if individual groups offer differing explanations about events, what should happen next and how issues should be resolved, or if one side of an issue is presented in a way that raises the emotional response of those who might disagree.

Why teach controversial issues?

1. Controversial issues are in the curriculum

A key reason for covering controversial issues in school is that the government has demonstrated through its curriculum initiatives the importance it attaches to these issues. UK curriculum documents in Scotland, Wales and England all expect such issues to be addressed and provide a wide range of opportunities for doing so. The PSHE / PSD / PSE and Citizenship curricula all recognise that knowledge and skills divorced from real world situations leave young people unprepared for the complexities of the modern world.

2. Young people need to explore their values and develop their skills

For young people the world can seem difficult to handle both at a personal and a global level, but they should not be sheltered from difficult issues – it is important for them to clarify their emotions and values and learn to think for themselves.² The importance for young people of developing high levels of self-esteem to help them personally and academically is well documented.

Self-esteem, central to *Education for Global Citizenship*, is a pre-requisite for debating wider global issues if they are to handle disagreement and acknowledge other people's viewpoints. Additionally, using controversial issues helps young people to develop a number of skills, including enquiry, critical thinking and analytical skills. Using activities like those proposed by Oxfam enables young people to learn to make reasoned judgments, respect the opinions of others, weigh up different viewpoints, participate actively in arguments and debates, and resolve conflicts.

3. Young people want to know more about global issues

Each year, the research group MORI conducts a poll of about 3,500 young people aged 11–16 for the *Department for International Development* (DfID). This highlights some of the reasons why teachers must tackle these issues. The 2004 report showed that of those young people polled:

- 79% wanted to know more about what is happening in developing countries
- 54% thought they should learn about these issues in school
- 65% were concerned or very concerned about poverty in developing countries.

According to this report, 89% of young people get their information about what is happening in developing countries from TV news, 66% from newspapers and 42% from the Internet. In this age of global media, information and images about controversial world events, teachers have an important role in developing critical awareness in young people of how the media can influence their image of developing countries. Controversial issues can be used to help develop thinking skills in pupils of all ages and abilities.

4. Controversial issues can help to develop thinking skills

Using teaching material which is challenging and which leads young people into discussing emotive issues can encourage them to develop the following thinking skills:

- Information-processing skills enable pupils to gather, sort, classify, sequence, compare and contrast information, and to make links between pieces of information.
- Reasoning skills enable pupils to justify opinions and actions, to draw inferences and make deductions, to use appropriate language to explain their views, and to use evidence to back up their decisions.
- Enquiry skills enable pupils to ask relevant questions, to plan what to do and how to research, to predict outcomes and anticipate responses, to test theories and problems, to test conclusions, and to refine their ideas and opinions.
- Creative thinking skills enable pupils to generate and extend ideas, to suggest possible hypotheses, to use their imagination, and to look for alternative outcomes.
- Evaluation skills enable pupils to evaluate what they read, hear and do, to learn to judge the value of their own and others' work or ideas, not to take all information at face value, and to have confidence in their own judgments.

What are the rules and guidance on dealing with controversial issues in the classroom?

There are clear expectations from the U.K. government that teachers will tackle controversial issues, but there are also explicit guidelines on how to go about this. The *Education Act 1996* in England aims to ensure that children are not presented with only one side of political or controversial issues by their teachers. Educators are required to take all reasonable steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation or opposing views.

However, the idea of balance is not problem-free. 'Balance', for example, could mean that every individual lesson is balanced or it could mean that there is balance over a whole topic. 'Balance' could mean that it is the teacher's responsibility to give the opposing view more prominence if the media presentation or the overall class perspective is somewhat one-sided.

How are controversial issues best handled?

At the same time as acknowledging the benefits of raising controversial issues in the classroom, you will need particular teaching skills to prevent reinforcing stereotypes, raising tension between pupils or increasing confusion. You will need to find approaches that meet the need for balance and objectivity and to ensure that you avoid bias. Those which you choose will match your confidence and experience as well as the maturity and skills of your pupils.

You might plan a topic to raise controversy or controversy may arise unexpectedly – you will need to be prepared for both. Young people are likely to express a wide range of responses when confronted with controversial questions. Their different experiences, learning styles and emotional intelligence levels can lead to different reactions. The aim of this section is to offer you appropriate ways of introducing controversial issues and of managing the responses that result.

1. Ground rules

Before launching into your chosen activity, it is important to establish ground rules which are designed to provide a safe environment for pupils to express their opinions. These can include:

- Only one person to talk at a time – no interrupting.
- Show respect for the views of others.
- Challenge the ideas, not the people.
- Use appropriate language – no racist or sexist comments.
- Allow everyone to express his/her view to ensure that everyone is heard and respected.
- Pupils should give reasons why they have a particular view.

Depending on the sensitivity of the issue, you might find it appropriate to split the class into smaller groups. This will ensure that greater confidentiality exists and will enable less confident pupils to express their opinions in a less-pressured environment.

A particularly effective way of creating ownership of a discussion or activity is to get the class to draw up the ground rules at the beginning. The class is then able to regulate its own learning process.

2. Role of the teacher

The teacher plays a key role when discussing controversial issues and it is important for you to judge when, how and if to express your own views and opinions. Doug Harwood (1997) has identified

six possible roles for teachers when dealing with controversial issues in the classroom, most of which you will be familiar with. It is important that you are flexible in your choice of approach as well as clear about why you are using a particular approach on a given occasion. Any of these roles may be appropriate at a particular time depending on the topic, age of the children, previous work done and other factors. You may wish to discuss the roles with your class or invite pupils to take one or more roles themselves. The six roles are:

- **Committed:** the teacher is free to propagate his/her own views. Care needs to be taken with this, however, as it can lead to a biased discussion.
- **Objective or Academic:** the teacher transmits an explanation of all possible viewpoints without stating his/her own position.
- **Devil's Advocate:** the teacher adopts provocative and oppositional stances, irrespective of his/her own viewpoint. This enables the teacher to ensure that all views are covered and challenged if a consensus view emerges early on. It also helps to challenge young people's existing beliefs.
- **Advocate:** the teacher presents all available viewpoints, then concludes by stating his/her own position with reasons. The teacher can then make the point that it is important for pupils to evaluate all viewpoints before forming their own opinions.
- **Impartial chairperson:** the teacher ensures that all viewpoints are represented, through pupil statements or published sources. The teacher facilitates but refrains from stating his/her position.
- **Declared Interest:** the teacher declares his/her own viewpoint in advance so that pupils can judge later bias, then presents all available positions as objectively as possible.

3. Teaching approaches and their benefits

Didactic approaches are not best suited for dealing with controversy. Controversial issues touch on deeply held views and embedded attitudes. Telling young people what to think or preaching at them about how to behave is likely at best to have no effect and at worst to close their minds to considering alternative views.

In order for your pupils to benefit from learning about controversial issues, there are a range of approaches that aim to open out and guide discussion and the exploration of issues. These approaches can make a topic more engaging and active than a factual or more abstract approach. By using more engaging approaches in your teaching, you should see your

pupils' skills, values and attitudes developing and improving. Some of the areas which might benefit from more active approaches are oracy, emotional literacy, inter-personal or social skills, thinking skills, citizenship skills, literacy skills, or combinations of these. However, before choosing which approach you want to use, it is worth considering the skills, values and attitudes you want your pupils to develop through the activity. You will be familiar with approaches such as debate, drama, role-play and simulation, but other effective, innovative approaches and their benefits include:

- Community of enquiry enables pupils to develop listening skills and respect for others' viewpoints: pupils are encouraged to listen to the ideas of others, reflect on their own views, present these publicly and to alter their views in response to what they hear. Such approaches are more open-ended, allowing a 'conversation' to develop which can often engage pupils at a much deeper level. This is a key tool in the *Philosophy for Children* (P4C) approach which involves exploring big ideas. Research in 100 schools in Britain has shown that *Philosophy for Children* raises achievement and improves self-esteem as well as motivation across the ability range. In a 2005 action research project around *Philosophy for Global Citizenship* (P4GC) organised by Cumbria DEC: 'Teachers observed that some pupils are more confident in expressing their opinions, and findings suggest that the quiet and less confident pupils are more likely to participate and make valuable contributions during P4GC sessions. Qualitative evidence from teachers suggests that pupils are more willing to listen to others and to respect different opinions. Evidence from a school where whole school P4C / P4GC is practised suggests that creative and critical thinking had a clear impact on the behaviour of the pupils and that pupils were more caring towards peers.'³

- Thinking skills activities, such as mysteries, diamond ranking and the *values continuum* (also called the *happy/sad continuum*) can develop reasoned argument and organisation of ideas as pupils are required to sort, organise and analyse large amounts of information. The values continuum requires pupils to examine their own and other people's values and attitudes and to develop their critical thinking and reasoning skills.

- Activities which use photos are a good basis for generating group discussion as pupils with varying levels of knowledge of a subject can respond to the same stimulus material. Using photographs, such as of the 11 September 2001 attack on the World Trade

Center, helps pupils to explore the different personal feelings and political reactions from around the world. They encourage pupils to ask questions and explore bias, and to develop analytical, enquiry, and critical thinking skills.

How does Education for Global Citizenship relate to the teaching of controversial issues?

Oxfam's *Curriculum for Global Citizenship* was developed in 1997 and, since then, has been used by many schools. *Education for Global Citizenship* gives children and young people the chance to develop critical thinking about complex, and sometimes controversial, issues. You should find that, coupled with the *Education for Global Citizenship* approach, controversial issues can be used to enable young people to develop many of the skills and values needed to prepare them for life in the 21st century. Controversial issues fall into many of the knowledge and content areas of Oxfam's *Curriculum for Global Citizenship*. Most of the skills, values and attitudes which pupils will need to learn in order to discuss and make reasoned judgments on emotive issues will also be developed using this curriculum. By giving young people the tools to handle controversial issues you can support and develop them as global citizens.

References

1. *Citizenship: A Scheme of Work for Key Stage 3 Teacher's Guide*, QCA 2001.
2. *Making Sense of World Conflicts*, Oxfam 2005.
3. *Philosophy for Global Citizenship Project*, Cumbria DEC Report, December 2005.

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OXFAM TEACHING RESOURCES

<www.oxfam.org.uk>

Oxfam School Catalog / On-Line Resources

Oxfam's *Catalogue for Schools* contains over 400 teaching resources for global citizenship across all curriculum areas (teaching packs, books, games, posters, DVDs) designed to help bring the world into your classroom. This is available free of charge from Oxfam. You also can browse or buy resources on-line at: <www.oxfam.org.uk/publications/>.

Classroom Resources

- *Education for Global Citizenship: A Guide for Schools* (Oxfam 2006) Available for free download from the Oxfam website.
- *Global Express: Tune in to the News*
Doug Harwood/Manchester DEP 1997.
- *Global Express: Beyond the Attacks*. Manchester DEP 2001. Back issues of *Global Express* at: <www.dep.org.uk/globalexpress>
- *Global Citizenship: The Handbook for Primary Teaching*. Mary Young, Oxfam 2002.
- *Get Global!* ActionAid 2003.

Stories on Stereotypes, Diversity, Social Justice

- *Something Else* - Kathryn Cave, Viking, 1994.
- *Oi! Get Off Our Train* - J. Burningham, 1989.
- *The Little Boat* - K. Henderson, Walker, 1995.

Cool Planet <www.oxfam.org.uk/coolplanet/>

Oxfam's great "*Cool Planet*" website offers a rich variety of free downloadable lesson plans, activities and photo-stories as well as news, updates, conferences and events on *Education for Global Citizenship* for teachers. Check out the following classroom resources as examples:

- *Water for All* (for 9-13 year olds)
- *Mapping Our World* (for 8-14 year olds)

Philosophy for Children / Thinking Skills

- <www.sapere.org.uk>
- <www.dialogueworks.co.uk>
- <www.teachingthinking.net>

Other Useful Websites

- <www.qca.org.uk/citizenship/>
- <www.citizenshipfoundation.org.uk>
- <<http://cdec.ucsm.ac.uk>>

Resources for Exploring Key Issues

- *Making Sense of World Conflicts* (Oxfam 2005)
- *Dealing with Disasters* (Oxfam 2000)
- *Looking Behind the Logo* (Oxfam 2004)
- *The Challenge of Globalisation* (Oxfam 2003)
- *Show Racism the Red Card* (2006)

Further Resources for Teaching Controversial Issues

On-line Articles

Teaching Controversial Issues: A 4-Step Strategy
<<http://bctf.ca/global/teachingresources/clarkepat/teachingcontroversialissues.html>>

33 Controversial Topics and How to Teach Them
<<http://busyteacher.org/4686-33-controversial-topics-and-how-to-teach-them.html>>

Teaching on Controversial Issues: Guidelines for Teachers by A. Shapiro <www.teachablemoment.org/ideas/teachingcontroversy.html>

Teaching Controversial Issues (University of N. Carolina) <<http://cfe.unc.edu/pdfs/FYC21.pdf>>

Benefits of Teaching Controversial Issues <www.procon.org/view.resource.php?resourceID=2016>

Controversial Subjects in the Classroom
by Teaching Tolerance <www.tolerance.org/activity/controversial-subjects-classroom>

Teaching Controversial Subjects
<www.yale.edu/graduateschool/teaching/forms/papers/controversial_subjects_outline.pdf>

Raising Controversial Issues in Japanese EFL by Louise Haynes <www.hum.nagoya-cu.ac.jp/~louise/research/assets/empowering-or%20forcefeeding.pdf>

The CI-slot Approach to Controversial Issues
by Mark Rebuck (JALT TLT Vol. 36:3. May 2012)
<<http://jalt-publications.org/ltl/articles/1528-ci-slot-approach-controversial-issues-students'-views>>

Hot Potato: Teaching about Israel-Palestine in EFL
by Ephraim Weintroub (GILE Newsletter #33 Dec. 1998) <<http://jalt.org/global/33Hot.htm>>

Sample Controversial Issues

<ul style="list-style-type: none"> ▪ abortion ▪ animal rights ▪ birth control ▪ censorship ▪ climate change ▪ death penalty ▪ drug use ▪ euthanasia ▪ evolution / creationism ▪ gay marriage ▪ gun control ▪ health care ▪ homosexuality ▪ Internet downloads ▪ illegal immigration 	<ul style="list-style-type: none"> ▪ Islam, women & the veil ▪ Israel / Palestine ▪ medical marijuana ▪ nuclear energy ▪ nuclear weapons ▪ obesity ▪ prostitution/pornography ▪ racial profiling ▪ religion, god, atheism ▪ security cameras ▪ sex education ▪ stem cell research ▪ terrorism ▪ use of torture ▪ violence in the media
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Relevant Books

The Challenge of Teaching Controversial Issues
by H. Claire (2007) \$30



This UK text discusses principles for teaching controversial issues such as war and peace, climate change, politics, tourism & the Muslim hijab.

Teaching Controversial Issues in the Classroom
by H. Maitles (2012) \$45



This US book outlines the rationale, ideas and approaches for teaching issues such as war, genocide, racism, discrimination and globalization.

Tackling Controversial Issues in the Primary School
by R. Wooley (2010) \$38



This new book uses examples and case studies to show how teachers can help children to understand complex issues at elementary school.

Children and Controversial Issues
by Carrington & Troyna (1988) \$2



This classic 1980s UK text lays out key strategies for teaching kids about controversial topics, from racism and sexism to conflict and peace.

Teaching in Minefields
by R. Dahlgren (2010) \$108



This pricey book discusses issues of academic freedom and surveys experiences of social studies educators who teach controversial content.

Teaching Controversial Issues
by R. Stradling (1984) \$11 used

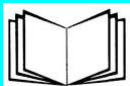


This classic UK text is a great intro for teachers with ideas on teaching about sexism, nuclear weapons, unemployment & the Third World.

Taboos and Issues: Photocopiable Lessons
by R. MacAndrew (2001) \$45

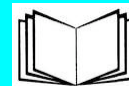


This collection of EFL lessons on controversial issues deals with topics such as death, swearing, animal rights, sex, nudity and racism.



Global Education Stories by Robin Richardson

Stories to Make You Think - Reprinted for Classroom Use



Robin Richardson is a key figure in the field of global education. He was director of the 1970s UK *World Studies* project and author of the classic **World Studies** set of activity books (Nelson, 1977). This pioneering global education series for young people consisted of the following 4 titles:

- *World in Conflict* [war & peace]
- *Fighting for Freedom* [human rights]
- *Progress and Poverty* [development]
- *Caring for the Planet* [environment]

These included a set of dynamic global education stories designed to promote critical thinking, discussion skills and awareness of issues related to peace and human rights. Although long out of print, used copies can still be purchased on-line.

Robin has kindly granted permission for these stories to be reprinted here for use by language teachers in Japan and elsewhere. The fourth story, *Us and Them*, appears on the next page. Further stories will be printed in subsequent issues. Try these out in your classes and see how they work!

Other Books by Robin Richardson

- *Fortunes and Fables: Education for Hope in Troubled Times*. Trentham Books, 1996.
- *Daring to be a Teacher*. Trentham Books, 1990.
- *Learning for Change in World Society*. (Ed.) One World Trust, 1976.

Robin Richardson (Insted)

In-Service Training & Educational Development
<www.insted.co.uk>

STORY QUESTIONS

(1) Us and Them

1. Where did the travelers land?
2. What did people there call them?
3. What was their job as Top Dogs?
4. What was the job of the Under Dogs?
5. What things did they get out of the planet?
6. What did the Top Dogs do with these?
7. How did the Top Dogs help the Under Dogs?
8. Who were the Watch Dogs?
9. What did some Watch Dogs do?
10. What did the Top Dogs do to them? Why?
11. What happened next?
12. Why did some Top Dogs leave the planet?

(2) Them and Us

1. Where did the travelers land?
2. What did people there call them?
3. What was their job as Under Dogs?
4. What was the job of the Top Dogs?
5. What things did the Top Dogs make or build?
6. How did the two groups help each other?
7. What did some Under Dogs begin to do?
8. What questions did the Under Dogs ask?
9. Who did all the boring work on the planet?
10. What happened when they asked questions?
11. What happened next?
12. Why did some Under Dogs leave the planet?

Creative Writing

1. Re-write the story with a different ending.
2. Write your own story about a similar situation.

Speaking Practice

- Re-tell the story in your own words.

Discussion Questions

1. What did you think about this story? Why?
2. How would you solve the problem? Explain.

Story Themes

Here are three themes that this story might be trying to express. Which do you agree with? Why?

1. *Whenever people fail to share work equally, there will be tension and eventually conflict.*
2. *Peace is impossible. People always misunderstand each other. There will always be wars!*
3. *The main conflict in the modern world is between the rich North and the poor South.*

Research Tasks

1. Show this story to your family or your friends. Report on their reactions to it and how they felt.
2. Find current examples in the news of the kind of conflict in this story. For each, explain:
 - Where is it? ▪ Who's involved?
 - What's happening? ▪ What's the background?
 - How can the situation be resolved?
3. Find past examples in history of the kind of conflict in this story. For each, explain:
 - When was it? ▪ Who was involved?
 - What happened? ▪ Why did it occur?
4. Research the following. Report what you learn.
 - people fighting against exploitation/inequality
 - the history of imperialism and colonialism

(1) Us and Them

We traveled through space and we landed on a Small Planet. Ah, said the people there, welcome. You're what we call *Top Dogs*.

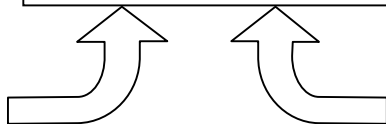
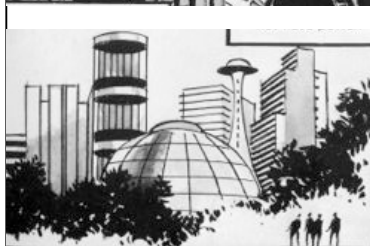
We found that our job was to help the Under Dogs. Their job was to get things out of the planet. They got food out. They got metals out. They got coal, gas and oil out. We then took the food, metal and oil, and changed them. We improved them. We made them more useful and valuable, and life got really good. That's how we helped the Under Dogs, by changing and improving the things they got out of the Planet. We helped them and they helped us.

We helped them in other ways, too. We taught them our language. We stopped them from fighting with each other. We sold them all sorts of useful things. Many of them learned so much that they became just like us. These we called Watch Dogs.

But some of these Watch Dogs turned against us. They stirred up a lot of trouble, and the result was that the Under Dogs became really unhappy. We felt that we had to put these Watch Dogs in prison, for their own good, so that the Under Dogs wouldn't be so discontented.

But things got worse and worse. We never realized that Under Dogs could be so vicious. They were really evil. We had to fight and fight.

Some of us grew tired of the fight, so we left. We went through space and landed on a Small Planet. Ah, said the people there, welcome. You're what we call *Under Dogs*.

**(2) Them and Us**

We traveled through space and we landed on a Small Planet. Ah, said the people there, welcome. You're what we call *Under Dogs*.

We found that our job was to help the Top Dogs. Their job was to change and improve things. They changed seeds and leaves into fine meals. They changed metals into fantastic machines. They built great cities using coal, gas and oil. We got the things out of the Planet. They changed and improved them. That's how we helped the Top Dogs, by getting things out of the Planet. We helped them and they helped us.

They helped us in other ways, too. But some of us began to ask questions. Although life was improving, why did it improve more for the Top Dogs than for us Under Dogs? Why were some of the Under Dogs in rags all the time, starving, sick and miserable? Why should the Top Dogs do all the interesting work and we do all the boring work?

Why should we have to wear their kind of clothes, talk their language and pray in their religion? What right did they have to interfere in our lives? We started to ask these questions and they threw us into jail.

Things got worse and worse. We never realized Top Dogs could be so vicious. They were really evil. We had to fight and fight.

Some of us grew tired of the fight, so we left. We went through space and landed on a Small Planet. Ah, said the people there, welcome. You're what we call *Top Dogs*.

Reprinted with the author's permission from Richardson, R. (1977) *World in Conflict*. UK: Thomas Nelson. pg. 28

space	宇宙	turn against	そもく	vicious	悪意のある	to pray	祈る
to land	着陸する	to stir up	奮起させる	rags	ぼろ	religion	宗教
planet	惑星	prison	刑務所	to starve	飢える	to interfere	邪魔する
coal	石炭	discontented	不満	boring	退屈な	jail	刑務所



Teaching History with Poetry through English

by Jane Joritz-Nakagawa (Nagano, Japan)



An EFL Course in American History

When I was a student, the history courses that I took generally focused on *what* happened *when*, but not often on *why* things happened nor *how* people felt about these events.

From October 2011 until February 2012, I taught a 16-week course in American history (in English) to 3rd year Japanese undergraduates at my institution, Aichi University of Education. For my course, I didn't want to ask my students to simply memorize names and dates. I did provide them, though, with a timeline at the beginning of the course (to help orient them, and for all of us to refer to when we forgot a name or a date!). The topics that we covered during the course included:

- Native American history
- African American history
- The women's movement
- The gay rights movement
- The history of homelessness
- The Great Depression and the current financial crisis
- Wars (including World Wars I and II, Vietnam, the wars in Iraq and Afghanistan)
- Japanese American history (including WW II internment).

In addition to academic readings, statistical charts, and popular song lyrics, I used poetry as course material, particularly poems that showcased points of view about the topics above.



POEMS FOR
TEACHING NATIVE
AMERICAN HISTORY

A number of poems from the anthology *Shaking the Pumpkin* (Rothenberg, 1972) helped bring to life some aspects of traditional native American culture in our class. These included "song of the bald eagle," "A POEM ABOUT ABOUT A WOLF MAYBE TWO WOLVES" and "HEY WHEN I SING THIS SET OF 4 SONGS LOOK WHAT HAPPENS". Poetry by (living Native American poet) Susan Deer Cloud often combines historical events with a contemporary view, including a sense of mourning about lost native American traditions. For example, her poem "The Only Ceremony We Had Left to Us" which I distributed to my students ends as follows:

*My brothers, once I dreamed
of Cheyenne stallions and cherokee fire.
My sister, once I cried for Chippewa bear
medicine
when they cut my tongue.
Can I pretend otherwise?
The last ceremony left to me is riding
the broken horses of love off cliffs*

<www.foothillspublishing.com/2010/id48.htm>
(retrieved February 2, 2012)

Susan Deer Cloud has also written about the 9/11 terrorist attacks in New York but from a native American perspective. Her poem "Reading the Names 9/11/2011" includes the stanzas:

*I started reading
the names of the dead ...
every Indian who died
in terrorist attacks,
beginning with Columbus*

*The terrorists stole my language
so the names shone out mute.
My heart knew*

*the dark city was still
in a state of emergency*

<<http://sites.google.com/site/susandeercloud/home/featured-poem>> (accessed in February, 2011)



POEMS FOR
TEACHING AFRICAN
AMERICAN HISTORY

Many poems which relate to African American history can be found online and elsewhere. One poem I chose for my history class was "The Lynching" by Claude McKay. This ends:

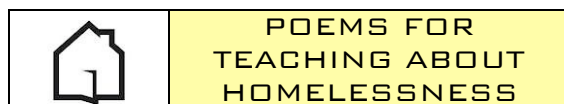
- *Day dawned, and soon the mixed crowds came to view*
- *The ghastly body swaying in the sun:*
- *The women thronged to look, but never a one*
- *Showed sorrow in her eyes of steely blue;*
- *And little lads, lynchers that were to be,*
- *Danced round the dreadful thing in fiendish glee.*

<www.poetry-archive.com/m/the_lynching.html>
(retrieved February 2, 2012)

The well known African American poet, Langston Hughes, wrote a number of poems referencing American history, world wars, African American issues and other social issue themes. For example, in the anthology *The Collected Poems of Langston Hughes* (a big volume of over 700 pages!), you will find poems entitled "NAACP", "Ku Klux", "Lenin", "Ballads of Lenin" and many others that can be utilized in a history course. In this same anthology, Hughes also references the topic of lynching and other atrocities, such as in his poem "Negro" which was written during the 1920s, the same period as McKay's poem:

*I've been a victim:
The Belgians cut off my hands in the Congo.
They lynch me still in Mississippi*

(in Rampersad, 1994, p. 24)



Home Words is an anthology of poetry by homeless people in the twin cities of Minneapolis-St. Paul. In my history class, I used a poem by a 51-year old American homeless male named Franciere titled "Unwanted". This poem begins:

*The poster with my picture on it
Is hanging on the bulletin board
in the Post Office.
I stand by it hoping to be recognized
Posing full face and
then profile
But everybody passes by and I have
to admit
The photograph was taken some years ago.*

*I was unwanted then and
I'm unwanted now*

The poem ends:

*Never learned his "time's tables,"
and wet his bed.
His aliases tell his history:
Dumbbell, Good-for-nothing,
Skinny, Greaseball,--Bastard*

*Warning: This man is not
dangerous, answers to any
name --
Responds to love, don't call
him or he will come*

(in *Home Words*, 1991, pp. 40-41)



POEMS FOR TEACHING ABOUT THE HOLOCAUST

Blood to Remember (Fishman, 1991) is a book of Holocaust poetry written by American poets. It contains the following two poems which I used in my course during the week when we discussed World War II. "Tattoo" by Gregg Shapiro begins:

*My father won't talk about the numbers
3-7-8-2-5 between the wrist and elbow
blue as blood on his left forearm*

The poem ends:

*If I could trade places with him
I would pad the rest of his days
wrap him in gauze and velvet
absorb the shocks and treat his wounds
I would scrub the numbers from his flesh
extinguish the fire and give him back his life*

(in Fishman, 1991, p. 201)

Mark Pawlak's powerful Holocaust poem titled "Unforgettable" contains the following lines:

A man who, in his youth in Poland

*.
.
.*

*tells of the dogs used by S.S. guards
to terrorize Jews at Auschwitz: German shepherds
that would, on command, bite and tear the buttocks
of anyone wearing the prisoner's striped uniform.*

*.
.*

*Given a second signal, the dog
would pin the man down
with its muzzle to his throat;
and, given a third signal,
bite.*

*40 years later, he cannot forget
how the guards made a sport
of setting these trained dogs on prisoners;
he cannot forget the third signal.*

(in Fishman, 1991, p. 87)

Global Issue Poems in the College Classroom

Above are merely a few examples of poems which depict historical events and how people feel about these events. These can be used as reading and discussion to supplement more traditional kinds of materials for teaching about history.

By using poems together with other kinds of course materials such as academic readings, statistical charts and songs, I felt could make my course more stimulating for students and more broad ranging in focus. It was clear to me that students enjoyed the course each week. Often they stayed well beyond the ending time of the class to talk more about that week's theme or to ask questions about American history.

Student Responses

I did a formal poll of the students at the end of the course, asking them to anonymously submit their comments about our course in writing. Many students wrote highly favorable comments about the course. One student described the course as "profound." Another said that, for her, it was not just a good course but a model of good teaching that she hoped to follow when she became a teacher. Another student mentioned that an environment was created where students felt free to say anything. It's my suspicion that using poetry in the classroom can help foster such an environment (where free expression of student ideas is encouraged) because poetry, probably more than any other genre of writing, encourages self-expression -- including the expression of ideas or feelings that may be considered "taboo" in other settings. Within the realm of poetry, almost anything can be possible or permissible, whereas other genres or arenas are more likely to be relatively confining and/or rule-governed.

Poetry as Teaching Material

In some of my other university courses, such as courses I teach exclusively about poetry, students naturally learn something about the culture and history of the country and era of the poet from reading the poems. I use poetry as well as pop music in a course I have taught many times called *Gender and Society* for the same reasons as described above -- to shed light on the feelings and thoughts of people

people who feel directly affected by historical events, and to encourage students to express their own ideas and feelings as well.

In both the *American History* and *Gender and Society* courses, students themselves found their own poems and songs that they wanted to discuss (unprompted by me) relating to our course themes (just as students find their own poems to evaluate and discuss in my poetry courses, in addition to those I provide or that the textbook features). It is clear to me students are interested in this type of course material to supplement textbook readings and other materials even in non-literary courses.

Invitation

I'd love to exchange further ideas with other educators and language teachers about using poems to teach content. I believe this approach has a lot of potential and would be happy to hear from others engaged or interested in this area.

References

Fishman, C. (ed.) 1991. *Blood to remember: American poets on the Holocaust*. Lubbock: Texas Tech University Press.

Home words: an anthology of creative works by homeless people in the twin cities. 1991. Minneapolis: St. Stephen's Shelter.

Rampersad, A. (ed.). 1994. *The collected poems of Langston Hughes*. New York: Vintage.

Rothenberg, J. (ed.) 1972. *Shaking the pumpkin: traditional poetry of the Indian North Americas*. New York: Doubleday.

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Shin-Eiken Association

<www.shin-eiken.com>

新英語教育研究会

Shin-Eiken is a dynamic high school English teachers' group based in Japan which promotes global, peace and human rights education. Check their Japanese website, subscribe to their monthly Japanese magazine *Shin-Eigo Kyoiku* or attend their 2012 summer conference.

"Shin Eigo Kyoiku" (New English Classroom) Magazine

Sanyusha Press <www.sanyusha-shuppan.com>

Each issue of Shin-Eiken's monthly magazine *The New English Classroom* features articles and reports on global education themes.

Issue # 511 (March 2012)

- *English teachers, Japan's Peace Constitution and Article 9*
- *Teaching about Sadako Ogata, UNHCR and Human Rights for All*
- *Designing an English lesson about Great Peacemakers*
- *Reading Texts for Young People: "To Kill a Mockingbird"*

Issue # 512 (April 2012)

- *Designing a Reading Lesson: "What About the Children of Iraq?"*
- *Book Review: "Heiwa e no Kenri o Sekai ni" (The Right to Peace)*



TEACHING ABOUT THE OLYMPICS



Bring the Olympics Into Your Classroom!

The 2012 London Olympics will be held this summer from July 27 – August 12. The Olympic Games comprise a unique world event which features humanistic ideals (peace, health, global awareness, international cooperation), touches on important social issues (politics, nationalism, commercialism, competition) and can stimulate lots of language learning and practice.

The Olympics were established to further world peace and international friendship by bringing together athletes from countries around the world every four years. One key challenge for global educators is to help students move beyond the intense competition, blatant nationalism, medal counting, commercialism and “us vs. them” mentality of much Olympic media coverage.

TEACHING IDEAS

Olympic Activities <www.gilesig.org>

- Our GILE SIG website lists a set of Olympic teaching activities (quizzes, readings, quotes, worksheets, discussions...). Click *Newsletter*, then *Index by Issues*, then go to Issues #53 (April 2004) & #54 (June 2004) to see these.

World Geography and World Flags

- The Olympics provide a perfect chance to do a lesson on world geography and world flags. Prep your students, practice, then see how many flags they can identify at London 2012.

National Anthems

- Students will hear lots of anthems during the Olympics. Do a lesson on “national anthems round the world” See <www.wikipedia.org>

The Olympics and the Host Country

Have students research and discuss the impact that the Olympics have had on host countries:

- How did the 2008 Olympics change China?
- How did the 1988 Olympics change Korea?
- How did the 1964 Olympics change Japan?

Student Research Projects

- have students research Olympic issues (politics, security, commercialism, national-ism, doping...) for presentations or reports

Adopt a Country

- have students form pairs and adopt a foreign nation as “their country” to research, report on in class, then cheer on during the Games

On-Line Resources

- Official website: <www.london2012.com>
- Get Set site: <<http://getset.london2012.com>>
- Olympic Movement: <www.olympic.org>
- Wikipedia: <www.wikipedia.org>

Quotes About Controversial Issues

- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ <i>A clash of doctrines is not a disaster – it is an opportunity.</i> – Alfred North Whitehead ▪ <i>No great advance has been made in science, politics or religion without controversy.</i> – Lyman Beecher ▪ <i>The passionate controversies of one era are but sterile preoccupations for another.</i> – Frida Adler | <ul style="list-style-type: none"> ▪ <i>I don't see how you can write anything of value if you don't offend someone.</i> – Marvin Harris ▪ <i>Most controversies would soon end if people would first define their terms.</i> – Tryon Edwards ▪ <i>A civilization without controversy on important issues is heading for totalitarianism.</i> – R Hutchins |
|---|---|

Families of the World

www.familiesoftheworld.com



Families of the World is a great website which produces DVDs and Teacher's Guides for teaching about typical families in Africa, Asia, Europe and Latin America.

Youth for Human Rights

www.youthforhumanrights.org



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

Teachers Against Prejudice

www.teachersagainstoprejudice.org



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

Global Dimension< www.globaldimension.org.uk >

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

New Internationalist< www.newint.org >

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

Green Teacher< www.greenteacher.com >

Green Teacher is a dynamic educational website and magazine which offers exciting teaching ideas, activities and resources to help teachers to promote environmental awareness in their schools.

United Nations Works< www.un.org/works/ >

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

Global Issues at ESL Etc.< www.esletc.com >

ESL Etc. is a great site dedicated to bringing global issues, global education and global activism into language teaching. It has free handouts, resources, podcasts and a teachers' forum. Check it out!

Peace Boat< www.peaceboat.org >

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

Better World Links< www.betterworldlinks.org >

Better World Links is a great global education clearing house which lists 80,000 websites on global issues such as war, peace, human rights, health, media, gender, culture and youth.

U.N. Cyber School Buswww.un.org/Pubs/CyberSchoolBus/

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

Better World Website< www.betterworld.net >

Better World is a peace ed website featuring 5,000 resources on heroes, quotes, dates & issues, set up in memory of murdered peace activist Emily Silverstein by her father.

Global Issues< www.globalissues.org >

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

Facing the Future< www.facingthefuture.org >

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

World Wise Schools< www.peacecorps.gov/wws/ >

World Wise Schools was set up by the United States Peace Corps to teach about world cultures and global issues. It has a rich variety of stories, resources and lesson plans.



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.



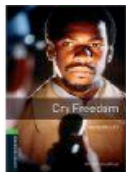
OXFORD FACTFILES READERS

<www.oup.com>

Cry Freedom

by John Briley (2009) ¥843

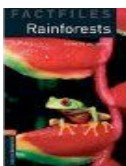
This Stage 6 reader tells the story of Steve Biko, the South African hero who fought against apartheid.



Rainforests

by R. Akinyemi (2008) ¥744

This Stage 2 reader describes the beauty, richness and impact of the rainforests and the crises they face.



Gandhi

by R. Akinyemi (2010) ¥843

This Stage 4 reader introduces the life of M. K. Gandhi and his work for peace and freedom in India.



Disaster

by Mary McIntosh (2008) ¥850

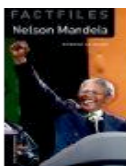
This Stage 4 book recounts stories of disasters, heroes and victims from Pompeii up to the Asian tsunami.



Nelson Mandela

by R. Akinyemi (2008) ¥843

This Stage 4 book tells the story of Nelson Mandela and his struggle for human rights in South Africa.



Recycling

by Sue Stewart (2008) ¥823

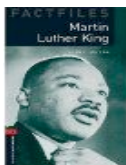
This Stage 3 book looks at the issue of garbage and explains the important role that recycling plays.



Martin Luther King

by Alan Mclean (2008) ¥847

This Stage 3 reader tells the story of Martin Luther King and his fight against hate, prejudice and racism..



CAMBRIDGE EFL READERS

<www.cambridge.org>

Amazing Young Sports People

by Mandy Loader (2010) ¥1100

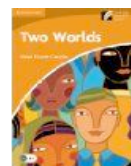
This Level 1 EFL reader profiles the dramatic lives of young athletes in the Olympics and Paralympics.



Two Worlds

by Helen Everett (2010) ¥1000

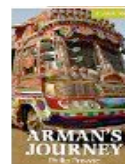
This Level 4 book tells the stories of young immigrants, their lives in the UK and homes they left behind.



Arman's Journey

by Philip Prowse (2011) ¥1160

This Starter text tells the fictional story of Arman, a teenage refugee, and his epic journey to freedom.



Why?

by Philip Prowse (2008) ¥1200

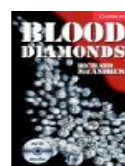
This Starter tells the tale of Alex, a young peace-keeper who confronts the evil reality of the arms trade.



Blood Diamonds

by R. MacAndrew (2006) ¥1240

This Level 1 book tells the fictional tale of two journalists on the trail of conflict diamonds from Africa.



Staying Together

by Judith Wilson (2006) ¥1400

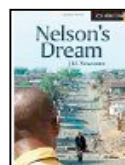
This Level 4 book tells the story of Ikuko, who leaves her boyfriend in Japan to find a new world abroad.



Nelson's Dream

by J. M. Newsome (2008) ¥1260

This Level 6 text tells the story of a young boy who fights corruption in his quest to help AIDS orphans.





DATA ATLASES ON GLOBAL THEMES

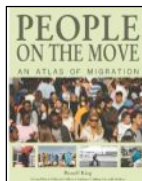
Ground your language lessons about global education topics on solid facts and information with these great data atlases on global themes.



People on the Move: An Atlas of Migration

by R. King (2010) \$15

This atlas uses graphs, maps and photos to explore issues of human migration ranging from refugees and diasporas to study abroad and human trafficking.



The Penguin Atlas of Women in the World

by Joni Seager (2008) \$17

This classic atlas uses maps, graphs, text and data to document gender issues from work, sex and marriage to education, politics, sports and women's rights.



State of the American Empire

by S. Burman (2007) \$11

This atlas outlines the global impact the US exerts through its aid, energy needs, consumption, trade, military bases, culture exports and its "war on terror".



Atlas of Endangered Species

by D. Smith (2008) \$18

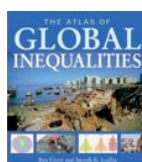
This striking atlas provides key data on the world's surviving species, on varieties that have been lost and on *the 30% that face extinction by the year 2030.*



Atlas of Global Inequalities

by B. Crow (2011) \$15

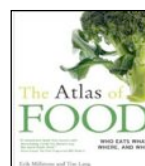
This atlas documents global injustice and inequality via maps, graphs and data about class, age, gender, race, poverty, health, politics, literacy and environment.



The Atlas of Food

by Eric Millstone (2008) \$19

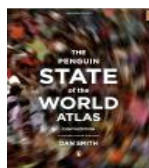
This atlas explores a range of global food issues ranging from agriculture, farming, malnutrition and cooking to hunger, food processing, quality and contamination.



The State of the World

by D. Smith (2008) \$16

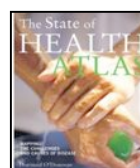
This classic atlas provides a visual overview of global trends from trade, technology and energy to war, health gender, literacy, poverty and the environment.



The State of Health Atlas

by D. O'Donovan (2008) \$25

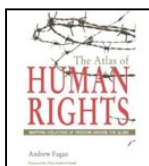
This colorful atlas diagnoses the health of the planet covering topics ranging from life expectancy, cancer and sanitation to AIDS, malnutrition and obesity.



The Atlas of Human Rights

by A. Fagan (2010) \$18

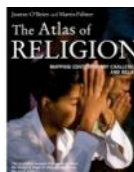
This atlas charts the state of human rights worldwide from censorship, genocide, torture and racism on to religious freedom, women and children's rights.



The Atlas of Religion

by J. O'Brien (2007) \$25

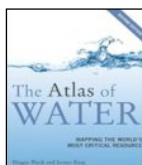
This authoritative atlas provides key info on the world's major religions, on religious schools, missionaries & media plus current data on atheists and agnostics.



The Atlas of Water

by M. Black (2009) \$16

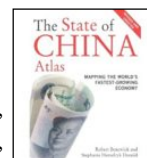
This comprehensive atlas details how we use, abuse, consume and conserve the world's precious water.



The State of China Atlas

by R. Benewick (2009) \$14

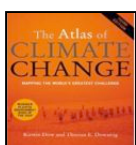
This atlas maps China's population, economy, environment, education, politics, media and global diaspora.



The Atlas of Climate Change

by K. Dow (2011) \$15

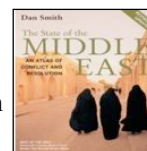
This atlas gives a complete overview of issues linked to climate change.



The State of the Middle East

by D. Smith (2008) \$18

This atlas provides graphic data on issues & themes in the Middle East.





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*).



The World Around Us

by W. Royal & C. Hoppenrath



Get a copy of this classic ESL textbook from Canada full of classroom topics, readings, ideas and activities for teaching about social issues. Cost: ¥2000 / \$20

JALT Critical Thinking SIG

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

Breaking News English

Check out Sean Banville's free lessons on current events: <www.breakingnewsenglish.com>

Fair Trade Goods

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

- * www.peopletree.co.jp
- * www.fairtrade.org.uk

Global Education Maps

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



GLOBAL EDUCATION RESOURCES



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

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

American Forum for Global Ed., 120 Wall St. Suite 2600, New York 10005, USA www.globaled.org

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

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

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

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

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

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

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

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

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

ERIC, Cosmo Nishi Sugamo 105, 1-93-5 Takinogawa, Kita-ku, Tokyo 114-0023 Web: www.eric-net.org

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

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

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

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

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

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

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

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

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

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

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

Peace Resource Project, Box 1122 Arcata, CA 95518-1122 USA Website: www.peaceproject.com

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

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

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

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

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

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

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

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

WWF (World-Wide Fund for Nature): books, teaching packs and videos on environmental issues

WWF, Panda House, Weyside Park, Godalming, Surrey GU7 1XR UK Website: www.panda.org

COMING EVENTS CALENDAR

May 21	World Cultural Diversity Day ¹	June 20	World Refugee Day ⁵
May 29	Int'l UN Peacekeepers Day ²	June 26	International Day against Drugs ⁶
May 31	World No Tobacco Day ³	July 11	World Population Day ⁷
June 5	World Environment Day ⁴	July 27 - Aug 12	Summer Olympics (London, UK) ⁸

1 Cultural Diversity	<wikipedia> < http://days.tigweb.org/11 > < www.un.org/en/events/culturaldiversityday/ >		
2 Peacekeepers Day	< www.un.org/en/events/peacekeepersday/2011/ >	< www.un.org >	<wikipedia>
3 No Tobacco Day	< www.who.int/tobacco/en/ >	< www.wikipedia.org >	< www.anti-smoking.org >
4 Environment Day	< www.unep.org/wed/ >	< www.wikipedia.org >	<Earth Song www.youtube.com >
5 Refugees	< www.unhcr.org >	< www.unrefugees.org >	< www.japanforunhcr.org > <wikipedia>
6 Anti-Drugs Day	< www.unodc.org >	< www.theantidrug.com >	< www.dapc.or.jp > <wikipedia>
7 World Population	< www.populationconnection.org >	< www.unfpa.org/wpd/ >	<wikipedia>
8 Summer Olympics	<wikipedia> < www.london2012.com > < www.teachervision.fen.com > "2012 Olympic">		

* For more dates: <www.betterworldcalendar.com> <www.earthcalendar.net/> <<http://aglobalworld.com>>

GLOBAL ISSUES IN LANGUAGE EDUCATION

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

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

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

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

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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.

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